

**FATHERS' INVOLVEMENT, SCHOOL CLIMATE AND EMOTIONAL
WELLBEING OF ADOLESCENTS IN NAKAWA DIVISION,
KAMPALA CITY, UGANDA**

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DECLARATION

I, Mellon Naijuka, hereby declare that this dissertation is my original work and has not been submitted to any university or institution for the award of any academic qualification.

Signature Date:

APPROVAL

This is to certify that this dissertation has been submitted for examination with our approval as the supervisory team.

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Signed Date.....

DEDICATION

This dissertation is dedicated to my cherished husband, Mr. Jamali Maliyamungu, and to all our dear children.

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ABBREVIATIONS AND ACRONYMS

KCCA	: Kampala Capital City Authority.
IBM SPSS	: Statistical Package for Social Sciences.
PFI	: Perception of Fathers' Involvement
SCS	: School Climate Survey
PANAS	: Positive and Negative Affect Schedule
L.C.1	: Local Council One

ABSTRACT

Background: Today, Many children are being raised without their fathers. Fathers' absence has been associated with poor mental and behavioural outcomes. This study explored the association between perceived father involvement and the emotional well-being of adolescent children, along with the moderating influence of school climate on this association. **Method:** Data from 347 school-going adolescents (12–15 years of age) were used to assess moderation while descriptive statistics, correlations, and regression analyses were used to assess fathers' involvement in families, associations between fathers' involvement, school climate, emotional wellbeing, and moderation. **Results:** About 53.3 per cent ($n = 185$) lived together with their fathers while only about half lived with both parents ($n = 173$, 49.9%). Overall, the *availability* of fathers was significantly associated with *positive affect* ($r = .12$, $p < .05$). Stratified by gender, *availability* remained significantly ($r = .14$, $p < .05$) associated with *positive effects* for girls while a lack of *interaction* significantly ($r = .20$, $p < .05$) predicted *negative effects* for boys. The *School Climate* did not moderate the effects of *Fathers' Involvement* on *Emotional Wellbeing*. However, *Teasing and Bullying* were significantly associated with *negative effects* for both male and female adolescents, and *Engagement* was strongly linked to positive outcomes in boys. **Conclusion:** Both *Fathers' Involvement* and *School Climate* are significant for the *Emotional Wellbeing* of adolescents. **Recommendation:** Interventions aimed at enhancing fathers' involvement in their children's lives and improving school climate are crucial for promoting children's emotional well-being.

CHAPTER ONE: INTRODUCTION

1.0 Introduction

This chapter presents the background information, problem statement, purpose and objectives, hypotheses, research questions, scope of the study, its significance, and the conceptual framework.

1.1 Background of the study

This section is divided into three main parts: the historical, contextual, conceptual, and theoretical perspectives on the relationship between fathers' involvement and the emotional well-being of adolescents and it is moderated by School Climate in Nakawa Division, Kampala District, Uganda.

1.1.1 Historical Perspective

The dynamics of Wellbeing (WB) raised in the earlier times of ancient Greece in 330 BC, and one of the main views of those great philosophers then was how one can have a fulfilling and happy life (Ochoa & Essens, 2019). Later on, the idea of wellbeing changed from what was known as the "good life." Immediately, it came to be recognized as a scientific subject that could be studied and measured, eventually evolving into the concept of "pleasure" (Thomson et al., 2020).

To achieve a "good life," these philosophers suggested that well-being should be linked to equality and autonomy, aiming to create a better environment or society (Levinson & Christensen, 2003; Stoll, 2014). Psychologist Carol Ryff (1989) developed a six-factor model theory of well-being, which includes self-acceptance, positive relationships, environmental mastery, autonomy, personal growth and development, and a sense of purpose and meaning in life, all of which contribute to an individual's overall well-being..

Historical researchers have argued that ‘dedonia’ known as pleasure gave the first use of the concept of emotional wellbeing among adolescents, elaborating on how the adolescents experience emotional wellbeing when they show off characters of ‘hedonism (Spaemann, 2005). Therefore, emotional wellbeing among adolescents was associated with maximum pleasure and minimum suffering, where by it was related to the role of social institutions, such as the school and the family. (Bentham, 1996).

However, western cultures that have widely published about the emotional wellbeing of adolescents became prominent in the 20th century (Fazel et al., 2021). Modern studies on emotional wellbeing among adolescents have its emphasis on psychological studies since the 1950s as indicated by the Global Wellness Institute (Taschereau-Dumouchel et al., 2022). Debates on how adolescents can achieve self-help, as well as debates on how family institutions and the school climate can support the reduction of suffering while maximizing the flourishing of adolescents, have dominated the modern and contemporary literature (Stavropoulos et al., 2021).

