

Assessing the Effects of Different Parenting Styles. A Case Study of Mulenga Compound in Kitwe

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Abstract— This research delves into the intricate dynamics of parenting styles and their profound implications for children's character development, attitudes, and behaviors, within the distinctive context of Mulenga Compound in Kitwe, Zambia. Parenting styles play an essential role in shaping the cognitive, emotional, and social development of children. The study focuses on three key objectives: (i) examining the effectiveness of parenting styles on children's character development, (ii) investigating the influence of parenting styles on children's attitudes and behaviors, and (iii) exploring parents' perceptions of parenting and its influence on child development. The theoretical framework guiding this study draws from established theories such as social learning theory, attachment theory, and cultural ecological theory. These theories provide a comprehensive lens through which to interpret the intricate relationships between parenting styles, socio-cultural dynamics, and child development outcomes. Methodologically, a stratified random sampling technique will be employed to ensure a representative sample of parents and children from diverse backgrounds within Mulenga Compound. The demographic analysis reveals a diverse participant profile, reflecting a balanced distribution of gender, varied age, education backgrounds, marital statuses, and household sizes. Examining parenting styles in Mulenga Compound, the study highlights the prevalence of Authoritarian parenting, emphasizing rules and discipline. The research highlights the adaptive nature of parenting, recognizing parents' acknowledgment of evolving styles in response to their children's changing needs. A detailed exploration of parenting styles' effectiveness in shaping children's character development unveils a nuanced landscape. While most parents believe in their style's impact on behavior and attitudes, variations in perceived effectiveness underscore the importance of parental awareness and intentionality. The prevalence of Authoritarian parenting prompts reflection on the alignment between parental beliefs and outcomes, emphasizing the need for intentional positive character development. The study's implications extend to stakeholders—parents, educators, policymakers, and researchers—offering practical recommendations for improving parenting practices in urban settings, ultimately enhancing child development outcomes.

Keywords— Attitudes and behaviors, Parenting styles, Child development, Mulenga Compound.

I. INTRODUCTION

This chapter will focus on the background of the study, problem identification, purpose, rationale, objectives identification, and stating the significance of the study. In addition, the research will outline the theoretical framework. This thesis aims to shed light on the effects of different parenting styles on children's character development, attitudes, and behaviors within the unique context of Mulenga Compound in Kitwe, Zambia.

1.1 Background

Parenting styles have been shown to have a significant impact on children's development. Parenting style is defined as a set of attitudes, goals, and patterns of parenting practices, which are thought to create an emotional climate for the parent-child relationship (McLeod, 2003). The way in which a person chooses to parent, or their parenting style, has been found to have a direct effect on their child's behaviors (Muñoz-Silva, Lago-Urbano, & Sanchez-Garcia, 2017).

According to Liu et al (2022), Parental involvement and parenting styles are essential for the development and adaptation of the offspring. Parenting styles refer to the distinct approaches parents take to raise their children. This concept as a whole is widely studied in the field of psychology and has been linked to various child outcomes, including academic achievement, emotional regulation, and social behaviour (Aziz et al., 2021). The categorization of different parenting styles has been broadly researched in the field. Diana Baumrind, who is considered a pioneer of research on parenting styles has the definition of three different parenting styles that were put forward in the 1960s which are most commonly used (Robinson et al., 2001). Baumrind (1971) originally categorized parenting styles into eight different styles, but the most studied parenting styles she conceptualized are authoritative, authoritarian, and permissive. In her research, each parenting style reflects different levels of warmth, control, and responsiveness, and has been shown to have unique impacts on child development (Darling & Steinberg, 1993).

Authoritative Parenting is characterized by high levels of warmth, control, and responsiveness. It is often associated with a balanced approach that fosters autonomy and self-regulation in children. This style is linked to positive child outcomes, including higher academic achievement and well-developed social skills (Darling & Steinberg, 1993) the parents are encouraging and supportive yet have certain standards for their children (Baumrind, 1991). The authoritarian parenting style is when parents score high on demandingness and low on responsiveness. Authoritarian parents are controlling and demanding and give little to no warmth. Authoritarian parents make decisions for their children and expect them to follow without question (Baumrind, 1991). Authoritarian Parenting, on the other hand, emphasizes high control but low warmth and responsiveness. It tends to be associated with strict discipline and limited autonomy for children. This parenting style may have mixed effects on child development, with potential negative impacts on emotional well-being (Darling & Steinberg, 1993). Permissive Parenting is characterized by high warmth but low control. Children are not monitored or guided, and the parents avoid exercising control (Baumrind, 1966). Parents adopting this style are often indulgent and lenient, granting significant autonomy to their children. While permissive parenting may foster a strong parent-child bond, it can also lead to challenges related to boundaries and self-regulation.

However, it is important to note that the effectiveness of these parenting styles may vary across different cultural, socio-economic, and environmental contexts. Urban areas, such as Mulenga Compound in Kitwe, Zambia. These factors collectively influence how parents in such environments adapt and implement various parenting styles, leading to variations in child development outcomes.

Culture also plays an enormous part in a child's upbringing. It is widely known that people from different cultures tend to use different parenting techniques. Authoritarian parenting is common in communities with lower wealth as well as in non-Western countries (Lee et al., 2014; Rangarajan et al., 2020). Many studies have implied that the authoritarian parenting style is not the best one out there and may even be harmful since authoritarian parents make decisions for their children and expect them to follow without question. While this style may lead to seemingly well-behaved children it also often results in low self-esteem,

rebelliousness, and a lack of independence in adulthood (Maccoby & Martin 2014).

1.2 Statement of the problem

Mulenga Compound in Kitwe, Zambia, presents a complex urban landscape shaped by socio-economic factors, cultural values, and challenges. Amidst the dynamic interplay of these elements, parenting practices become crucial for children's upbringing. Parents in Mulenga Compound, much like those in other urban settings, grapple with unique challenges as they aim to provide optimal opportunities for their children's growth. The diversity of parenting practices in Mulenga Compound, influenced by various cultural backgrounds, socio-economic statuses, and family structures, necessitates an exploration of how these styles impact children's character development, attitudes, and behaviors.

This investigation holds broader significance for similar urban communities in Zambia and across Africa experiencing rapid urbanization. Recognizing shared trends in urban development, research addressing specific parenting challenges and opportunities can inform targeted interventions and support systems. Thus, this research aims to fill a critical knowledge gap by examining the impact of parenting styles in Mulenga Compound, offering insights into effective practices for enhancing child well-being in urban African environments. Ultimately, the goal is to empower parents, educators, and policymakers with evidence-based information to create nurturing environments for children's growth and development, not only in Mulenga Compound but also in evolving urban landscapes across the continent.

1.3 General objective

Assessing the effects of different parenting styles. A case study of Mulenga compound in Kitwe.

1.4 Specific objectives

- i. To examine the effectiveness parenting styles on Children character development
- ii. To investigate the influence of parenting styles on children attitudes and behaviors
- iii. To examine parent perceptions on parenting and its influence on child development.

1.5 Theoretical framework

This study's theoretical framework draws upon established theories in child development, psychology, and sociology to understand the influence of parenting styles on children's character development in Mulenga

Compound, Kitwe, Zambia. According to Cournoyer (2007), Albert Bandura's Social Learning Theory suggests that children learn through observing and imitating parents, forming the basis for their conduct and social interactions. Parenting styles within this framework serve as models for children, influencing their behaviors based on observed parental attributes. The Attachment Theory by John Bowlby emphasizes the role of parent-child bonds in emotional development, suggesting that parenting styles may impact the quality of attachment and subsequently affect children's emotional well-being. Harkness and Super's cultural framework acknowledges that parenting styles are deeply rooted in cultural values, guiding the exploration of Mulenga Compound's cultural fabric to understand diverse parenting practices. Integrating these theories provides a comprehensive understanding of the complex dynamics surrounding parenting styles and their impact on children in this urban African environment.

