

**THE EFFECT OF PARENTAL SUPPORT ON CHILDREN'S AMBITION IN
NORTHERN CITY DIVISION, MBALE CITY**

MERCY ZEWIJA

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Sign.....*MZ*.....Date.....*27th June - 2025*.....

SUPERVISOR'S APPROVAL

This is to certify that, this research report has been done under my supervision as the university supervisor and approved.

Name: MADAM PIMER JESSICA UKOKU

Sign 

Date 27th - JUNE - 2025

DEDICATION

I dedicate this work to all my supporters, parents and friends for their kind financial and moral support to my Education.

ACKNOWLEDGEMENT

My great gratitude goes to God the Almighty who has enabled me to successfully complete this wonderful exercise.

I also wish to extend my great appreciation to my supervisor, Madam Pimer Jessica for all the guidance he has enkindled me with during this session amidst his busy schedules. I pray he may live to witness more great years on earth.

In a special way, I take this opportunity to recognize the principle of Uganda Christian University and his entire staff for the good leadership and guidance they have always extended to us. May the almighty God Bless the work of your Hands

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LIST OF ABBREVIATIONS

CEDOVIP	Center for domestic violence prevention
CDRN	Community development network
DWNRO	Disabled women's network and resource organization
CDM	Clean Development Mechanisms.
CDWCG	Community Development Workers Conditional Grant.
COPHC	Complementary Opportunities for Primary Health Care
CSO	Civil Society Organization.
DANIDA	Danish International Development Agency.
DFID	Department for International Development
DRIS	District Resource Information System
EMOC	Emergency Material and Obstetric Care
ENR	Environment and Natural Resources
ERRP	Emergency Relief and Rehabilitation
ERT	Energy for Rural Transformation
HMIS	Health Management Information System
HPPG	Harmonized Participatory Planning Guidelines
IDP	Internally Displaced Persons.
LGDP	Local Government Development Program

ABSTRACT

Parental support is vital to the achievement of children's ambitions the world over but this support is lacking. Many children in most countries are not getting the much needed support. This study set out to determine the effect of parental support on children's ambition in Northern City Division, Mbale City. The study objectives were three folds: first, to explore the different parental support systems that exist in Northern City Division, Mbale City. Second, to determine the effect of a parental support on children's ambition in Northern City Division, Mbale City and lastly, to investigate the factors that hinder parental support to children ambition in Northern City Division, Mbale City. The study used qualitative case study design to analyze data from the study area with the help of both qualitative and quantitative methods. The researcher collected data from 25 respondents in the study area who were selected using purposive sampling and interviews were used to collect data. The study found that parents take play seriously lead by example. Findings also show that parents always model healthy habits and **parents manage expectations of their children** in the sub county and this was revealed in the study findings. **Parents according to the findings make time to talk with their child** today. Study findings also revealed that child's prospects for future academic success and children's motivation to achieve higher outcomes hinges on parental support. Parental support improves children's self-efficacy in dealing with prospective situations containing many ambiguous, unpredictable, and often stressful elements and found out by the study. Additionally, parental support improves children's chances of being more economically successful and as a result, parents communicate their visions toward work and their aspirations for their children to the next generation. Findings further reveal that parents with higher with higher social and economic status (SES) tend to have greater access to technology and the internet, and therefore may be more knowledgeable for example about the potential risks and benefits of social media use for children and poor parents may also face other stressors, such as financial instability and find it more challenging to support their children as well as some cultures prevent parents from supporting their children and thus hampering their ambitions. The study recommended government and stakeholders should sensitize the community of the need to provide parental support to children and in conjunction with local leaders should put in place measures that enhance children's abilities to achieve their ambitions as well as improve the capability of parents to provide the much needed parental support

CHAPTER ONE

INTRODUCTION

1.0 Introduction

This study sought to determine the effect of parental support on children's ambition in Northern City Division, Mbale City. Children's ambition in this regard refers to their strong desire and determination to achieve specific goals and strive for something greater in life. It's a natural drive to set aspirations, work towards them, and excel, often fueled by a sense of purpose. This drive is crucial for their personal development and can help them reach their full potential. Ambition can be found in virtually anyone who has become successful or done something noteworthy. These individuals imagined a better future for themselves or decided they wanted to achieve something and they worked to make that a reality.

To this end, ambition is a key trait for a child who wants to lead an extraordinary life. Developing ambition in children is an important part of their growth as a human being. Ambition is an important life skill that can help them set goals, stay motivated, and strive for success. This said, it's not something that can be necessarily taught, but rather, it is something that must be nurtured and discovered from within. This chapter presents information about the background to the study, problem statement, objectives of the study, research questions, scope of the study, and significance of the study, limitations and delimitations to the research study.

1.2 Background to the study

1.2.1 The global situation of parental support to children

Over the last 30 years there has been a growing understanding of the critical importance of the family and a family environment for children in terms of their development and well-being. This realization is at the core of the United Nations Convention on the Rights of the Child adopted in 1989, and more recently, of the

Guidelines for the Alternative Care of Children welcomed by the United Nations General Assembly in 2019 (World Bank, 2023). Globally, parental support for children is a complex issue with significant variations across countries and cultures. While parental care is crucial for children's well-being, many children face challenges due to factors like poverty, violence, and lack of resources. In some regions, parental support systems are well-established, while in others, they are weak or nonexistent.

The global problem of insufficient or ineffective parental support to children encompasses various factors, including parental lack of awareness, inadequate resources, and societal challenges. These issues negatively impact children's development, learning, and overall well-being. Addressing this problem requires a multi-pronged approach, involving education, policy changes, and community support. An estimated 220 million children are living without parental care or are at risk of losing it. This figure represents one in ten children worldwide. In Africa alone, this number is estimated to be 35 million ((National Institute of Health (NIH, 2020, World Bank, 2023).

Millions of children's lives are blighted, for no other reason than the country, the community, the gender or the circumstances into which they are born. And, as the data in this report show, unless we accelerate the pace of our progress in reaching them, the futures of millions of disadvantaged and vulnerable children – and therefore the future of their societies will be imperiled. Before they draw their first breath, the life chances of poor and excluded children are often being shaped by inequities (Okiris and Okiid et al., 2020). Disadvantage and discrimination against their communities and families will help determine whether they live or die, whether they have a chance to learn and later earn a decent living. Conflicts, crises and climate-related disasters deepen their deprivation and diminish their potential. But it need not be so. As Okiria and Okiidi et al., (2020), illustrates the world has made tremendous progress in reducing child deaths, getting children into school and lifting millions out of poverty

Parental support plays a crucial role in a child's development and well-being, with research indicating that "at-home good parenting" has a significant positive impact on children's achievement and adjustment. While "good parenting" is a key factor, other forms of parental involvement, like attending school meetings, may not have the same

scale of impact (National Institute of Health (NIH, 2020). Parental support extends to various aspects, including setting high aspirations, fostering a child's self-concept as a learner, and creating a positive and supportive home environment

In Syria, in Yemen, in Myanmar, at the US-Mexico border, children are front-page news. Violence and discrimination are tearing apart families in front of our eyes. An estimated 220 million children worldwide—one in 10—live without parental care or are at risk of losing it. And lacking sufficient child welfare support, an unknown number of them will end up alone in child-led households or in institutional settings rife with neglect or abuse (UNICEF, 2021). They will face developmental damage, exploitation, difficulties with community reintegration, stigma, low employment, inadequate life skills, and increased social dependency. Since the adoption of the United Nations Convention on the Rights of the Child (UNCRC) in 1989, all signatory nations have ostensibly prioritized the security and empowerment of children. Yet, as we approach the 30th anniversary of the agreement, much work remains. Progress has been uneven and uncoordinated. Gaping holes in documentation indeed, only 45 percent of children are registered at birth—have led to chronic underinvestment in support systems. Meanwhile, the implementation of programs that do exist has often been misdirected, and in light of today's brew of war, terrorism, and environmental crises, it may seem that even modest gains could easily erode (Zarinara, Kamala & Akhondi, 2021)

Although Nordic countries and central European countries such as Germany and the Netherlands have comprehensive family-oriented child welfare policies, which view a child's problems as systemic and aim to strengthen family capacities and relationships through parental support (Meeuwisse and Scaramuzzino, 2010), it remains unclear whether a child's placement in OHC leads to objective improvements or deterioration in such key aspects of parents' lives as socioeconomic and psychosocial conditions.

The concept of children's ambition refers to their strong desire and determination to achieve specific goals and strive for something greater in life. It's a natural drive to set aspirations, work towards them, and excel, often fueled by a sense of purpose (Zarinara, Kamala & Akhondi, 2021). While, Parental support refers to the resources,

encouragement, and assistance that parents provide to their children. This can take various forms, including emotional, educational, and social support, all aimed at helping children reach their full potential. Essentially, it's the backing and help parents offer to foster their child's well-being and development (Okitaagi et al., 2021)

1.2.2 The level of parental support in Africa

Africa is, however, faced with a challenge where children are either without parental care or at risk of losing it – and what is disconcerting is that, to date, no continental effort has been made to ascertain to the scale of this challenge. In Africa, 35 million children are without adequate parental support and this number is rising uninterrupted. The time to act is now. For unless we accelerate our progress, by 2030: Almost 70 million children may die before reaching their fifth birthdays – 3.6 million in 2030 alone, the deadline year for the Sustainable Development Goals. Children in sub-Saharan Africa will be 10 times more likely to die before their fifth birthdays than children in high-income countries (World Bank, 2023).