In the 21st century, adolescent emotional wellbeing became a matter of public health as many continuously experienced life dissatisfaction, symptomatic emotions, as well as advanced psychosomatic disorders (Herman et al., 2020). This was a result of the declining levels of paternal involvement in parenting and challenges the children experienced at school, as studies in advanced economies such as “Denmark, Sweden, Iceland, the UK, and the United States” have observed (Twenge et al., 2018). This led to an investigation of the relationship between fathers' involvement, school climate, and the emotional well-being of adolescents in the Ugandan context.

1.1.2 Conceptual Perspective

The key concepts of this study are fathers' involvement, school climate, emotional wellbeing, and adolescents. Fathers' involvement refers to the positive and active engagement of the male parent in their children's lives. (Marsiglio et al., 2000). Fathers' involvement is indicated by the level of availability, responsibility, and interaction a male parent has with his children. Gromada et al. (2020) define availability as the father being readily accessible to his child whenever needed, while responsibility is the willingness of the father to provide resources needed by the child, such as material, social, and financial support. On the other hand, Lamb (2000) refers to discipline interaction as father-initiated collaboration with the child's intended discipline, guiding, training, and educating the child. In this study, fathers' involvement will be assessed as the father being readily accessible and providing resources and collaboration aimed at supporting the child to be a well-adjusted adult.

The school climate pertains to the norms, values, and overall atmosphere of the school environment. Stamatis and Chatzinikolaou (2020) define School climate as aims, values, interpersonal relationships, instructional methodologies, engagement, and organisational structures that shape how students, parents, and school personnel experience school life. Hanley et al., (2020) argue that a healthy, encouraging school atmosphere promotes a child's wellbeing and learning, which is crucial for the wellbeing of the child. A positive school climate must ensure that children feel socially, emotionally, and physically safe (Daily et al., 2019) and to foster a good learning environment.

Other experts, such as Jung and Sheldon (2020), have perceived school climate in terms of the major role of the school in providing education. Thus, (Waasdorp et al., 2022), defined school climate as school life-enabling, help-seeking behaviour, learning, engaging, and an

environment that discourages bullying and teasing. Help-seeking refers to how children approach teachers to seek help. As one seeks help, he or she establishes a life-long learning skill that improves through requests for help (Cohen & Matthews, 2010). Engagement is when the teacher involves a student in activities that promote positive interest in their learning (Fei et al., 2022). Bullying and teasing refer to behaviours that involve the use of force, coercion, threats to abuse, or aggressively dominating and intimidating someone (Pajarillo, 2018). Teachers have been identified as being crucial in enabling a school environment that also encourages values and attitudes among learners that promote fulfilment for everyone in school (Wang et al., 2020). In this study, the school environment will refer to a school providing an environment that motivates children to freely engage, seek help from peers, teachers, and other school staff, and show positive interest in learning.

Emotional wellbeing involves understanding, awareness, and acceptance of one's feelings and the ability to manage those feelings well when there is change or challenge (Huppert, 2009). Wellbeing is linked to life satisfaction, happiness, and feeling loved (De France & Evans, 2021). This psychological condition may also mean the way people evaluate their own lives, and this evaluation includes how people react emotionally to their moods and their judgement on how satisfied they are in life in relation to fulfilling certain domains like social relationships and the professional environment (Zhang et al., 2020). In this study, emotional wellbeing will be assessed as a person's ability to evaluate feelings and manage them appropriately when there is change or challenge.

Adolescence is the period of transition from childhood to adulthood, characterized by notable physical, emotional, and psychological changes. This involves some body changes and the way a young person relates to others (Simmons, 2017). It is associated with a person in

the teenage years, though both psychological and physical expressions may begin earlier (Damon et al., 2019). The changes that happen during this time may cause anxiety for both children and their families. Adolescence is divided into three stages: early adolescence, which spans from 10 to 13 years; middle adolescence, from 14 to 17 years; and late adolescence, from 18 to 19 years (Eccles et al., 2013). Young adolescents range from 10 to 15 years of age, and all of these experience significant and rapid developmental changes (Cherewick et al., 2021). In this study, young adolescents will refer to in-school children aged 10-15 years experiencing physical, social, and emotional changes preparing them for adulthood.

1.1.3 Contextual Perspective

There is substantial evidence to support the idea that fathers' active involvement in their children's lives is associated with greater family stability and positive life adjustment for children (Yaffe, 2020; Abenawe, 2022). Traditionally, fathers have generally been regarded as protectors, providers, defenders, and role models (Bago, 2022). This perception has been linked to children's holistic growth, emotional wellbeing and realisation of their full potential (Miller et al., 2020). More than ever before, the current socio-economic development and different family constellations have been associated with many fathers neglecting their paternal roles, leading to family instability, divorce, separation, and single parenthood (Fegert et al., 2020).