LITERATURE REVIEW

2.0 Overview

This section would attempt to present a critical review of the available literature on the subject matter of research using the empirical literature review that included the evidence of what had been done by other researchers. According to Kombo and Tromp (2006) literature review is an account of what has been published on a topic of accredited scholars and researchers. It involves exploratory documents, such as books, magazines, journals, and dissertations that have a bearing on the study being conducted.

Parenting style has been studied for years (Demo & Cox, 2000). Some scholars reported that parenting style has an effect on children's emotions and behaviors (Lee, Daniels, & Kissinger, 2006). Recently scholars have reported that the four parenting styles identified by Baumrind (1971) affect children's social competence and emotional coping (McWayne, Owsianik, Green, & Frantuzzo, 2008). As outlined by Baumrind, studies focus on four parenting styles; authoritative, authoritarian, permissive, and neglectful (Baumrind, 1971; Darling & Steinberg, 1993). Baumrind's typology is frequently used by researchers because the typology covers different style of parent parenting; from authoritative (giving more attention to children) to neglectful (giving less attention to children). Also, Baumrind's typology represents the combination of two child rearing strategies, which are behavioral control and acceptance that are affected by both parents' and children's temperaments. From this researcher's

observation, Baumrind's typology is not only used by American researchers in their studies but also by researchers in other parts of the world. The four parenting styles detailed by Baumrind may be able to help categorize parents' parenting styles (into four parenting styles; authoritative, authoritarian, permissive, and neglectful) which affect children's emotions and behaviors. Thus, this researcher will elaborate the theoretical framework of parenting styles by Baumrind.

The first five years of a child's life are signified by dramatic changes in various aspects of development, such as physical, motoric, cognitive, and language development, as well as emotional and social development (Santrock, 2011a). During this time, parents have an important role in supporting child development, including teaching their child about social norms, good manners, and socially acceptable behaviors. Parents also need to overcome their child's misbehaviors, such as fighting, breaking things, screaming, and shouting, as well as feeling shame and excessive fear (Williams et al., 2009). If problem behaviors are not managed earlier, it can develop into antisocial behaviors in late childhood, deviance or delinquency in adolescence (Murray & Farrington, 2010), and even psychopathological problems, such as anxiety and behavior disorders, in adulthood (Reef, Diamantopoulou, van Meurs,

The result of a parenting survey with parents of young children in different parts of Indonesia, such as Jakarta, Surabaya, Malang, Yogyakarta, and Bandung, showed that 4.81% of parents (9 out of 187 parents) indicated their child had a high level of emotional and behavioral problems (Sumargi, Sofronoff, & Morawska, 2015). They reported a range of child problem behaviors including throwing tantrums when the child did not get what they wanted, refusing to follow parents' instructions to sleep, to put on their clothes, and to eat, whining, and fighting with their siblings or other children. Meanwhile, a study conducted among 1,779 young children in 79 kindergartens in Makassar (Ashary, Rahamma, & Fatimah, 2015) showed that child behavioral problems that commonly occurred were aggression, including anger (80.36%), and hitting and kicking others (16.08%). Additionally, some children were reported to have emotional problems, such as anxiety manifested in the form of crying (28.57%), not wanting to be left alone (28.57%), feeling restless (12.50%), and difficulty eating (8.93%). Some children also exhibited excessive fear of strangers (36.30%) and

fear of being in certain places or toward certain objects (47.62%; Ashary, et al., 2015). The results are consistent with the findings of an exploratory qualitative study by Putri and Primana (2018) involving 9 preschool children aged 3-4 years in Jakarta. Aggression was the problem that predominantly occurred at school. This included hitting friends that were seen around 70% in the six occasions of observation. Further, young children in the study were often running around in class (80%), shouting (55%), and screaming (20%).

Just as parenting style is a stable indication of the overall climate of the parentchild relationship over time (Baumrind, 2013), parental responses to children's negative emotions are thought to endure over time (Eisenberg et al., 1999; Fabes et al., 2002). There is some empirical evidence suggesting that these two constructs are related.

In a sample of mothers of preschoolers, Fabes et al. (2002) examined the relation between responsive parental control and parenting response to children's negative emotions.

They found that parental control, measured using maternal self-report on continuous subscales of the Parental Control Scale, that is firm and responsive (i.e., authoritative) was positively correlated with encouraging emotional expression, problem-focused responses, and emotion-focused responses, while negatively correlated with to distress reactions.

RESEARCH METHODOLOGY

3.1 Research Design/Methods/Approach

Research design is a pivotal component, outlining the systematic plan for investigating the effects of different parenting styles within Mulenga Compound in Kitwe.

Adopting a descriptive design with a case study approach, this qualitative framework enables data collection from diverse participants simultaneously, addressing the "Who? What? Where? When? How? And how many?" questions.

The case study method, chosen for its value in exploring relevant evidence, interpreting various perspectives, and identifying significant aspects, aligns with Creswell's insights (2005).

Additionally, a mixed-method approach is employed to leverage the strengths of both qualitative and

quantitative data, as advocated by Creswell (2009). Sampling design is critical for ensuring the validity, reliability, and generalizability of collected data. Drawing on Jacob's (2012) distinction between probability and non-probability sampling techniques, our study strategically employs probability sampling, including simple random, stratified random, cluster random, and systematic random sampling. This careful sampling plan aims to provide an unbiased representation of Mulenga Compound households, enhancing the study's credibility.

The study's sample size determination involves selecting 50 families, striking a balance between robust data requirements and practical constraints. This approach aims to capture a diverse range of parenting styles prevalent in Mulenga Compound, allowing for valid inferences about their effects on child development and family dynamics.

The primary data collection methods include structured questionnaires and semi-structured interviews, emphasizing a combination of quantitative and qualitative approaches. This deliberate selection aims to ensure comprehensive insights into parenting styles within the community.

To analyze the collected data, descriptive statistics will be applied to quantify key aspects of parenting styles, while inferential statistics will test hypotheses and draw broader inferences.

Thematic analysis will be employed for qualitative data from interviews, enhancing understanding of underlying factors influencing parenting styles.

Triangulation, combining data sources for a more robust analysis, and ethical considerations, including obtaining written consent, are integral aspects of the research design.

Recognizing potential limitations, particularly challenges in accessing participants due to daily commitments, emphasizes the need for cautious interpretation of results. Ethical goals are prioritized, ensuring responsible research practices and participant well-being throughout the study.

HELPFUL HINTS

4.1 Presentation of results on background characteristics of the participants

Table 4.1 Gender

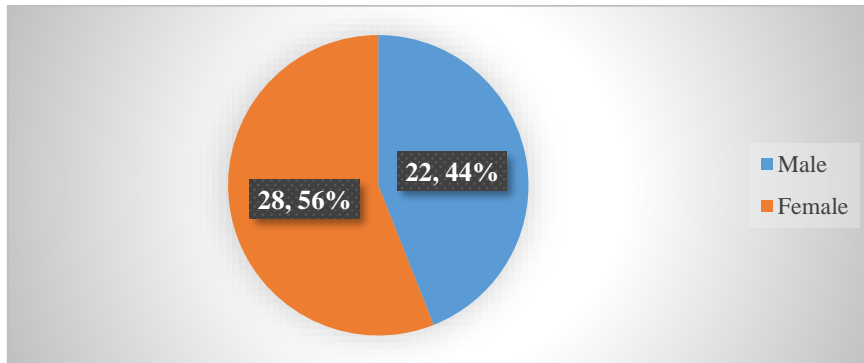


Table 4.1 illustrates the gender distribution among parents in Mulenga compound, Kitwe. Out of 50 participants, 44% identified as male, while 56%

identified as female. This breakdown sets the stage for exploring diverse perspectives from both male and female parents in the community.