The traditional African family is composed of grandparents, aunts, uncles and cousins, as well as unrelated persons who are regarded as family. A child's parents are thus not only his or her biological parents but include members of this extended family. Asikhai (2021) notes that parenting involves applying skills and methods of raising children to prepare them for contributing to society by developing their emotional, psychological, social and intellectual capabilities. Crucially, parenting is a responsibility which is not limited to biological parents alone but extends to an entire network of relations in society. This scenario is common to most African families. The UN Guidelines for the Alternative Care of Children define CWPC as 'all children not in the overnight care of at least one of their parents, for whatever reason and under whatever circumstances'.¹⁷ Similarly, the United Nations Convention on the Rights of the Child (UNCRC) defines a child without parental care as one who is 'temporarily or permanently deprived of his or her family environment or in whose own best interest cannot be allowed

The African Union (AU) developed Agenda 2063 as a strategic blueprint that sets out

seven aspirations for the continent. To advance the realization of this agenda, Aspiration 6 provides for people-driven development. Paragraph 53 under Aspiration 6 implies that a precondition for people-driven development is the full implementation of the African Charter on the Rights and Welfare of the Child (ACRWC).²³ It is on the basis of this provision that the African Committee of Experts on the Rights and Welfare of the Child (ACERWC) developed Agenda 2040, a document which is meant to ensure the full implementation of the ACRWC (National Institute of Health (NIH), 2020).

Agenda 2040 has 10 aspirations and fulfilling them is intended to drive the implementation of the ACRCW and, by extension, the realization of the continental agenda articulated in Agenda 2063. Importantly, though, there are prerequisites for making all of the aspirations a reality. One indispensable condition is that children grow up in secure, caring environments that enable them to develop to their full potential. Accordingly, the Preamble of the ACRWC underscores the need for every child to grow up in a family environment in an atmosphere of happiness, love and understanding (Zarinara, Kamala & Akhondi, 2021).

1.2.3 Parental support to children Uganda

In Uganda, there are around 20 million children under the age of 18; around 2.7 million of them have no parental care and many more are at risk of losing it. Widespread poverty and parents falling ill with HIV/AIDS are key reasons for this. These children are extremely vulnerable, as they are often undernourished and lack access to basic services such as sanitation and healthcare. Furthermore, in some cases children have to work in order to make a living instead of going to school (Kanyirira et al., 2023). Children's rights are not sufficiently protected: one in four is forced to work. And over 50,000 children are in various children's homes, which are stretched, yet the challenge of child abandonment is on the rise. They say that only 1% of these children are placed for adoption each year, highlighting the need for increased awareness and understanding of the need for parental support (Tummwine, 2022).

In Uganda, the government has backed protection, care, and support for all children with an arsenal of policies, programmes, and guidelines, including a National Child Policy,

National Orphans and Other Vulnerable Children Policy, National Social Protection Policy, and National Parenting Guidelines. In addition to community-based services supported by nongovernmental organizations, government support centers exist to address particular needs (e.g. for education and physical rehabilitation), though their coverage is still limited by resource constraints (Ministry of Gender, Labour and Social Development, 2023, 2022, 2020; Ministry of Education & Sports, 2018). Despite the government's efforts, many Ugandan children confront enormous barriers to a healthy upbringing. According to the most recent Demographic and Health Survey, almost three in 10 children under age 5 are stunted due to malnutrition, 85% of children under age 15 experienced a violent disciplinary action during the previous month, and 43% of women aged 25-49 married before they turned 18 (Uganda Bureau of Statistics, 2024).

Childhood in Uganda is characterized by poor health and sickness resulting from overcrowded conditions; physical under-development, with weight, height and head circumference below the norm; hearing and vision problems resulting from poor diet or under-stimulation; motor-skill delays and missed developmental milestones; physical and learning disabilities as a result of developmental delays; difficulties in language and social development; problems in concentrating or forming emotional relationships; physical and sexual abuse; craving for attention that results in readiness to trust teenage and adult strangers who make them easy targets of substance-abuse and sexual exploitation (Nuwagaba et al., 2023)

To address the problems limiting parenting support to children in Uganda,, Governments and various implementing partners, have been undertaking programmes which include: the prevention of family separation through community empowerment, the provision of care and protection services, advocacy for child rights, reintegration and reunification of children back into families of origin, strengthening community structures and systems, and the care systems reforms to ensure adherence to international and continental policies and standards (Ministry of Gender, Labour and Social Development, 2023). The most commonly practiced alternative care options for CWPC across the five African regions include kinship care, foster care, kafalah, residential care and institutional care. The availability of these options varies by region

Although the majority of research has typically focused on parental support, no study has revealed the effect of parental support on children's ambitions in Northern City Division, Mbale City (Silva, 2022). Additionally, there has been no comprehensive single author survey on the effect of parental support, no study has revealed the effect of parental support on children's ambitions in Northern City Division, Mbale City. Not that the subject has suffered from any lack of interests but many historical scholars and publications particularly in Uganda and Africa have often been drawn more to the international scene than to the potentially more hazardous subject of academic performance at home. Very few historical nodes have been made on the subject and the resulting literature has, however, almost exclusively taken the form of edited volumes, specialized monographs and polemical contributions to debates and this is the gap this study filled.

1.3 Problem statement

Parental support offers numerous benefits, significantly impacting a child's academic, social, and emotional well-being. It fosters higher self-esteem, confidence, and a sense of belonging, ultimately leading to improved academic performance and greater resilience in the face of challenges (UNESCO, 2023). Parental support including homework help and attending school events, correlates with better grades and overall academic performance. Family emotional support can promote psychological well-being, leading to greater student engagement and improved outcomes, especially for low-income students including positive reinforcement and support from parents build self-confidence and self-worth (Onyango et al., 2022). However, according to preliminary results in Northern city division show that the absence of parental support can lead to various negative consequences for children, including academic underachievement, behavioral problems, and mental health issues such as depression, anxiety, and low self-esteem. Lack of support can also contribute to substance abuse, criminal behavior, and difficulties in forming healthy relationship (Northern city division

situational analysis report, 2024).

Preliminary results further show that a parent's chronic illness diagnosis can have advanced effect on psychosocial wellbeing of children. This phenomenon when not handled leads to numerous negative consequences for children such as depression can come with headaches, fatigue and digestive problems, and anxiety can create an upset stomach, for example. Preliminary results also indicate that that these children also experience attachment and interpersonal relationship problems as well as children may develop negative cognition and self-doubt due to absence of parental support. By extension, this negative cognition can heighten the child's negative emotional experience and result in increased levels of depression. Preliminary results also reveal that there is there is no single comprehensive author survey regarding the effect of parental support on children's ambition in Northern City Division, Mbale City and this has resulted into limitations and distortions in literature, a gap this study sought to address

1.4 The Purpose of the Study

The purpose of this study was to determine the effect of parental support on children's ambition in Northern City Division, Mbale City.

1.5 Objectives of the study

- I. To explore the different parental support systems that exist in Northern City Division, Mbale City
- II. To determine the effect of a parental support on children's ambition in Northern City Division, Mbale City
- III. To investigate the factors that hinder parental support to children ambition in

1.6 Research questions

- I. What are the different parental support systems that exist in Northern City Division, Mbale City?
- II. What is the effect of a parental support on children's ambition in Northern City Division, Mbale City?
- III. Explain the factors that hinder parental support to children ambition in Northern City Division, Mbale City

1.7 Scope of the study

The scope of the study has been divided into geographical, content and time scope as below:

1.7.1 Geographical Scope

The study was carried out in Northern City Division, Mbale City.

1.7.2 Content scope

The study contained information about the effect of parental support on children's ambition in Northern City Division, Mbale City. Specifically, the study explored the different parental support systems and the effect of a parental support on children's ambition in Northern City Division, Mbale City. The study will also investigate the factors that hinder parental support to children ambition in Northern City Division, Mbale City. Through this content scope, the researcher was able to collect adequate and relevant information that helped to attain study objectives.

1.7.3 Time Scope

The research study considered the period between 2021 and 2024. This period is considered because it is during this time that the effect of lack of parental support on children' ambitions was more pronounced and also due to COVID19 effect (-Northern Division Situational Report, 2024)

1.8 Significance of the study

The study when completed may have the following significance:

The research may draw the attention of the professional, Non-governmental organizations and international bodies which are interested in enhancing parental support to children's ambition

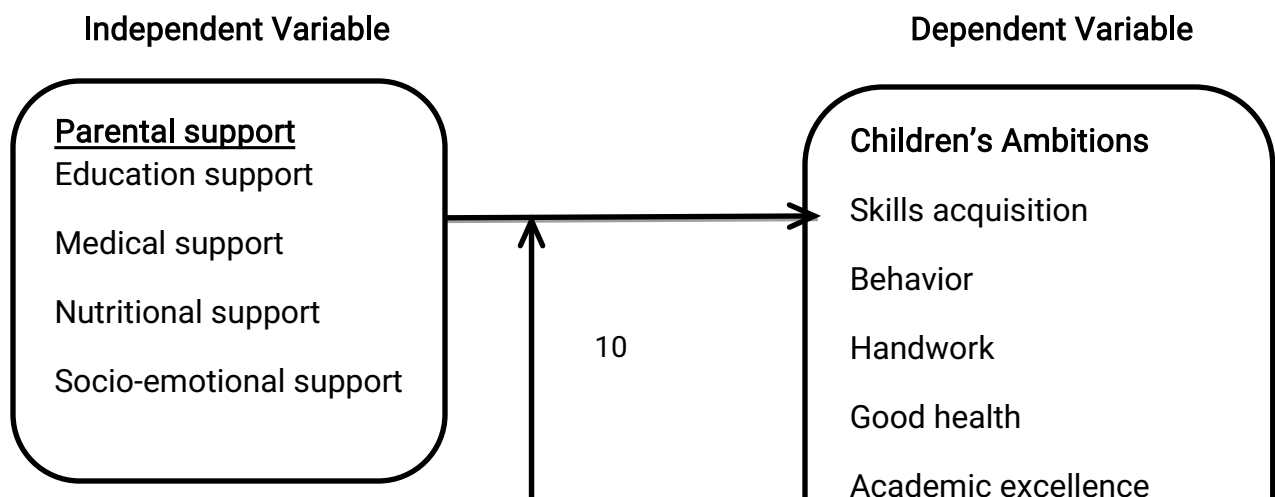
Finally, the findings may serve as an eye opener to the general public on the effect of on parental support and children's ambition

The study may add to the body of existing literature on the effect of on parental support and children's ambition

The study may in addition provide accorded opportunity of testing the validity and explanatory powers of the existing theories on parental support and children's ambition

The research may serve as reference point for future research work on the subject and also motivate further research on parental support and children's ambition.