Table 4.2 Age

Variables	Observation	Mean	Standard deviation	Min	Max
Age	50	41.4	7.578164	27	61

Moving to Table 4.2, which presents the age distribution, the average age of the 50 participants is 41.4 years, with a moderate level of dispersion (standard deviation = 7.58). Ranging from 27 to 61 years, this

diversity in age ensures a comprehensive representation of parental experiences across different life stages, enhancing the analysis of parenting styles.

Table 4.3 Education

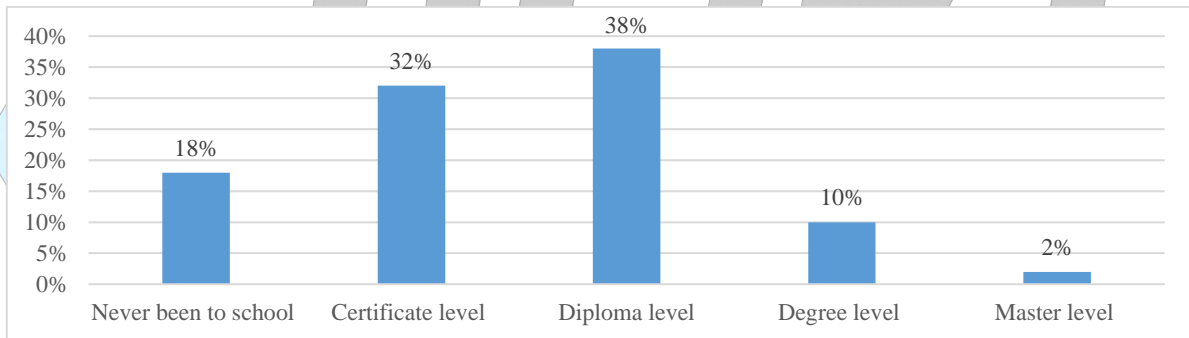
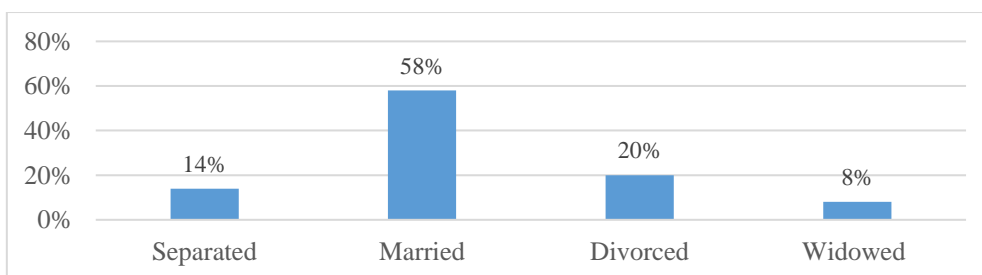


Table 4.3 delves into the educational background of participants, reflecting a diverse range of experiences. Notably, 18% have never been to school, while others range from Certificate (32%) to Master's level (2%).

This educational diversity enriches the study by allowing exploration of how varying levels of formal education may influence parenting styles.

Table 4.4 Marital Status



Examining marital status in Table 4.4 reveals a diverse range of family structures in Mulenga compound. With 58% married, 20% divorced, 14% separated, and 8%

widowed, the study gains valuable insights into how different family structures may influence parenting styles.

Table 4.5 family sizes

Variables	Observation	Mean	Standard deviation	Min	Max
Family Size	50	3.88	1.39445	2	8

Table 4.5 provides insights into family sizes, with an average of 3.88 individuals per household. The range from 2 to 8 individuals indicates variability, allowing

exploration of how family size may influence parenting styles.

4.2 Presentation of results based on effectiveness the effectiveness of parenting styles on children's character development

Table 4.6 Influence of Parenting Style on Child's Behavior

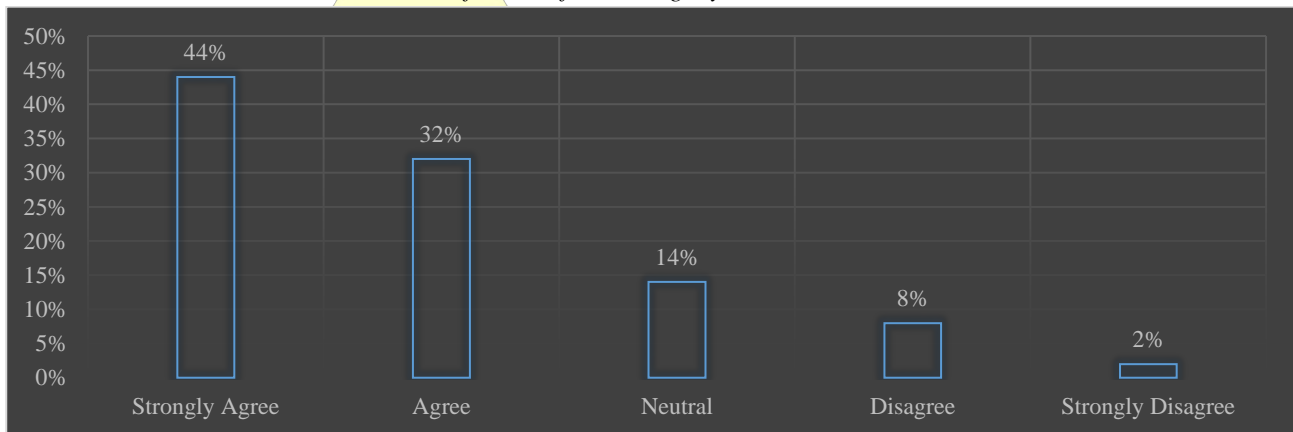


Table 4.6 illustrates the diverse perceptions of parents regarding the influence of their parenting style on their child's behavior and attitudes. A significant 76% agree

or strongly agree with the statement, emphasizing the widespread belief that parenting practices significantly shape a child's character.

Table 4.7 Self-Perceived Parenting Styles

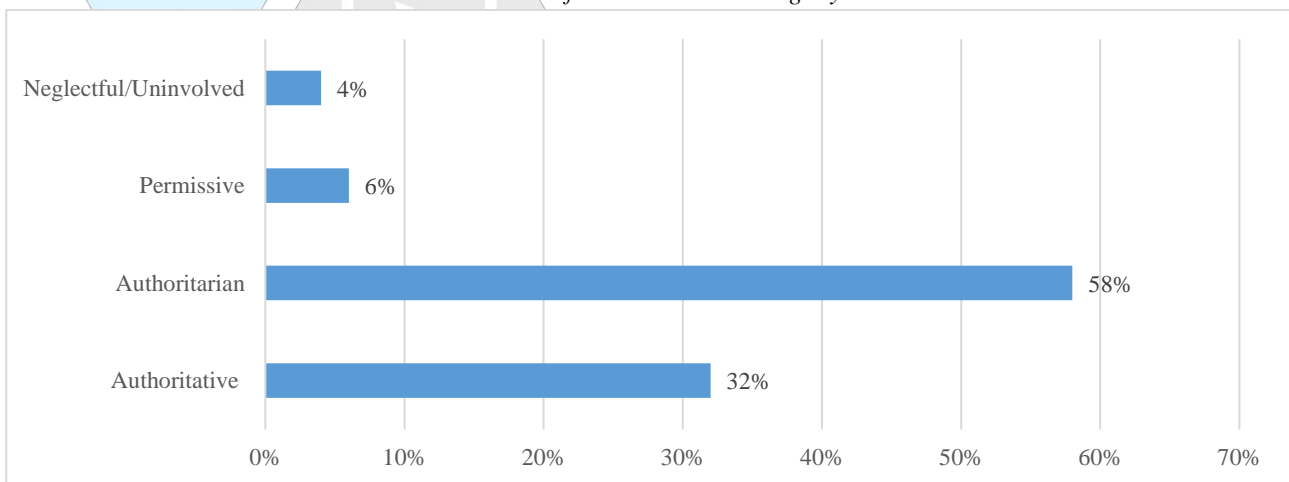


Table 4.7 provides insights into the prevailing parenting styles within Mulenga compound, Kitwe. The majority (58%) identify with the authoritarian parenting style, followed by 32% with authoritative, 6% with

permissive, and 4% with neglectful/uninvolved styles. This suggests a predominant trend toward structured and disciplined approaches to parenting.