1.10 Conceptual Frame work



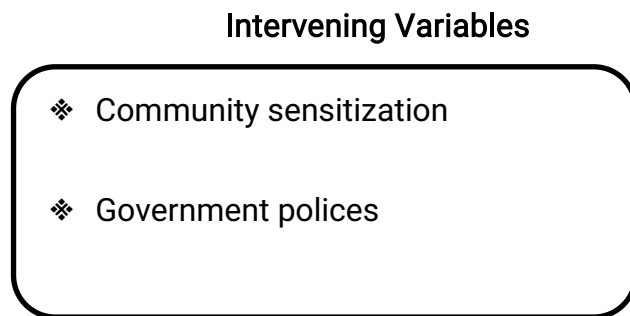


Figure 1.1: Conceptual framework

Source: Adapted from Mugenda and Muganda (2004): Conceptual Frameworks

The above conceptual framework shows the relationship between variables. Parental support with parameters of education support, medical support, nutritional support and socio-emotional support. While dependent variable is Children's Ambitions with parameters of, Skills acquisition, Behavior, Handwork, Good health and Academic excellence. The conceptual framework has been drawn on the assumption that if parental support is in place, children could achieve their ambitions and the reverse is undoubtedly true. Nevertheless, this may not be automatic as other factors may come into play. These may include Community sensitization, government policies and parenting styles. These factors have been dully coined as intervening variables by the study and are being isolated to avoid making wrong conclusions.

1.11 Definition of key terms

- a) **Children's ambition** refers to their strong desire and determination to achieve specific goals and strive for something greater in life. It's a natural drive to set aspirations, work towards them, and excels, often fueled by a sense of purpose (Okiria and Okiidi et al. 2020).

- b) **Parental support** refers to the resources, encouragement, and assistance that parents provide to their children. This can take various forms, including emotional, educational, and social support, all aimed at helping children reach their full potential. Essentially, it's the backing and help parents offer to foster their child's well-being and development.

1.12 Chapter summary

The above chapter discussed the introductory part of this research and it has been observed that major body of empirical research in psychology, neuroscience, social work, and other disciplines has demonstrated the importance of investing in children's early years to support this critical period of child development. Findings about the negative impact of emotional deprivation and institutionalization for younger children have further reinforced the critical importance of parental support. As a result, reforms of child protection and alternative support systems for children deprived of parental care, or at risk of being so, have been ongoing in virtually all regions of the world, with a particular focus on moving away from the use of residential support and strengthening the capacity of parents and families to support their children's ambition.

1.13 Conclusion

The introduction section has discussed the background to the study, problem statement, objectives and study scope well as significance of the findings and conceptual framework. This section outlined the gaps and presented the rationale for the study. This led to the statement of the problem. The researcher identified existing studies to support the problem under investigation. The next chapter will discuss an array of past studies that are significantly related to the area under investigation. During the review, the research study will consider conceptual, contextual, theatrical and methodological genius of authors and endeavored to point out gaps in these studies that this study addressed

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

The study was about determining the effect of parental support on children's ambition in Northern City Division, Mbale City. Specifically, the study explored the different parental support systems that exist and the effect of a parental support on children's ambition in Northern City Division, Mbale City. The study will also investigate the factors that hinder parental support to children ambition in Northern City Division, Mbale City.

According to Mugenda and Mugenda (2017) and Kumar (2019) interprets literature review as the systematic identification, location and analysis of documents containing information related to the research problem being investigated, which forms an integral part of the entire research process and makes a valuable contribution to almost every operational step in the research. This chapter shows the various sources literature related to the topic of the research. The sources include; review of scholarly journals, government documents, text books, Internet and Newspapers. This Literature review is done objective by objective. This chapter therefore shows and explains the review of past and actual literature studies which has been reviewed objective by objective. It included theoretical review, empirical literature review and summary of identified gaps.

2.1 The different parental support systems that exist

Parents take play seriously

Zarinara, Kamala & Akhondi (2021) found that young children are learning all the time. When they play, they're building important life skills. Make-believe play allows them to experience what it's like to be someone else and understand others' feelings. When they play with others, they're learning to compromise and take turns. Engaging in imaginative free play, like pretending a toy train can travel through space, sparks creativity and language as they learn to verbally express their ideas. When they imagine new worlds, young children are learning to problem solve and create new possibilities. What seems like just fun is actually very important work. Take play seriously because play is serious

learning. Avoid being on your device in front of your child too often. Research shows that make children feel less important.

Parents lead by example

Babies are genius impersonators. They pick up on everything they see you do. Until they talk, they become experts at reading faces and non-verbal attitudes and learn to mimic them. By watching your body language, how you treat others or how you react to a challenge, babies will adopt these attitudes and actions themselves (Okiria and Okiidi et al., 2020). The way you act around your baby shapes the person they will become. Include these five critical behaviours in your day and you'll dramatically improve your baby's chances to thrive in the future. Giving your child the best tools for future success has nothing to do with money or extravagant learning resources. It has everything to do with you, your time and level of engagement

Parents model healthy habits

Onyango et al., (2022) argued that children learn through observation, and if they see their parents engaging in healthy practices, they are more likely to adopt those habits themselves. This could include setting a regular exercise routine, cooking nutritious meals, and prioritizing sleep. When communicating, avoiding raising your voice and using aggressive language is vital. Parents must be consistent with their expectations and discipline so children feel secure and know what to expect. Parents should also ensure their children's environment is free from hazards or dangers affecting their health. Parents play an integral role in ensuring their children stay healthy. By scheduling regular checkups, limiting screen time, promoting mental health, and modeling healthy habits, parents can help create an environment where their kids are supported and encouraged to make positive lifestyle choices that will benefit their overall health and well-being (Zarinara, Kamala & Akhondi, 2021).

Parents manage expectations

Gladys and Okilin (2018) argued that people rely on social media for different reasons: marketing a brand, learning a skill, building a community. Disappointment arises when

the outcome is not what you had hoped. If you want to learn how to play a song on the guitar just for fun, YouTube may be a great resource; but if you want to win a competition, you may need to study with a real instructor. Similarly, if emotional support is what you need, that may not be forthcoming on social media (Mwiti, 2016). Teens need to understand that we need to put real-life effort into forging meaningful friendships. Helping young people crystallize what they hope to get from social media allows them to use them more appropriately, says Trub. But also, she cautions, “We don’t always know what we want. We might think we want one thing but really want another. So an honest and ongoing examination of that is helpful.

Parents make time to talk with your child

Discuss a topic that allows your child to express both thoughts and feelings. This way, you learn about his/her point of view (National Institute of Health (NIH, 2020). Talks can be great after you have read a book together. Remember, children learn at their own pace about their strengths and weaknesses. This can be enhanced as they learn about the experiences of others – and stories from books are a great tool. In this way new scenarios that are similar to your child’s experiences or totally different can help develop empathy and change social attitudes and behaviors. Books that relate our rich Islamic heritage are especially important, but so too are secular books that teach about positive characters and character traits. Reading books together may not be as common for older children, but reading newspaper articles or watching a video or television program can also prompt discussions along these same lines. Be sure in every instance to not just lead the discussion, but to also be an active listener.

Parents act as supportive coach

While Jonnes et al., (2020) opined that sometimes we relegate the need and work of coaches to the sports arena. But all of us need coaches, and parents are most certainly in the best position to be coaches and mentors for their children. Here you can take opportunities to offer encouragement in areas that are new, provide support for ongoing work, and praise efforts that show growth and development. It is very important to find

opportunities to reinforce things your child is doing well. Praise can go a long way as long as it is genuine. When you are able to show your interest in your child, that also builds the relationship for acceptance of advice or constructive feedback in other instances. Remember, it is important to understand developmental benchmarks so that you are assessing skills based upon what is normal and natural at every age, rather than expecting performance that is unrealistic.

2.2 Effect of parental support on children's ambition

Kim, Fruth, and Bowles (2020) found that a child's prospects for future academic success were enhanced by parental involvement in the educational process. They said that parental support is the critical factor in the aspirations and achievement of high school students. (National Institute of Health (NIH, 2020) reported that parental involvement in school issues establishes a powerful climate for student learning in school as well as in the home. The National Education Goals Panel has defined one of the eight goals to be achieved by the year 2000 as "every school will promote partnerships that will increase parental involvement and participation in promoting the social, emotional, and academic growth of children"(U.S. Department of Education, 2021). According to a meta-analysis including 66 studies of student success (Henderson, 1987), when parents become supportive in their children's education at school, one or more of the following results were included: higher grades and better test scores, better attendance and regularly completed homework, reduced placements in special education or remedial classes, higher graduation rates, and more positive attitudes surrounding student behavior at school.

High parental aspirations does influence children's motivation to achieve higher outcomes, but these aspirations can also translate to unnecessary pressure and stress for children who recognize they are unable to reach their parents' aspirations for them (Carthron, & Decoster, 2015). Nascent research on this possibility of parental aspirations' negative effects has suggested that parental over aspiration, defined as parents' aspiration exceeding their expectation—can have detrimental effects on

academic outcomes (Marsh, & Lichtenfeld, 2016). The distinction between aspiration and expectation comes with the former being about ambition while the latter being about a realistic assessment. Since the study has only compared parents' aspirations and expectations, there is still a gap in the literature of the effect if parents' aspirations are higher than the students' expectations of themselves. Understanding this interaction, however, is important in nuancing the significance of parental aspirations.

However, aspirations are not the only psychological orientations that may be linked to future attainments (Jonnes et al., 2017). In this study we also examine expectations about the likelihood of success in the economic realm. Some youth are optimistic that they will do well in this sphere, while others may not be so sure depending on their parental support. Similarly, Bandura's conceptualization of self-efficacy, Zarinara, Kamala & Akhondi (2021) highlights beliefs about the likelihood of achieving one's goals. In Bandura's words, "Self-efficacy is concerned with judgments about how well one can organize and execute courses of action required to deal with prospective situations containing many ambiguous, unpredictable, and often stressful elements.

Individuals with a stronger sense of self-efficacy set higher goals and exert more effort towards their achievement in the face of obstacles. In one study (Zarinara, Kamala & Akhondi, 2021); adolescents who thought that they would be more economically successful in the future were more likely to take concrete steps to go to college and to achieve high grade point averages. Adolescents' economic expectations were also found to predict successful transitions to adulthood, including young adult educational and income attainments, and the avoidance of early parenting (Lee and Mortimer, 2019).

Given the significance of children's psychological orientations for their future attainments, it is important to understand where these attitudes come from. Vocational development begins in the family, as parents communicate their visions toward work and their aspirations for their children to the next generation (National Institute of Health (NIH, 2020). In fact, the parental workplace is probably one of the most critical mesosystem environments influencing children's orientations to the future and their vocational development (Jonnes et al., 2017). While prior work emphasizes the effects of educational aspirations on attainments, aspirations are known to be reflective of the

child's academic performance (Reynolds and Johnson, 2011) and extracurricular activities. Children's evaluations of the likelihood of their future economic success could also reflect their prior successes and achievements in school and in work, significant others' reflected appraisals and encouragement, and the presence of successful role models.

2.3 Factors that hinder parental support on children's ambition

Parents with higher with higher social and economic status (SES) tend to have greater access to technology and the internet, and therefore may be more knowledgeable for example about the potential risks and benefits of social media use for children. This can lead to more proactive monitoring and more intentional shaping of children's online experiences (Mollborn et al. 2022; Azubuiké, Adegboye & Quadri 2021). Additionally, parents with higher SES levels may have more resources available to invest in monitoring tools and devices, such as parental control software, that can help them to monitor their children's online activities more effectively (Kruk et al. 2018). On the other hand, parents with lower SES levels may have fewer resources available for monitoring for supporting their children, and may have less knowledge about the potential risks and benefits of social media use for children. This can lead to a more permissive approach to monitoring and a greater reliance on children's own judgment when it comes to their online activities (Mathiesen, 2017).

Additionally, parents with lower SES levels may also face other stressors, such as financial instability and find it more challenging to support their children (Tan et al.

2022). Legislation designed to bolster parental control over their children's engagement with social networks serves a multifaceted purpose. Its objectives encompass safeguarding children's online security, upholding their privacy rights, and promoting responsible digital conduct (Zarinara, Kamala & Akhondi, 2021). This entails mandating platforms to institute robust safety measures, ensuring explicit parental consent for data collection, and furnishing parents with tools to oversee their children's online interactions. Educational initiatives are also integral, imparting awareness of online risks to children. The legislation further establishes potential penalties for noncompliance by platforms. Striking a delicate equilibrium between technological advancement and the welfare of children is a central tenet of this legislative effort, necessitating collaborative international endeavors to effectively address pervasive digital challenges (Seo 2021).

Family structures have been changing very rapidly in the last few decades. For example, the traditional two-parent nuclear family is now one structural form in a society of multiple family structures; 70% of mothers of school-aged children are now in the work force compared with 30% in 1960. Almost half of all marriages today result in divorce. There are more single-parent families. A third of all marriages are now remarriages, and one out of four children has one or more step-parents (Swap, 2020). The number of children under 15 having children has increased dramatically in the last decade. The number of children living below poverty level is increasing. Racial, linguistic, and ethnic diversity is more common in classrooms. Swap, goes on to say that by the year 2000, the census bureau projects that the total number of minority children will have increased from 28% to 33%. Over and above, immigration figures are soaring. According to preliminary

According to Zarinara, Kamala & Akhondi (2021), cultural values, beliefs, norms, customs, and traditions that shape the attitudes and behaviors of individuals within a particular society. These cultural factors play a significant role in shaping the approach that parents take towards monitoring their children's online experiences and social media use (Megeirhi et al. 2020). For example, cultural attitudes towards social media can influence whether parents believe that social media has more benefits or risks for

their children and whether they adopt a permissive or restrictive monitoring style (Sari, Suziana & Games 2020).

Moreover, cultural values can also shape the way in which parents use social media themselves. Some cultures may place a higher value on privacy and individualism, leading parents to be more cautious in their social media use and monitoring practices (Hammer, Scheiter & Stürmer 2021). Other cultures may place a higher value on community and connectedness, leading parents to be more engaged in their children's social media use and more open to using social media themselves (Stoeckl et al. 2021).

Children in single-parent families usually don't have the same resources as regular families. Loss of net income, as obtained when married, may lead to increased work time for parents and repeated change in residence. It has been noted that children living with single mothers are much more likely to live in poverty than children living with both married parents. Although most custodial mothers have child support agreements, custodial fathers rarely receive child support. Custodial fathers also experience financial loss, but they tend to recover more quickly financially. The child may lose social support systems such as grandparents, friends, school teachers, neighbors, and others due to a change in residence or a weakened relationship with grandparents or relatives of the noncustodial parent. The child may also lose family traditions, may face disruption of celebrations, daily routines, and become less religious

Zarinara, Kamala & Akhondi (2021) found that larger family sizes can offer children various benefits, including a stronger sense of community and mutual support, as well as opportunities for learning cooperation and collective responsibility. However, they can also present challenges related to resource dilution and potential strain on parental resources, which may affect children's educational performance/ On the other hand, children from larger families has more responsibilities at home which will help them grow in self-knowledge and self-confidence and matureness. This will develop their understanding of morality. They are less likely not to focus on themselves but on others around them. As they have many siblings to talk and play with the will be stimulated

intellectually at all times which could affect positively on their intellectual development.

2.4 Research gaps

The data presented here represent children who were residing in households at the time of data collection. It does not include the most vulnerable cohort of children ages 0-17 who are not living in households. These data look at the relationship between the child and the head of the household. They do not provide information on the primary caregiver of the child. Moreover, it does not capture multigenerational households; therefore, it is possible that a child who is reported as the grandchild of the household head is also cohabitating with an aunt or uncle, sibling, or other relative.

Also to note, the available questionnaire categories that capture relationships to household head do not distinguish between maternal and paternal relatives, an area that may warrant closer attention in further data collection efforts. Another limitation found in this report is the inflexibility of the structured household. Flows of communication, individuals, and funding that build the networks of each individual household remain hidden.

The data cannot uncover whether children living with neither biological parent who have living biological parents communicate with them, are visited by them, or are supported financially by them. It does not capture the stability of the household composition, leaving unknown the timing of when a parent left or whether the parent comes and goes routinely. These limitations highlight areas of study that require additional data in order to uncover children's care structures in Uganda.

CHAPTER THREE

METHODOLOGY

3.0 Introduction

The study was about determining the effect of parental support on children's ambition in Northern City Division, Mbale City. Specifically, the study explored the different

parental support systems that exist and the effect of a parental support on children's ambition in Northern City Division, Mbale City. The study will also investigate the factors that hinder parental support to children ambition in Northern City Division, Mbale City. In order to achieve the desired outcomes of a non-biased study report, this chapter presents the methods that the researcher employed while conducting the study. It shows the research design, study population, sample size and selection, sampling techniques and procedures, data collection methods and techniques, validity and reliability of instruments, procedure of data collection, data analysis and ethical considerations.

3.1 Research approach and design

A case study is a qualitative research design best suited for gaining an in-depth understanding of a social phenomenon within its cultural context without imposing pre-existing expectations (Denzin & Lincoln, 2012). Gall et al. (2007) agree with this definition as they define a case study as an in-depth study of instances of a phenomenon in its natural context and from the perspectives of the participants involved in the phenomenon and in educational research. Best and Kahn (2006) also define a case study as a way of organizing social data for the purpose of viewing social reality. It examines a social unit as a whole. The social unit may be a person, a family, a social group or a community (Best & Kahn, 2006). Gall et al. (2007) propound that in a case study, a significant amount of data is collected about the specific case selected to represent the phenomenon. The justification for the choice of a case study was that it restricted the researcher to a small, manageable group, where rigorous and thorough explorations were made to examine the phenomenon of raising children on urban streets (Best & Kahn, 2006). The case study also provided in-depth, comprehensive and vivid data in this study, as well as a thick description thereof. It also enabled the researcher to gain in-depth understanding of effect of parental support on children's ambition in Northern City Division, Mbale City.

In this study, the researcher used a multiple case study since the researcher had several cases to examine. Baxter and Jack (2018) assert that if a study contains more than a single case, then a multiple case study is vital. In a multiple case study, several cases

are examined to understand the similarities and differences between the cases. According to Baxter and Jack (2008), a multiple case study enables the researcher to explore differences within and between cases. The goal is to replicate findings across cases (Baxter & Jack, 2018). The use of multiple cases yields more robustness to the conclusions from the study. Yin (2023) emphasizes that multiple cases strengthen the results by replicating the patterns, thereby increasing the robustness of the findings. In this study, the researchers interviewed pupils, teachers and parents. All the individuals presented their own case, telling their own story on how they perceive the phenomena of early upbringing of children and its more often significant relationship to later academic achievements

3.2 Area of study

The research study was carried out in Northern City Division, Mbale City.