Table 4.8 Adoption of Different Parenting Styles

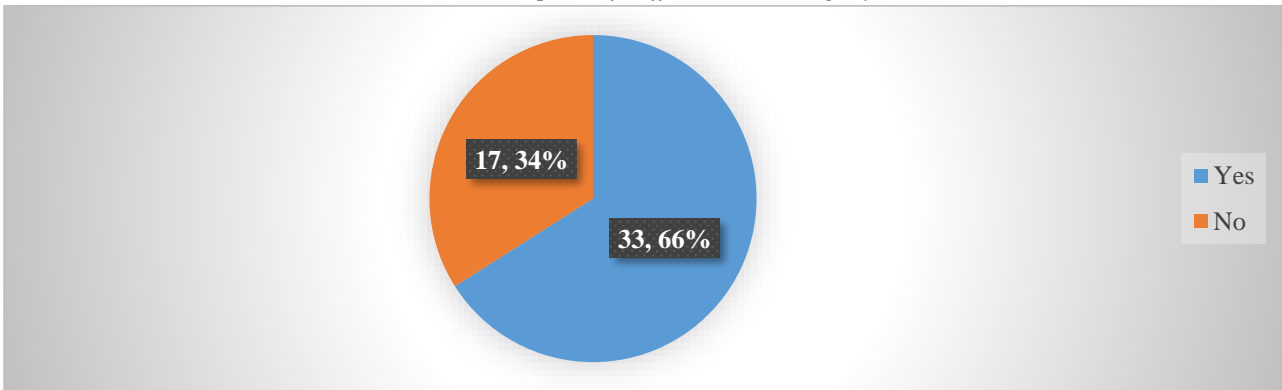


Table 4.8 reveals that a significant majority (66%) of parents adopt different parenting styles for each child, demonstrating adaptability to the unique needs of each

child. However, 34% maintain a consistent parenting style across their children, reflecting a more uniform approach.

Table 4.9 Evolution of Parenting Style Over Time

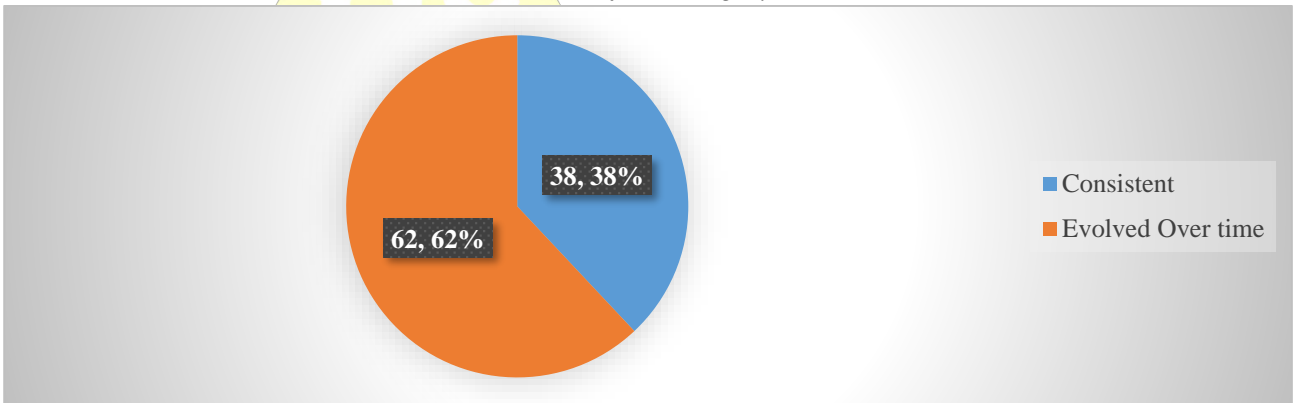


Table 4.9 shows that 62% of parent's report that their parenting style has evolved over time, demonstrating adaptability to changing needs and developmental

stages. Conversely, 38% maintain a consistent parenting style throughout their child's upbringing.

Table 4.10 Definition of Character Development

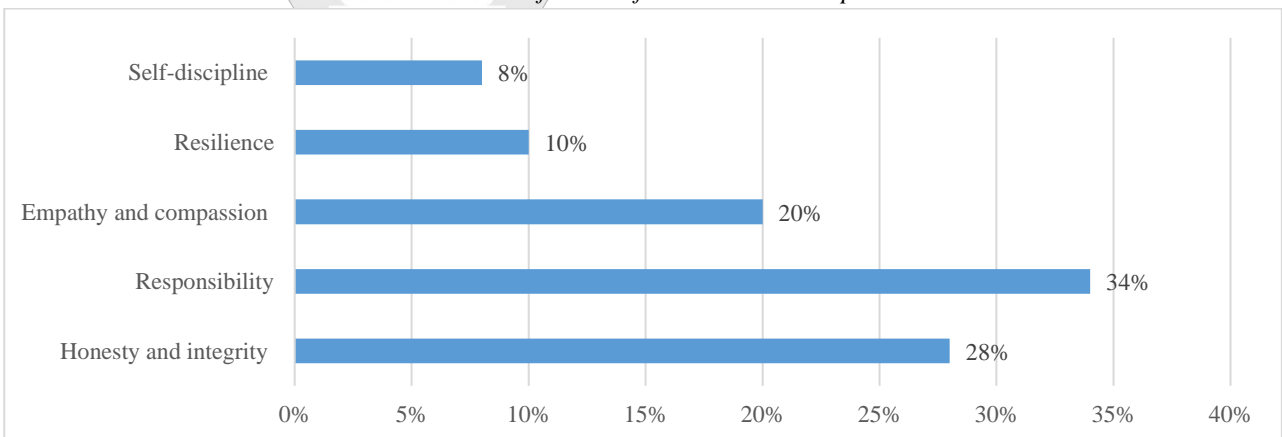


Table 4.10 breaks down parents' definitions of character development. The most emphasized aspect is "Responsibility" (34%), followed by "Honesty and

integrity" (28%), "Empathy and compassion" (20%), "Resilience" (10%), and "Self-discipline" (8%).

Table 4.11 Effectiveness of Chosen Parenting Style

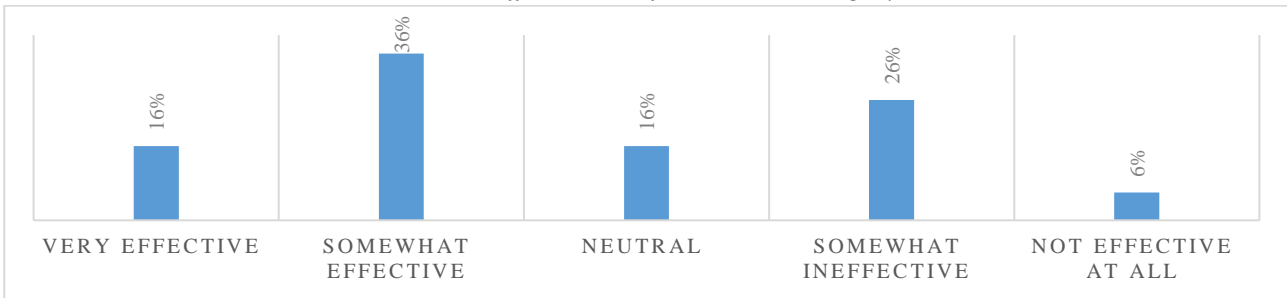


Table 4.11 delves into the perceived effectiveness of chosen parenting styles. A significant portion (36%) believes their chosen parenting style is "Somewhat

effective," while 26% feel it is "Somewhat ineffective." 16% find it "Very effective," and 6% perceive it as "Not effective at all," with 16% expressing a neutral stance.