3.3 Study Population

A study population is a subset of the target population from which the sample is actually selected (Hu, 2017). According to Mugo (2017), it is a group of individual persons, from which samples are taken for measurement. The target population was 5 social workers, 10 children and 10 parents. Social workers participated in this study because they have experience and information regarding the ambition of children as a social being while parents are chosen because they understand the ambition of children and copying strategies adopted to achieve such. Additionally, children were chosen to participate in the study because they are the victims of peer groups and thus they had information that helped the researcher to address research questions.

3.4 Sample size

The population (N) consisted of 35 participants (i.e. 5 social workers, 10 children and 10 parents) and the sample size was 25. Therefore, the sample population was arrived at by using solvents formula.

$$n = \frac{N}{1 + Ne^2} \quad \text{where;} \quad N = 25, e = 0.05 \text{ (constant)}$$

$$n = \frac{25}{1 + 25 \times 0.05^2}$$

$$n = \frac{25}{1 + 25 \times 0.0025}$$

$$n = \frac{25}{1.0625}$$

$$n = 25$$

The sample size is 25 respondents which make over 50% of the total population. A sample size of 50% of the population is considered adequate to make an inference about the entire population (Creswell, 2016)

Table 3.1: Summaries of the Sample Size and Sampling Technique

Respondents	Study Population (N)	Sample Size (n)	Sampling Technique
Social workers	5	5	Purposive sampling
Children	15	10	Purposive sampling
Parents	15	10	Purposive sampling
Total	35	25	

Source: Primary Data 2025

3.5 Sampling Technique

3.5.1 Purposive sampling

According to Kothori (2016), purposive sampling is a type of sampling where the researcher purposively chooses persons who, in his/her judgment about appropriate characteristics required of the sample members are thought to be relevant to the topic under investigation. The study employed purposive sampling technique to select participants of the study and snow ball sampling. The researcher used purposive sampling to select 5 teachers, 10 children and 10 parents. These study participants were selected because they possess the required information. Purposive sampling enabled the researcher to sample participants who have in-depth information that will

help to answer the research questions.

3.6 Data collection Methods

3.6.1 Interviews

Data collection method is the process of assembling and measuring information on targeted variables in an established systematic style which enables one to answer research questions and evaluate outcomes (Lescroël *et al.*, 2017). This study collected primary information through conducting structured interviews. According to Amin (2005), an interview is a structured and unstructured set of questions administered to interviewee(s). It is an oral administration of a questionnaire and therefore it was a face-to-face encounter. The researcher used interview schedule to collect data from participants. Interview method was used because it helped to provide in-depth data which is not possible to get using a questionnaire. This is a qualitative research study and the table below presents the research participants who will be interviewed and their demography

Table 3.2 shows the research participants who were interviewed and their demography

Category of participants	Age	Educational level	Total
Parents (PT 1-5)	30 year and above	Any	05
Social Workers (TRS 1-5)	25 year and above	Secondary and above	05
Children (PPS 1-5)	6-17 years	Pupils of pre-primary classes	05

Source Primary Data, 2025

3.6.2 Document Review

Documentary review is a way of collecting data where the researcher looks closely at information that has been recorded majorly in form of documents (both soft-copy and

hard copies) that are associated with the study topic being researched with a singular objective of gathering data for further analysis to make conclusions (Etyang, 2018). In this case, the researcher reviewed reports and documents internal to the unit of analysis and other crucial external documents (outside sources) to collect information on parental support and children's ambition

3.10 Quality control

3.10.1 Validity

The validity of an instrument is defined as the ability of an instrument to measure what it is intended to measure. Validity considers how correctly the research tools measure what the researcher wants to measure. Thus, validity is about the research tool being credible or trustworthy or being accurate or correct (Etyang, 2018). After formulating the interview guide, the supervisors and other experts reviewed the items and checked the language clarity, content comprehensiveness, and relevancy and how long the interview guide is. To establish the validity of the instruments, the researcher used expert judgement as recommended by Gay (1997) as the best method for ensuring validity. Thus the researcher ensured that the instrument is clear, relevant, specific and logically arranged. The validity of the interview guide was tested using the content validity test (CVI). To arrive at the relevancy of the interview guide, the researcher designed the instrument that yielded content –valid data by first specifying the domain of indicators that are relevant to the concept being measured. A content-valid data measure contained all possible items that was used in measuring the effect of parental support on children's ambition.

3.10.2 Reliability

A tool's reliability shows the extent to which it is free of errors and for that makes sure that there is continuous valuation across time and also across the various items in the instrument. This therefore means that a tool's reliability shows how stably and consistently the tool evaluates the idea thereby helping to measure the worthiness of a measure (Sekaran & Bougie, 2019). The researcher employed the test-retest reliability. According to Sekaran and Bougie(2019), the reliability of the instrument is tested using

the test re-test method of reliability. Data was collected from 10 people not among those in the sample. The principle of reliability as far as research instruments are concerned, is clearly put forward by Amin (2019), an instrument is reliable if it produces the same results wherever it is repeatedly used to measure a trait or a concept from the same population and under similar circumstances.

3.7 Data collection procedures

The researcher selected and presented a research topic to the department of social sciences which was approved. Thereafter the researcher develops a research proposal. After approval of the research proposal, the researcher obtained an introductory letter from the department which was presented to the relevant authorities in the study area for data collection. Thereafter the researcher writes a report to be presented to the department for further examination.

3.8 Data analysis and presentation

3.8.1 Qualitative data analysis (Thematic)

According to Lapadat (2010), is a systematic approach to the analysis of qualitative data that involves identifying themes or patterns of cultural meaning; coding and classifying data, usually textual, according to themes; and interpreting the resulting thematic structures by seeking commonalities, relationships, overarching patterns, theoretical constructs, or explanatory principles. The analysis of data will involve organizing into meaningful themes and categories. Themes, according to Ryan and Bernard (2017), are important concepts that show specific experiences of participants by the more general insights that are apparent from the whole data set. Arranging data systematically and thematically from transcripts will facilitate the discussion of the findings via the themes and categories (Creswell, 2017).

The themes that emerge from each data set were presented and discussed separately to establish recurring ones. The findings were discussed, interpreted and supported through cross-referencing relevant sections in the literature review and the theoretical framework. First, observation data was analyzed and organized into meaningful themes

and categories. Interview data was also organized according to individual responses and analyzed by grouping answers together across participants. Field notes gathered during documentary review were also examined and presented with the actual quotations to show the real effect of parental involvement in school feeding on academic performance of children. Interviews were audio recorded to facilitate qualitative analysis of explanation of the data gathered from these.

3.9 Ethical considerations

The following ethical considerations were looked at by the researcher during the research.

3.9.1 Informed consent and voluntary participation

The researcher sought informed consent from the respondents to involve in the research not just forcing them to participate. Informed consent is the basis of ethical research (Denzin & Lincoln, 2011). The participants were made aware of what the study was about, its purpose, usage of the data, and any consequences that could arise from it (Fleming, 2018). The researcher furnished the respondents with information on the reason for the research and the procedure of collecting data. The participants were allowed enough time to ask questions and have any concerns addressed. The respondents exercised free-will in deciding whether to participate in research activity or not. All people to be involved in the research will be given written informed acceptance.

3.9.2 Confidentiality

Confidentiality is looked at by Walford (2015) to mean information that is private and is not to be divulged to others. Whatever has been said in confidence must remain confidential. The researcher assured the respondent that information offered by the respondent cannot be passed on to another party (third party) without consent of the respondent. Their identity and response was made confidential and anonymised through the use of numbers or through pseudonyms.

3.9.3 Anonymity

Anonymity, termed more appropriately as pseudonymity, is defined by Wiles (2017) as a major means used by the researcher to safeguard the confidentiality of responders by using pseudonyms. Anonymisation is one of the kinds of confidentiality, comprising of identity concealment of research responders (Saunders, Kitzinger, & Kitzinger, 2015). The researcher ensured that all respondents are anonymous implying that their identities are not known and not salient in the study. Withholding the identity of respondents is a guarantee that their statements are authentic (Taylor, 2015).

3.10 Methodological constraints

The study was affected by non-response rate. This was due to the fact that some respondents were hesitant to give information. However, this was solved through having a dialogue with respondents and explaining clearly the purpose of the study.

The problem of limited time, many respondents had no enough time to respond adequately to the questions while attending to their busy schedules. The researcher made a comeback and followed up participants who missed the interview.

3.11 Conclusion

This chapter has presented the research methodologies that were employed. Qualitative research design to present data that was collected from 15 participants identified through simple random sampling. Validity and reliability was used to ascertain the credibility of research tools and a number of ethical issues such as confidentiality, Anonymity, and plagiarism was adhered to during data collected. This methodology was crucial in fulfilling the study objectives.

3.12 Chapter Summary

This study used a qualitative research approach in determining the effect of a parent's chronic illness diagnosis on psychosocial wellbeing of children in Northern City Division, Mbale City. This qualitative approach entailed presenting and analyzing data collected through interviews and application of logical techniques to describe and illustrate, summarize and recap, and evaluate data. The aim of this methodology was to enable the

attainment of non-biased findings of the study and this enabled the replication of research findings. The next chapter presents information about data presentation and interpretation.