Table 4.12 Rating of Child's Behavior and Values

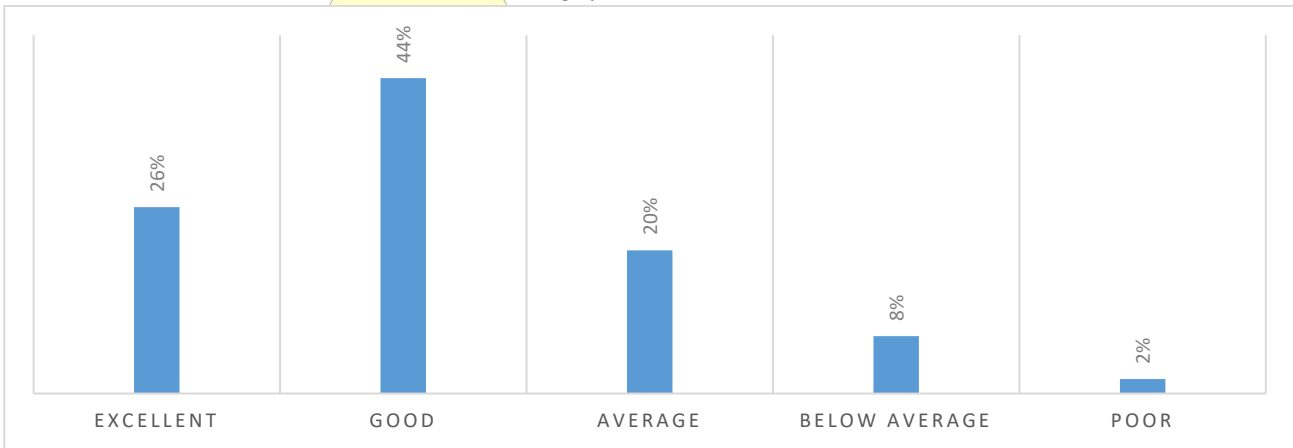


Table 4.12 reveals that 44% of parents rate their child's behavior and values as "Good," while 26% rate it as

"Excellent." However, 8% consider it "Below Average," indicating room for improvement.

Table 4.13 External Factors Influencing a Child's Character

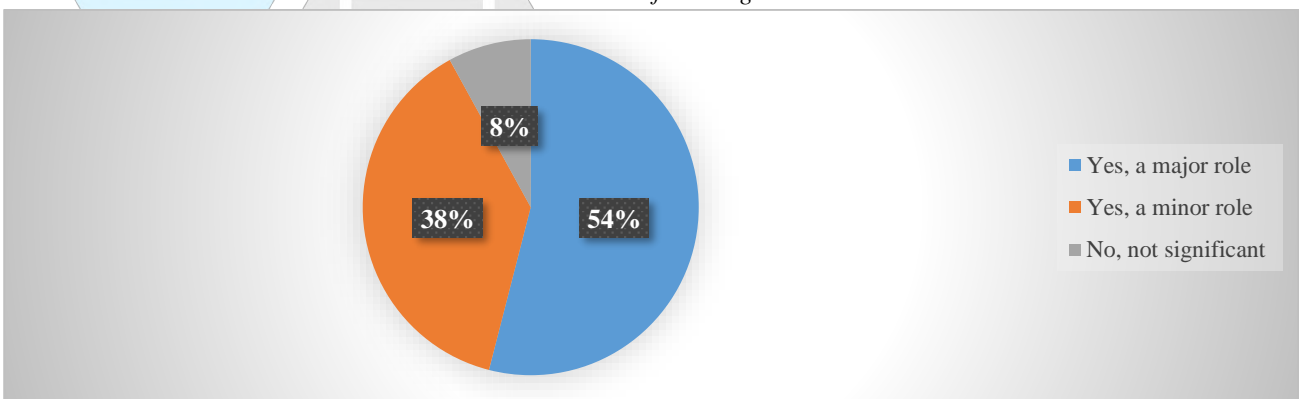


Table 4.13 shows that 54% of parents believe external factors play a "Major role" in shaping a child's character, while 38% perceive it as a "Minor role," and 8% find it "Not significant."

on the effectiveness of different parenting practices. Clear rules and expectations, emotional support, and understanding receive high agreement, while there is divergence on encouraging independence, spending quality time, and open communication.

Agreement on the Effectiveness of Parenting Styles
Tables 4.14 to 4.18 present varying levels of agreement

4.3 Presentation of results based on the influence of parenting styles on children's attitudes and behaviors.

Table 4.19 Relationship between Parenting Style and Child's Attitudes

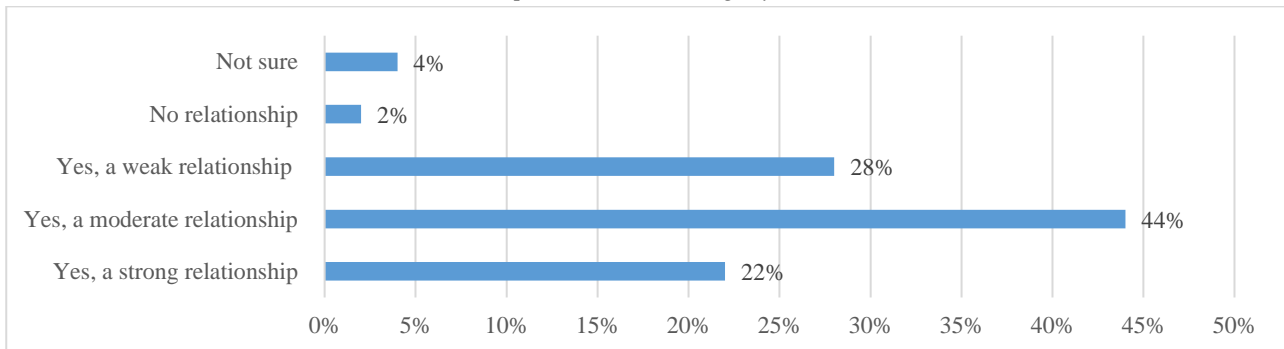


Table 4.19 explores parents' perceptions of the relationship between their parenting style and their child's attitudes and behaviors in Mulenga compound. A substantial 66% of participants acknowledge a relationship, with 44% identifying it as "Moderate" and

22% as "Strong." However, 28% perceive a "Weak relationship," and 4% express uncertainty, reflecting nuanced understanding and potential challenges in gauging this dynamic.

Table 4.20 Influence of Parenting Style on Child's Attitudes and Behaviors

Characteristic	Classification	Frequency	Percentage (%)
The influence of their parenting styles	Improved their self-confidence	8	16%
	Fostered independence	14	28%
	Encouraged empathy and kindness	7	14%
	Promoted respect for authority	13	26%
	Enhanced their problem-solving skills	3	6%
	Influenced their academic performance	4	8%
	Affected their social interactions	1	2%
<i>Total</i>		75	100%

Table 4.20 reveals parents' opinions on how their parenting styles have influenced their children's attitudes and behaviors. For example, 28% believe their parenting style has "Fostered independence," while 26%

think it has "Promoted respect for authority." This diverse range of responses showcases varying perspectives on the impact of parenting practices.