CHAPTER FOUR

DATA PRESENTATION AND INTERPRETATION

4.0 Introduction

This study aimed at determining the effect of parental support on children's ambition in Northern City Division, Mbale City. Specifically, the study explored the different parental support systems that exist and the effect of a parental support on children's ambition in Northern City Division, Mbale City. The study will also investigate the factors that hinder parental support to children ambition in Northern City Division, Mbale City. The study used qualitative research approach and a case study design of 25 participants who include local officials, local people and law enforcement officers were interviewed. Data was collected from participants using interview method. This chapter presents the

findings of the study and it is divided into two parts. Part one presents demographic characteristics of participants and part two (2) is the interpretations of the findings

4.1 Demographic characteristics of participants

4.1.1 Age of participants

The general and demographic information indicate that participants belonged to different age groups. The difference in the age was an important component of selecting respondents for the study, which helped in obtaining different information and also shows maturity in the collected information. In this regard, the selected and interviewed participants were from 18-25, 26-33 and 34 above. Here, the purpose was to find out the average age of participants in the study and it was discovered that majority of the participants (10) were in the age bracket of 34 and above. The above view indicated that participant's added value to the responses given that mature participants are more trustable as they take time to think about a particular aspect of life before giving reliable responses.

Table 4.1: Age of participants

Age Group	Number of participants	Percentage (%)
18-25	6	24
26-33	9	36
34 above	10	40
Total	25	100%

Source: primary data (2025)

4.1.2 Gender of participants

According to the of the findings of the study, sixteen (16) participants were males and

females were nine (9). This implies that the male participants were the majority hence most of the data was collected from male participants.

Table 4.2: Showing gender of participants

Gender	Number of participants	Percentage (%)
Female	9	36
Male	16	64
Total	25	100%

Source: primary data (2025)

4.1.3 Educational level of participants

Data showed that majority of the participants (15) had acquired secondary education. This meant that they easily understood questions in the interview guide and their views were well informed. Uma (2017) asserted that it is important in social investigation research to involve people that have attained an acceptable level of literacy and numeracy in order to be in position to understand and interpret contents of the interviews.

Table 4.3 Showing education level of participants

Education level	Number of participants	Percentage (%)
Primary	6	24
Secondary	15	60
Post-Secondary	4	16
Total	25	100%

Source: primary data (2025)

For purposes of anonymity, the following codes were used:

SW 1-5 = Social Worker

PRT 1-5 = Parents

CDR 1-5 = Children (aged 7-17 years)

4.2 Presentation and interpretation of findings

Presentation and interpretation of the findings was done according to study objectives as below:

4.2.1 THEME ONE: The different parental support systems that exist

Participants were asked to mention the different parental support systems that exist in Northern division and their responses included parents take play seriously, parents lead by example, parents always model healthy habits, **parents manage expectations of their children and parents make time to talk with their child.**

Parents take play seriously

Participants of the study mentioned that parents take play seriously. This was affirmed by participant (SW1) who said that *"parents take play seriously"*

Another participant (PRT1) said that *"parents take play seriously"*

Participants (CDR1) added that *"parents take play seriously"*

Participant (SW2) mentioned that *"parents take play seriously"*

Participants PRT2 and CDR2 also said that *"parents take play seriously"*

Therefore, the expressions above show that parents take play seriously.

Parents lead by example

Participants mentioned that parents lead by example. This was affirmed by participant (PRT1) who said that *"parents lead by example"*

Another participant (SW2) said that *“parents lead by example”*

Participants (CDR1) added that *“parents lead by example”*

Participant (SW2) mentioned that *“parents lead by example”*

Other participants SW3, PRT2 and CDR2 also said that *“parents lead by example”*

Therefore, the expressions above show that parents lead by example

Parents always model healthy habits

Participants mentioned that parents always model healthy habits. This was affirmed by participant (SW1) who said that *“parents always model healthy habits”*

Another participant (SW2) said that *“parents always model healthy habits”*

Participants (PRT1) added that *“parents always model healthy habits”*

Participant (CDR1) mentioned that *“parents always model healthy habits”*

Other participants SW3, PRT2 and CDR2 also said that *“parents always model healthy habits”*

Therefore, the expressions above show that parents always model healthy habits

Parents manage expectations of their children

Study participants mentioned that parents managing expectations of their children as a system of parental support exists in the sub county. This was affirmed by participant (CDR1) who said that *“parents managing expectations of their children as a system of parental support exists in the sub county”*

Study participant (PRT1) said that *“parents managing expectations of their children as a system of parental support exists in the sub county”*

Participants (PRT2) added that *“parents managing expectations of their children as a system of parental support exists in the sub county”*

Other participant (SW1) mentioned that *“parents managing expectations of their*

children as a system of parental support exists in the sub county”

Participants SW2, CDR2 and PRT3 also said that *“parents managing expectations of their children as a system of parental support exists in the sub county”*

Therefore, the expressions above show that parents managing expectations of their children as a system of parental support exists in the sub county

Parents make time to talk with their child

Study participants mentioned that **parents making time to talk with their child is a parental support strategy**. This was affirmed by participant (SW1) who said that *“parents making time to talk with their child is a parental support strategy”*

Study participant (PRT1) said that *“parents making time to talk with their child is a parental support strategy”*

Participants of the study (CDR1) added that *“parents making time to talk with their child is a parental support strategy”*

Other participant (SW2) mentioned that *“parents making time to talk with their child is a parental support strategy”*

Participants PRT2, CDR2 and SW3 also said that *“parents making time to talk with their child is a parental support strategy”*

Therefore, the expressions above show that parents making time to talk with their child is a parental support strategy

4.2.2 THEME TWO: Effect of parental support on children’s ambition

Participants of the study were asked to mention the effect of parental support on children’s ambition and their responses: children’s prospects for future academic success hinges on parental support, parental support influence children’s motivation to achieve higher outcomes, parental support improves children’s self-efficacy in dealing with prospective situations containing many ambiguous, unpredictable, and often

stressful elements, parental support improves children's chances of being more economically successful and through parental support and through parental support, parents communicate their visions toward work and their aspirations for their children to the next generation

Children's prospects for future academic success hinges on parental support

Participants of the research study mentioned that child's prospects for future academic success hinges on parental support. This was affirmed by participant (SW1) who said that "child's prospects for future academic success hinges on parental support"

Study participant (PRT1) said that *"child's prospects for future academic success hinges on parental support"*

Participants of the study (CDR1) added that *"child's prospects for future academic success hinges on parental support"*

Even participant (SW2) mentioned that *"child's prospects for future academic success hinges on parental support"*

Participants SW3, PRT2 and CDR2 also said that *"child's prospects for future academic success hinges on parental support"*

Therefore, the expressions above show that *child's prospects for future academic success hinges on parental support*

Parental support influence children's motivation to achieve higher outcomes

Further participants mentioned that parental support influence children's motivation to achieve higher outcomes. This was affirmed by participant (PRT1) who said that *"parental support influence children's motivation to achieve higher outcomes"*

Study participant (SW1) said that *"parental support influence children's motivation to achieve higher outcomes"*

Participants of the study (CDR1) added that *"parental support influence children's*

motivation to achieve higher outcomes”

Even study participant (PRT2) mentioned that *“parental support influence children’s motivation to achieve higher outcomes”*

Participants PRT3, SW2 and CDR2 also said that *“parental support influence children’s motivation to achieve higher outcomes”*

Therefore, the expressions above show that parental support influence children’s motivation to achieve higher outcomes

Parental support improves children’s self-efficacy in dealing with prospective situations containing many ambiguous, unpredictable, and often stressful elements

Participants of the study mentioned that parental support improves children’s self-efficacy in dealing with prospective situations containing many ambiguous, unpredictable, and often stressful elements. This was affirmed by participant (SW1) who said that *“parental support improves children’s self-efficacy in dealing with prospective situations containing many ambiguous, unpredictable, and often stressful elements”*

Additionally, study participant (CDR1) said that *“parental support improves children’s self-efficacy in dealing with prospective situations containing many ambiguous, unpredictable, and often stressful elements”*

Participants of the study (PRT1) added that *“parental support improves children’s self-efficacy in dealing with prospective situations containing many ambiguous, unpredictable, and often stressful elements”*

Study participant (SW2) mentioned that *“parental support improves children’s self-efficacy in dealing with prospective situations containing many ambiguous, unpredictable, and often stressful elements”*

Participants SW3, PRT2 and CDR2 also said that *“parental support improves children’s self-efficacy in dealing with prospective situations containing many ambiguous, unpredictable, and often stressful elements”*

Therefore, the expressions above show that parental support improves children's self-efficacy in dealing with prospective situations containing many ambiguous, unpredictable, and often stressful elements.

Parental support improves children's chances of being more economically successful

Participants of the study mentioned that parental support improves children's chances of being more economically successful. This was affirmed by participant (CDR1) who said that *"Parental support improves children's chances of being more economically successful"*

Study participant (CDR2) said that *"Parental support improves children's chances of being more economically successful"*

Participants of the study (SW1) added that *"Parental support improves children's chances of being more economically successful"*

Study participant (SW2) mentioned that *"Parental support improves children's chances of being more economically successful"*

Participants SW3, PRT1 and PRT2 also said that *"Parental support improves children's chances of being more economically successful"*

Therefore, the expressions above show that Parental support improves children's chances of being more economically successful

Through parental support, parents communicate their visions toward work and their aspirations for their children to the next generation

Participants of the study mentioned that through parental support, parents communicate their visions toward work and their aspirations for their children to the next generation. This was affirmed by participant (SW1) who said that *"through parental support, parents communicate their visions toward work and their aspirations for their children to the next generation"*

Study participant (SW2) said that *"through parental support, parents communicate their*

visions toward work and their aspirations for their children to the next generation”

Participants of the study (PRT1) added that *“through parental support, parents communicate their visions toward work and their aspirations for their children to the next generation”*

Study participant (PRT2) mentioned that *“through parental support, parents communicate their visions toward work and their aspirations for their children to the next generation”*

Additionally, participants CDR1, CDR2 and PRT3 also said that *“through parental support, parents communicate their visions toward work and their aspirations for their children to the next generation”*

Therefore, the expressions above show that through parental support, parents communicate their visions toward work and their aspirations for their children to the next generation

4.2.3 THEME THREE: Factors that hinder parental support on children’s ambition

Participants of the research study were requested to identify factors that hinder parental support on children’s ambition and their responses included; Parents with higher with higher social and economic status (SES) tend to have greater access to technology and the internet, and therefore may be more knowledgeable for example about the potential risks and benefits of social media use for children, poor parents may also face other stressors, such as financial instability and find it more challenging to support their children, some culture prevent parents from supporting their children and thus hampering their ambitions, parents with low levels of education may not support children’s education and children in single-parent families usually don’t have the same resources as regular families and family structures such as extended families may offer little support to children due to completion for resources.

Parents with higher with higher social and economic status (SES) tend to have greater

access to technology and the internet, and therefore may be more knowledgeable for example about the potential risks and benefits of social media use for children

Participants of the study mentioned that parents with higher with higher social and economic status (SES) tend to have greater access to technology and the internet, and therefore may be more knowledgeable for example about the potential risks and benefits of social media use for children. This was affirmed by participant (SW1) who said that *“Parents with higher with higher social and economic status (SES) tend to have greater access to technology and the internet, and therefore may be more knowledgeable for example about the potential risks and benefits of social media use for children”*

Participant (PRT1) said that *“Parents with higher with higher social and economic status (SES) tend to have greater access to technology and the internet, and therefore may be more knowledgeable for example about the potential risks and benefits of social media use for children”*

Another participant of the study (CDR1) added that *“Parents with higher with higher social and economic status (SES) tend to have greater access to technology and the internet, and therefore may be more knowledgeable for example about the potential risks and benefits of social media use for children”*

Study participant (SW2) mentioned that *“Parents with higher with higher social and economic status (SES) tend to have greater access to technology and the internet, and therefore may be more knowledgeable for example about the potential risks and benefits of social media use for children”*

Additionally, participants SW3, PRT2 and CDR2 also said that *“Parents with higher with higher social and economic status (SES) tend to have greater access to technology and the internet, and therefore may be more knowledgeable for example about the potential risks and benefits of social media use for children”*

Therefore, the expressions above show that parents with higher with higher social and economic status (SES) tend to have greater access to technology and the internet, and

therefore may be more knowledgeable for example about the potential risks and benefits of social media use for children

Poor parents may also face other stressors, such as financial instability and find it more challenging to support their children

During the study, participants of the study mentioned poor parents may also face other stressors, such as financial instability and find it more challenging to support their children. This was affirmed by participant (CDR1) who said that *“poor parents may also face other stressors, such as financial instability and find it more challenging to support their children”*

Study participant (SW1) said that *“poor parents may also face other stressors, such as financial instability and find it more challenging to support their children”*

Another participant of the study (PRT1) added that *“poor parents may also face other stressors, such as financial instability and find it more challenging to support their children”*

Study participant (SW2) mentioned that *“poor parents may also face other stressors, such as financial instability and find it more challenging to support their children”*

Participants CDR2, PRT2 and SW3 also said that *“poor parents may also face other stressors, such as financial instability and find it more challenging to support their children”*

Therefore, the expressions above show that poor parents may also face other stressors, such as financial instability and find it more challenging to support their children

Some cultures prevent parents from supporting their children and thus hampering their ambitions

During the study, participants of the study mentioned that some cultures prevent parents from supporting their children and thus hampering their ambitions. This was affirmed by participant (SW1) who said that *“some cultures prevent parents from supporting their*

children and thus hampering their ambitions”

Participant (SW2) said that *“some cultures prevent parents from supporting their children and thus hampering their ambitions”*

Another participant of the study (PRT1) added that *“some cultures prevent parents from supporting their children and thus hampering their ambitions”*

Study participant (CDR1) mentioned that *“some cultures prevent parents from supporting their children and thus hampering their ambitions”*

Other participants who included SW3, PRT2 and CDR2 also said that *“some cultures prevent parents from supporting their children and thus hampering their ambitions”*

Therefore, the expressions above show that some cultures prevent parents from supporting their children and thus hampering their ambitions

Parents with low levels of education may not support children’s education and children in single-parent families usually don’t have the same resources as regular families

Participants of the study also mentioned that parents with low levels of education may not support children’s education and children in single-parent families usually don’t have the same resources as regular families. This was affirmed by participant (SW1) who said that *“parents with low levels of education may not support children’s education and children in single-parent families usually don’t have the same resources as regular families”*

Another study participant (PRT1) said that *“parents with low levels of education may not support children’s education and children in single-parent families usually don’t have the same resources as regular families”*

Participant of the study (SW2) added that *“parents with low levels of education may not support children’s education and children in single-parent families usually don’t have the same resources as regular families”*

Even participant (CDR1) mentioned that *“parents with low levels of education may not support children’s education and children in single-parent families usually don’t have the same resources as regular families”*

Other participants who included SW3, CDR2 and PR2 also said that *“parents with low levels of education may not support children’s education and children in single-parent families usually don’t have the same resources as regular families”*

Therefore, the expressions above show that parents with low levels of education may not support children’s education and children in single-parent families usually don’t have the same resources as regular families

Family structures such as extended families may offer little support to children due to completion for resources

Participants of the study also mentioned that family structures such as extended families may offer little support to children due to completion for resources. This was affirmed by participant (PR1) who said that *“family structures such as extended families may offer little support to children due to completion for resources”*

Study participant (SW1) said that *“family structures such as extended families may offer little support to children due to completion for resources”*

Additionally, participant of the study (CDR1) added that *“family structures such as extended families may offer little support to children due to completion for resources”*

Even participant (SW2) mentioned that *“family structures such as extended families may offer little support to children due to completion for resources”*

Other participants who included PR2 and SW3, CDR2 also said that *“family structures such as extended families may offer little support to children due to completion for resources”*

Therefore, the expressions above show that *family structure such as extended families may offer little support to children due to completion for resources*

CHAPTER FIVE

DISCUSSION OF STUDY FINDINGS

5.1 Introduction

This study aimed at determining the effect of parental support on children's ambition in Northern City Division, Mbale City. Specifically, the study explored the different parental support systems that exist and the effect of a parental support on children's ambition in Northern City Division, Mbale City. The study will also investigate the factors that hinder parental support on children ambition in Northern City Division, Mbale City. The study discovered that parents take play seriously, parents lead by example, parents always model healthy habits, parents manage expectations of their children and parents make time to talk with their child. The study also found that children's prospects for future academic success hinges on parental support, parental support influence children's motivation to achieve higher outcomes, parental support improves children's self-efficacy in dealing with prospective situations containing many ambiguous, unpredictable, and often stressful elements, parental support improves children's chances of being more economically successful and through parental support and through parental support, parents communicate their visions toward work and their aspirations for their children to the next generation

The study also found several factors that hinder parental support on children's ambition and these included parents with higher with higher social and economic status (SES) tend to have greater access to technology and the internet, and therefore may be more knowledgeable for example about the potential risks and benefits of social media use for children, poor parents may also face other stressors, such as financial instability and find it more challenging to support their children, some culture prevent parents from supporting their children and thus hampering their ambitions, parents with low levels of education may not support children's education and children in single-parent families usually don't have the same resources as regular families and family structures such as extended families may offer little support to children due to completion for resources.

These findings are in line with a range of past studies (see chapter Two) where authors presented an extended exposition of historical antecedents of the present situation regarding teenage pregnancies and its relationship to girl's education. Although some authors (eg., O Young, Critchley & Johnstone (2019) and Davis, (2021) failed to address the issue in an increasingly exploited range, the findings of this study matches the subtlety and rigor of the subject matter (the role of family support in the rehabilitation of persons with alcohol addiction).

This chapter presents the discussions of the study findings in line with the study findings identified earlier in chapter four and the discussions have been done in line with the three specific objectives of the study. The purpose of this chapter is to present the findings of data analysis in a systematic way and to give all evidence related to research objectives and questions as seen below:

5.2 Discussion

The discussion of the findings is presented as below

The different parental support systems that exist

Participants were asked to mention the different parental support systems that exist in Northern city division and their responses included: parents take play seriously, parents lead by example, parents always model healthy habits, parents manage expectations of their children and parents make time to talk with their child

The finding of the study shows that parents take play seriously. This is line with the findings of UNICEF (2021) where it was reported that parents take play seriously

The findings of the study also show that parents lead by example. This finding is in line with the findings of the study by National Institute of Health (NIH), (2020) also argued that parents lead by example.

Findings also revealed that parents always model healthy habits. Zarinara, Kamala & Akhondi (2021) supports these findings where was discovered that parents always

model healthy habits

Additionally parents manage expectations of their children in the sub county. Even Jackson. (2020) found that parents manage expectations of their children.

Further, findings revealed that parents make time to talk with their child today. This finding is in line with the findings of the study by Zarinara, Kamala & Akhondi (2021) it was discovered that parents make time to talk with their child today.

Effect of a parental support on children's ambition

Participants of the study were asked to mention the effect of a parental support on children's ambition and their responses: child's prospects for future academic success hinges on parental support, parental support influence children's motivation to achieve higher outcomes, parental support improves children's self-efficacy in dealing with prospective situations containing many ambiguous, unpredictable, and often stressful elements, parental support improves children's chances of being more economically successful and through parental support and through parental support, parents communicate their visions toward work and their aspirations for their children to the next generation.