Table 4.21 Perceived Extent of Parenting Style Influence

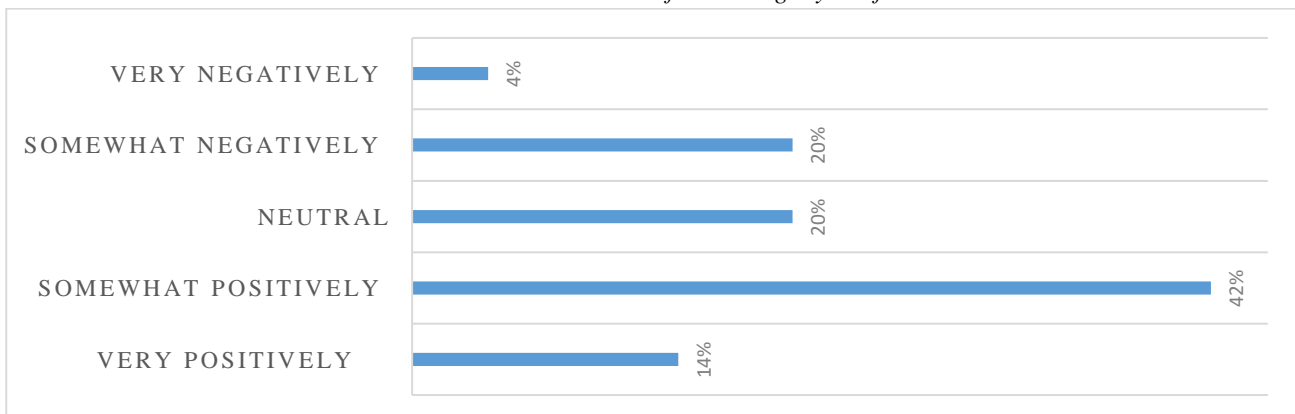


Table 4.21 delves into parents' beliefs about the extent of their parenting style's influence on their child's attitudes and behaviors. A majority (56%) holds a positive view, with 42% indicating a "Somewhat positive" influence and 14% as "Very positive."

However, 20% perceive a negative impact, with 20% stating it is "Somewhat negative," and 4% find it "Very negative." A neutral stance is taken by 20%, reflecting diverse opinions on the overall influence of parenting styles.

Table 4.22 Impact of Parenting Style on Child's Behavior at Home and School

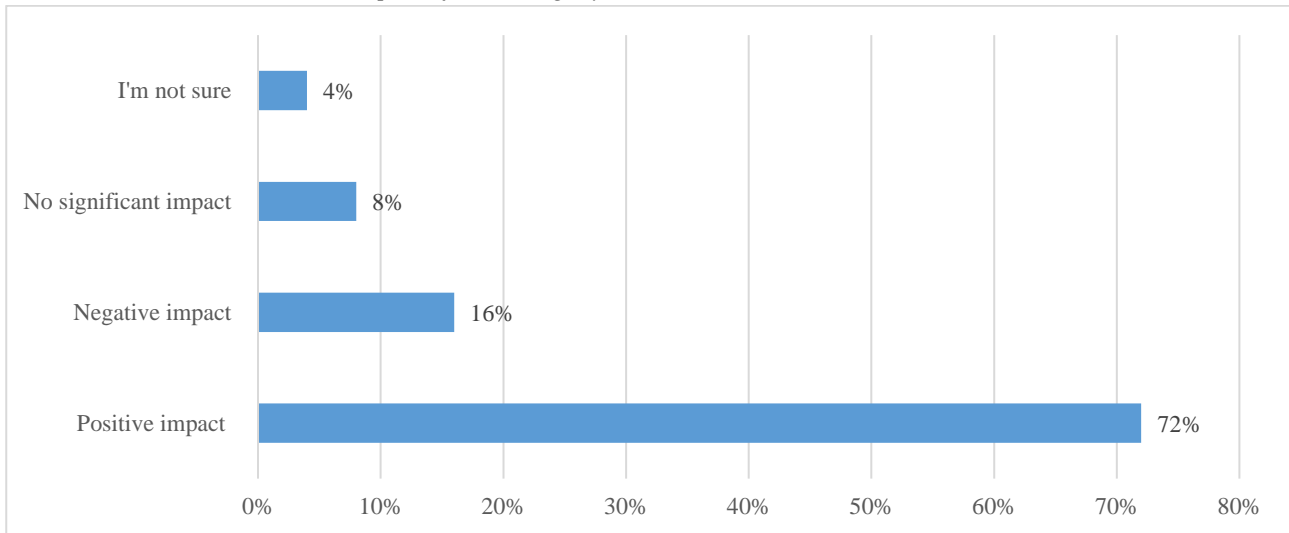


Table 4.22 presents parents' perceptions of the impact of their parenting style on their child's behavior at home and in school. A significant 72% perceive a "Positive impact," while 16% acknowledge a "Negative impact."

Another 8% see "No significant impact," and 4% express uncertainty. This suggests a majority of parents recognize a positive influence, but there's acknowledgment of complexities.

Table 4.23 Satisfaction with Child's Attitudes and Behaviors

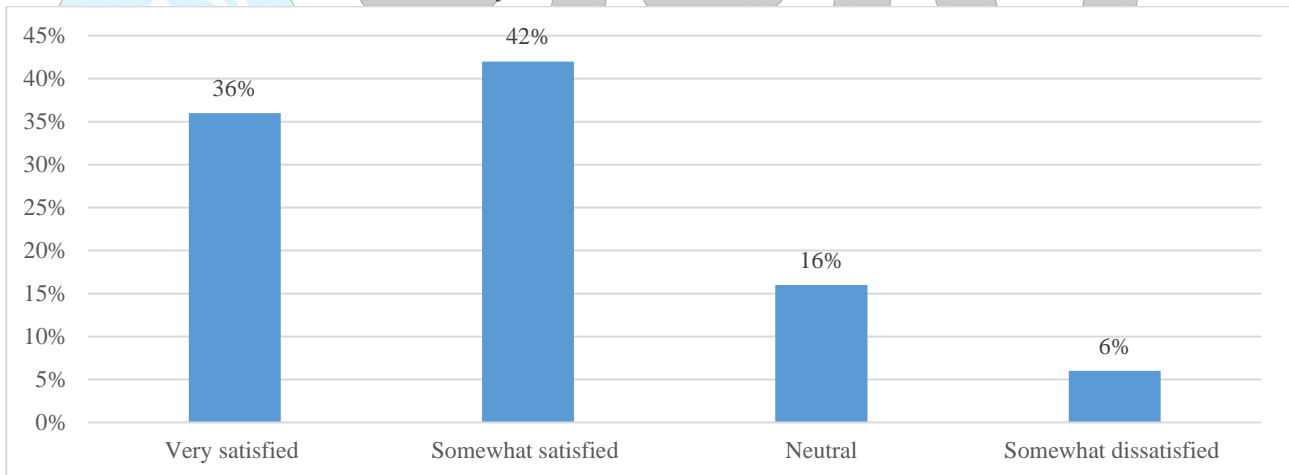


Table 4.23 gauges' parents' overall satisfaction with their child's attitudes and behaviors influenced by their parenting style. The majority (78%) express satisfaction, with 42% being "Somewhat satisfied" and 36% "Very satisfied." A minority (6%) expresses dissatisfaction, indicating room for improvement.

specific aspects of their children's attitudes and behaviors.

While there's consensus on positive traits like respect, self-discipline, and positive attitudes toward learning, there are divergent opinions, especially in areas like problem-solving skills. A significant percentage remains neutral, emphasizing the subjective nature of these assessments.

Agreement on the Influence of Parenting Styles Tables 4.24 to 4.26 reveal parents' level of agreement on

4.4 Presentation based on parent’s perceptions on parenting and its influence on child development

Table 4.27 Perception of Parenting

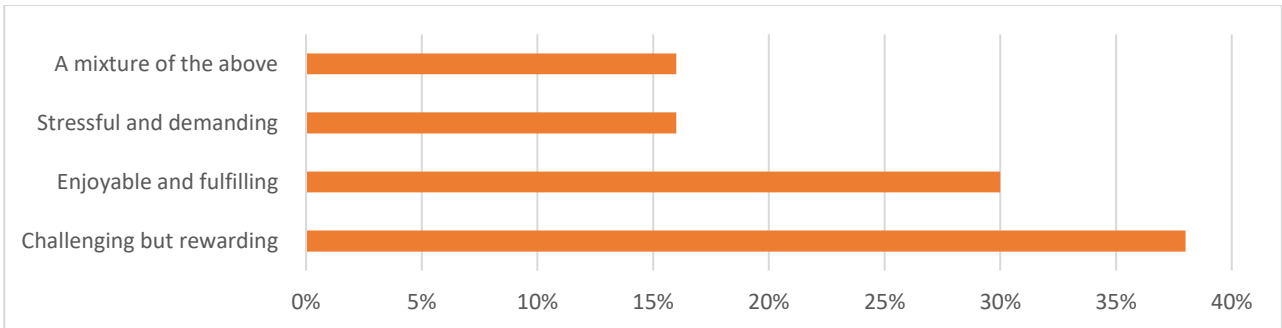


Table 4.27 captures parents' diverse perceptions of parenting within Mulenga compound. The majority (38%) finds parenting "Challenging but rewarding," while 30% see it as "Enjoyable and fulfilling." However,

16% describe it as "Stressful and demanding," and another 16% view it as "A mixture of the above," showcasing varied attitudes toward the parenting experience.

Table 4.28 Primary Goal of Parenting

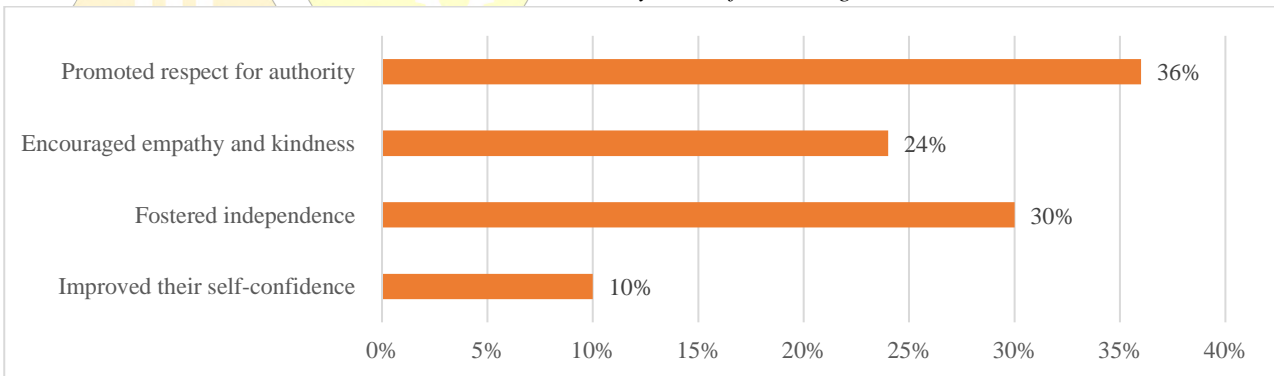


Table 4.28 delves into parents' beliefs about the primary goal of parenting. The largest percentage (36%) believes it is to "Promote respect for authority," while 30%

emphasize the fostering of independence. These perspectives reveal the diverse priorities parents associate with the overarching purpose of parenting.

Table 4.29 Parenting's Influence on Child's Development

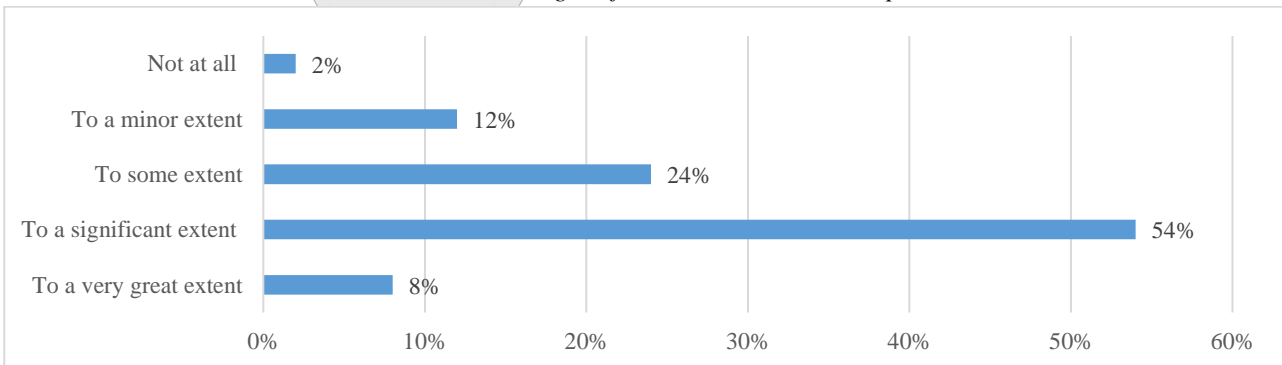


Table 4.29 provides insights into parents' perceived impact of parenting on their children's growth. A majority (54%) believes parenting influences a child's development "To a significant extent," while 24% think

it contributes "To some extent." Conversely, 8% feel it has a "Minor extent," and 2% believe it does "Not at all," showcasing varying degrees of conviction in the community.

Table 4.30 Influential Aspects of Parenting

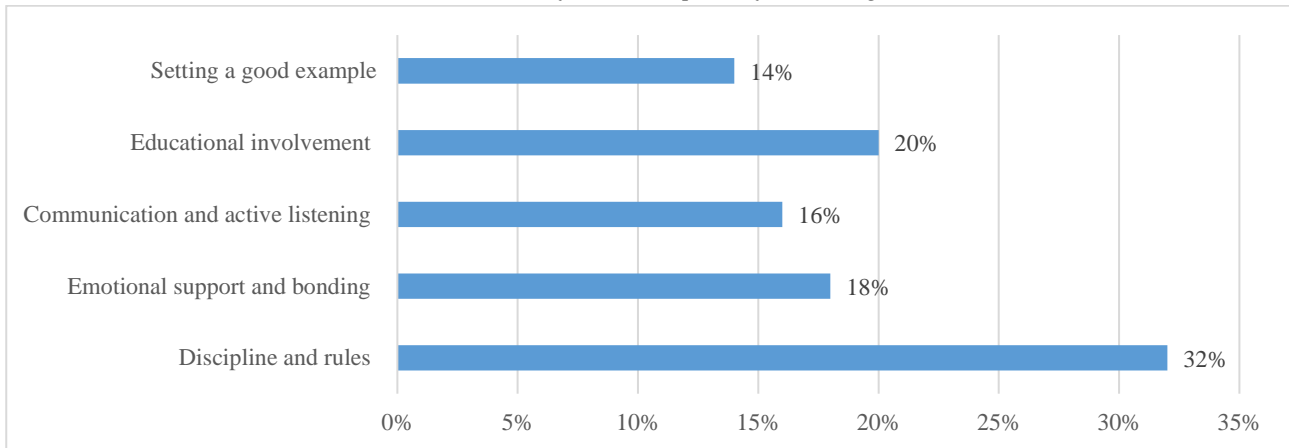


Table 4.30 explores parents' perceptions of the aspects of parenting with the most significant influence on a child's development. "Discipline and rules" are emphasized by 32%, while "Emotional support and

bonding" is highlighted by 18%. These insights reflect the multifaceted nature of parenting and the varied aspects parents deem crucial in shaping their children.