The study findings show that child's prospects for future academic success hinges on parental support. This is in line with the finding of the study by National Institute of Health (NIH), (2020) also reported that children's prospects for future academic success hinges on parental support.

Additionally, findings show that parental support influence children's motivation to achieve higher outcomes. In support of this finding, Young, Critchley & Johnstone (2019) reported that parental support influence children's motivation to achieve higher outcomes.

Study findings further revealed that parental support improves children's self-efficacy in dealing with prospective situations containing many ambiguous, unpredictable, and often stressful elements. In support of this finding, Young, Critchley & Johnstone

(2019) also found that parental support improves children's self-efficacy in dealing with prospective situations containing many ambiguous, unpredictable, and often stressful elements

The study found that parental support improves children's chances of being more economically successful. Even National Institute of Health (NIH), (2020) also found that parental support improves children's chances of being more economically successful

Participants during the study also found through parental support and through parental support, parents communicate their visions toward work and their aspirations for their children to the next generation. This was in line with the findings of the study by Kenya Institute of Health & Welfare (2020) where it was revealed that through parental support and through parental support, parents communicate their visions toward work and their aspirations for their children to the next generation.

The factors that hinder parental support on children ambition

Participants of the research study were identify factors that hinder parental support on children ambition and their responses included: parents with higher with higher social and economic status (SES) tend to have greater access to technology and the internet, and therefore may be more knowledgeable for example about the potential risks and benefits of social media use for children, poor parents may also face other stressors, such as financial instability and find it more challenging to support their children, some culture prevent parents from supporting their children and thus hampering their ambitions, parents with low levels of education may not support children's education and children in single-parent families usually don't have the same resources as regular families and family structures such as extended families may offer little support to children due to competition for resources.

The findings of the study show that parents with higher with higher social and economic status (SES) tend to have greater access to technology and the internet, and therefore may be more knowledgeable for example about the potential risks and benefits of social media use for children. In line with finding, Zarinara, Kamala & Akhondi (2021) reported that parents with higher with higher social and economic status (SES) tend to

have greater access to technology and the internet, and therefore may be more knowledgeable for example about the potential risks and benefits of social media use for children

Other findings of the study indicate that poor parents may also face other stressors, such as financial instability and find it more challenging to support their children. Even National Institute of Health (NIH), (2020) also found that poor parents may also face other stressors, such as financial instability and find it more challenging to support their children

Study findings further revealed that some cultures prevent parents from supporting their children and thus hampering their ambitions. Zarinara, Kamala & Akhondi (2021) in their study also found that some culture prevents parents from supporting their children and thus hampering their ambitions

It was also revealed during the study that parents with low levels of education may not support children's education and children in single-parent families usually don't have the same resources as regular families. This find is in line with the findings of the study by Zarinara, Kamala & Akhondi (2021) where it was also found that parents with low levels of education may not support children's education and children in single-parent families usually don't have the same resources as regular families.

Study findings further revealed that family structures such as extended families may offer little support to children due to competition for resources. National Institute of Health (NIH), (2020) in its study also found that family structures such as extended families may offer little support to children due to competition for resources.

5.3 Conclusion

To convey the meaning of the findings, this chapter has systematically presented the

discussion of the findings. These findings are in line with the literature review and the conceptual framework. The next chapter presents information on the conclusions and recommendations of the research study.

CHAPTER SIX

CONCLUSIONS AND RECOMMENDATIONS

6.1 Introduction

This study aimed at determining the effect of parental support on children's ambition in Northern City Division, Mbale City. Specifically, the study explored the different parental support systems that exist and the effect of a parental support on children's ambition in Northern City Division, Mbale City. The study will also investigate the factors that hinder parental support on children's ambition in Northern City Division, Mbale City. This chapter looks at the conclusion and recommendations about the research study. In this chapter, the researcher has the opportunity to summarize, conclude and make recommendations based on the study findings.

6.2 Conclusions

From the findings of the study, the following conclusions are drawn:

As the finding of the study shows, parents take play seriously.

Parents lead by example and this was indicated in the findings of the study

It is true that parents always model healthy habits as revealed in the study findings

Additionally, parents manage expectations of their children in the sub county and this was revealed in the study findings

Further, as the findings revealed, parents make time to talk with their child today.

Further, child's prospects for future academic success hinges on parental support as reveled in the findings

Additionally, parental support influence children's motivation to achieve higher outcomes and this was suggested by participants during data collection

Parental support improves children's self-efficacy in dealing with prospective situations containing many ambiguous, unpredictable, and often stressful elements and found out by the study

It is also true that parental support improves children's chances of being more economically successful as indicated in the findings

Through parental support and through parental support, parents communicate their visions toward work and their aspirations for their children to the next generation as this was mentioned by participants during the study.

Parents with higher with higher social and economic status (SES) tend to have greater access to technology and the internet, and therefore may be more knowledgeable for example about the potential risks and benefits of social media use for children and this was discovered by the study.

Also, poor parents may also face other stressors, such as financial instability and find it more challenging to support their children as mentioned by study participants.

Additionally, it is also true that study findings further revealed that some cultures prevent parents from supporting their children and thus hampering their ambitions and this was revealed in study findings

As revealed in the findings, parents with low levels of education may not support children's education and children in single-parent families usually don't have the same resources as regular families.

6.3 Recommendations

From the study findings and conclusions of the research study, the following recommendations have been made:

Government and stakeholders should sensitize the community of the need to provide parental support to children

Government in conjunction with local leaders should put in place measures that enhance children's abilities to achieve their ambitions

There is need to improve family conditions by government so as improve the capability of parents to provide the much needed parental support

6.3 Areas for further research

- a) Effect of parental involvement on children's academic achievements
- b) Effect of parental support on children's career paths
- c) Relationship between single-parenthood and children's wellbeing

6.4 Chapter summary

This chapter looked at the conclusions and recommendations of the research study. In this chapter, the researcher has the opportunity to summarize, conclude and make recommendations based on the study findings.

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APPENDIX 1: CONSENT LETTER

Bachelor of Social Work and Social Administration (Candidate)

RESEARCH PROJECT-UGANDA CHRISTIAN UNIVERSITY, MBALE

I am **ZEWITA MERCY** a student of Uganda Christian University, currently undertaking a research on a topic 'effect of parental support on children's ambition in Northern City Division, Mbale City". You are privileged to participate in this research and your selection has been based on random sampling. Please feel free as you respond because the information you give will only be used for academics purposes, treated confidential and will be held anonymous before publication.

Thank you

APPENDIX 2-CONFIRMATION OF ACCEPTANCE FORM

This is to confirm that I have read and understood the purpose of this study and hereby consent that I have accepted to take part in it.

Thank you

APPENDIX 3: BIO – DATA

Instructions

Please fill in the blank spaces or tick (✓) in the boxes provided where necessary.

- I. Name: (optional)
- II. Age: 10 – 15 15 – 25 25 – 35 35 +
- III. Gender: Male Female
- IV. Marital status: Single Married Divorced Separated Widowed
- V. Location:
Cell Ward
- VI. Levels of Education:
None Primary Public primary Tertiary and above
Other (please specify)
.....
.....
- VII. Religion: Protestant Catholics Muslims Born again
Others (please specify)

APPENDIX 3: UNSTRUCTURED INTERVIEW GUIDE FOR PARTICPANTS

Section A: Background information

1) Self-Introduction

2) Gender participants Male Female

Questions

What are the different parental support systems that exist in Northern City Division, Mbale City?

What is the effect of a parental support on children's ambition in Northern City Division, Mbale City?

Explain the factors that hinder parental support to children ambition in Northern City Division, Mbale City

APPENDIX VIII: WORK PLAN SCHEDULE

Duration	J	F	M	A	M	J	J	A	S	O	N	D
Activity												
Developing Questionnaires												
Data collection												
Data												

processing and analysis												
Writing Draft and Final Report												
Submission of Report												

APPENDIX IX: BUDGETESTIMATES

Item	Quantity	Unit Cost	Total Cost
Stationary			
Ruled paper	2 reams	10,000/=	20,000/=
Note book	4	3,000/=	12,000/=
Printing	37 pages	500/=	18,500/=
Photocopying	74 pages	150/=	11,100/=
Pens	10	500/=	5,000/=
Bag	1 bag	35,000/=	35,000/=

Sub Total			101,600/=
Date collection			
Transport	5 days	20,000/=	100,000/=
Sub Total			201,600/=
Report writing			
Secretarial services			
Typing	64 pages	500 per page	32,000/=
Printing	64 pages	150 per page	9,600/=
Photocopying	150 pages	150per page	22,500/=
Binding	3books	20,000/= each	60,000/=
Sub Total			124,100/=
TOTAL SUM			405,700/=

APPENDIX V: DATA COLLECTION LETTER FROM NORTHERN CITY DIVISION, MBALE CITY



Office of the Academic Registrar

To TAE TOWN CLERK,
NORTHERN CITY DIVISION.

Dear Sir/Madam,

Re: Academic Research

Christian greetings!

We are honored to introduce to you Mr. Mrs./Miss MERCY ZEWITA.
Of Registration Number; S23/MC/BSW/021 pursuing a Masters'
Degree/Postgraduate Diploma / Bachelor's Degree

He/ she is required to carry out an academic research on the topic

THE EFFECT OF PARENTAL SUPPORT ON CHILDREN'S
AMBITION IN NORTHERN CITY DIVISION MBALE CITY.

and thereafter produce a well bound hard cover research report (MAROON) in color for undergraduate and three (BLACK) copies for Postgraduate students as a University requirement for the award of a degree/diploma in the academic discipline that he / she is pursuing.

We shall be grateful for the help you may offer to him or her accordingly.

Thank you.

Yours faithfully,



Mr. Akampurira Timothy

Academic Registrar

*Permission granted to
collect data*