Table 4.31 Factors Impacting Effective Parenting

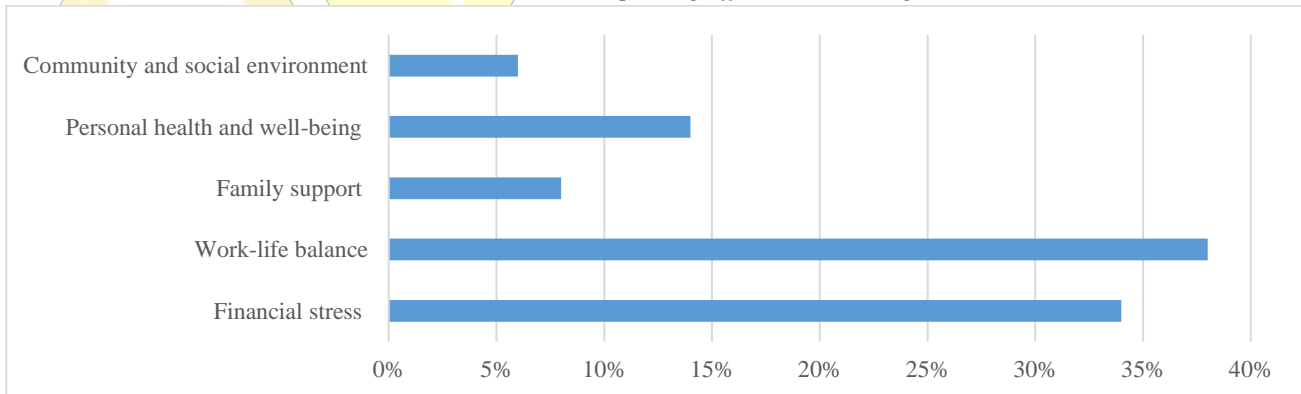


Table 4.31 outlines factors perceived by parents as influential in impacting their ability to provide effective parenting. "Work-life balance" is the most chosen factor (38%), followed by "Financial stress" (34%). These

findings indicate an awareness of external factors shaping effective parenting, highlighting the challenges parents face.

Table 4.32 Satisfaction with Parenting Skills

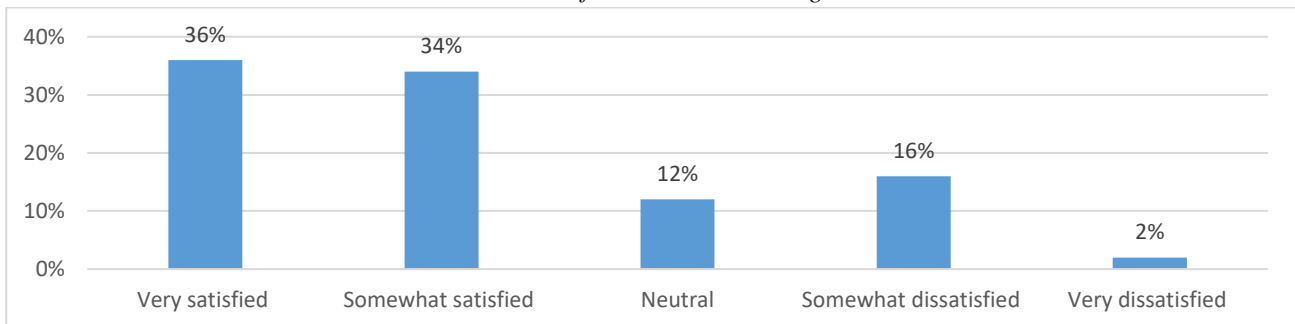


Table 4.32 gauges' parents' satisfaction with their parenting skills and their impact on their child's development. A majority (70%) expresses satisfaction,

with 36% being "Very satisfied" and 34% "Somewhat satisfied." However, 16% are "Somewhat dissatisfied,"

and 2% are "Very dissatisfied," indicating a range of sentiments within the community.

III. PUBLICATION PRINCIPLES

4.5 Discussion of Research Findings

The demographic characteristics of participants in the study are integral to contextualizing parenting styles in Mulenga compound, Kitwe. With a slight majority of female respondents (56%) and a diverse age range (27 to 61 years), the study captures parenting experiences across different life stages and genders. Educational background is marked by a majority holding at least a certificate-level education (50%), influencing interpretations of parenting styles. Marital status diversity (58% married, 20% divorced, 14% separated, 8% widowed) allows for a comprehensive view of parenting experiences across various family structures.

The study on the effectiveness of parenting styles in shaping children's character within Mulenga compound sheds light on the complex dynamics of parenting. The data reveals a diverse range of parenting styles and their perceived impact on children's traits, emphasizing the nuanced interplay between parenting approaches and character development. While a majority of parents strongly believe in the significant influence of their parenting style (76%), a notable 10% express a neutral or negative stance, showcasing diverse beliefs within the community. The prevalent authoritarian (58%) and authoritative (32%) parenting styles suggest cultural preferences, crucial for tailoring interventions. The adaptability of 66% of parents in adopting different styles reflects a nuanced understanding of children's needs, while 34% maintaining consistency aligns with cultural norms. The evolution of parenting styles over time (62%) and the definition of character development highlight the dynamic parenting environment and prioritized virtues. Diverse opinions on the effectiveness of parenting styles (36% somewhat effective, 26% somewhat ineffective, 16% very effective) underscore the multifaceted nature of parental perceptions. Positive ratings of children's behavior (44% good, 26% excellent) align with the belief in effective parenting. Acknowledging external factors (54%) emphasizes a nuanced

understanding of environmental influences on child development. Consensus on clear rules (74%) and emotional support (58%) contrasts with disagreements on encouraging independence (50%) and spending quality time (42%), revealing variations in cultural expectations. Disparities in communication dynamics

emphasize the complexity of parent-child interactions, necessitating nuanced communication strategies. Overall, the study provides nuanced insights for designing interventions that align with existing practices and cater to the unique needs of the Mulenga compound community.

The examination of parenting styles and their impact on children's attitudes and behaviors in Mulenga compound provides valuable insights into parental perceptions and character development dynamics. A majority (66%) of parents acknowledge a relationship between parenting style and children's behavior, with 44% deeming it moderately strong and 22% strongly impactful. This nuanced awareness reflects an intricate understanding of the link between parenting practices and behavioral outcomes. However, 28% perceive a weak relationship, indicating the complexity of this association, and 4% express uncertainty. Parents identify diverse ways their styles influence children, with 28% fostering independence and 26% promoting respect for authority. Perceptions of positive impact stand at 56%, while 20% see a negative influence, and 20% hold a neutral stance. The overall positive outlook (72%) on parenting style impact underscores its significance, yet 16% acknowledge challenges. Satisfaction levels (78%) indicate contentment, but 6% express dissatisfaction, highlighting areas for improvement. Agreement on specific dimensions of children's behavior varies, emphasizing the need for tailored support programs aligned with the community's diverse beliefs and priorities for positive character development.

IV. CONCLUSION

This comprehensive research on parenting styles and character development in Mulenga Compound, Kitwe, aimed to achieve three specific objectives. Firstly, it explored the nuanced effectiveness of parenting styles in shaping children's character development. The study uncovered a complex relationship, highlighting the significance of authoritative parenting for positive traits, the rigid tendencies associated with authoritarian parenting, and the more laissez-faire approach linked to permissive parenting. Recognizing the need for a nuanced and adaptable approach, the findings underscored the importance of parents understanding the implications of their chosen style on their child's character.

Secondly, the research investigated the influence of parenting styles on children's attitudes and behaviors, revealing a direct and impactful connection. Children

raised in authoritative households exhibited more positive and adaptive attitudes, emphasizing the profound implications of thoughtful parenting on a child's overall well-being. This insight calls for a deliberate approach to parenting, recognizing its lasting impact on a child's interactions with their environment.

Lastly, the study delved into parents' perceptions of parenting and its influence on child development within Mulenga Compound. It highlighted diverse perspectives shaped by cultural, economic, and historical factors, emphasizing the need for culturally sensitive interventions. The research underscored the complexity of the relationship between parenting styles and child development, emphasizing the necessity for tailored approaches that consider the unique socio-cultural dynamics of Mulenga Compound. Policymakers and practitioners were urged to engage with the community, fostering a collaborative approach to ensure effective and well-received interventions.

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