Studies show that father engagement in parenting in Singapore, Hong Kong, South Korea, and Taiwan has considerably reduced as many are always busy with work (Chung et al., 2021). In Africa, the absence of fathers has been linked to the emotional wellbeing of their offspring. (Kesebonye & Amone-P'Olak, 2021). Today, many women, especially celebrities, because they are economically stable, see no reason to marry and therefore prefer to get any

man to produce with them as they take care of the children alone (Haritha & Devi, 2022). In sub-Saharan Africa, fathers are increasingly neglecting their parental duties because they claim to have little income or are too busy at work (Sodi et al., 2020). Other studies show that a large proportion of fathers in the East African nations of Kenya and Tanzania are neglecting their parenting responsibilities (Iddy, 2021; Wadende et al., 2017).

Recognising this danger, Uganda, as a country made policies and laws to protect children. For example, the government passed a law taking any parent found guilty of neglecting their child to jail (Kasirye, 2018). The Ministry of Gender, Labour, and Social Development and the police, children's courts are key institutions involved in enforcing laws and policies related to child welfare, protection, and family support.

In urban areas like Kampala, where most fathers have demanding work schedules that require them to leave before dawn and return after dusk with their kids already asleep, there is an increase in the distance between fathers and their kids (Musiimenta, 2022). Even when they are at home, they are preoccupied with social media and sports, which leaves little time to be available and to interact with their children (Musiimenta, 2022). For school-going children, most fathers have delegated their role of parenting to teachers, who are also very busy with demanding personal and school activities (Mugumya et al., 2023). Moreover, teachers have to handle very large numbers in their classrooms; for example, in each stream, a teacher-to-child ratio of 1:80 (KCCA records from the Directorate of Education and Social Services 2022), and this makes it very hard to focus on one individual.

Studies (Akena et al., 2023), continue to show a rise (to the tune of 64.7%) in mental health-related problems among adolescents, especially in Kampala, Mukono, and Wakiso. If not controlled, poor mental health would deny many children their fundamental rights to

quality life development, good health, and responsible adulthood. This would have opened the door to child development problems that could last a lifetime and drawn negative attitudes that could rotate across a generation. However, the impact of fathers' absence on the emotional well-being of their children remains unclear. The existing body of knowledge in the Ugandan context has examined fathers' involvement from a broad perspective, not from the specifics of emotional well-being and school climate among adolescents. This calls for a study to fill this gap.

1.1.4 Theoretical perspective

The study was driven by Bowen and Murray's 1950's theory of family systems and their impact on individual development. The theory asserts that a family is a single emotional and independent system or unit where the abilities and needs of one-member affect others (Routledge, 2014). According to Bowen, a person's family story can assist in understanding their psyche, their relationship systems, and their physical and emotional nature (El-Shormilisy, 2019). A father's participation is vital in the development and upbringing of his children (Routledge, 2014). The theory stands on the assumption that people in the family system influence each other's relationships and emotional lives, but if a system is too open, it stands a risk of causing chaos among its members. The family system is dynamic and can change over time (White et al, 2018).

The theory focuses on interplay among family systems, the concept of differentiation, and emotional fusion (Kim & Appel, 2021). When individuals understand and apply family systems theory and its principles, it can promote healthier relationships, emotional differentiation, and the ability to navigate challenging dynamics with resilience and clarity (Blackwood, 2024).

However, the theory's criticism is that it does not consider the specific needs of each family, and in families that are uniform and correlated, the assumption that individual processes within a system are quasi-random may not be true (Kim et al., 2022). Additionally, Bowen's theory has been criticised for its ethical dilemmas in a society that promotes individual rights and wellbeing (Alizadeh & Kurian, 2024), and in the pedagogical view, the use of systems thinking has also been criticised for failing to promote autonomy of thinking (Shaked et al., 2017), and feminists say that the theory does not consider the issue of power within the family (Allen, 2018).

Nevertheless, the family systems theory is still applicable in this study in that it helps family members gain the empathy and support they need, and family members may work both individually and as a unit to uncover the patterns, and fathers may learn how to do their roles in parenting, hence promoting a healthier family system, improving relationships among all the family members, and fostering better emotional development among children (Su-Russell, 2023).

1.2 Statement of the problem

There have been many changes in the family configuration over time. Divorce rates have increased, many mothers are single, and most children are left to survive on their own (Haritha & Devi, 2022). The involvement of fathers in their children's lives is recognized as a key factor influencing various child outcomes, such as education, behaviour, and emotional well-being. (Estes et al., 2019; Kesebonye & Amone-P'Olak, 2021). As an increasing number of children grow up without their fathers' involvement, there is limited understanding of the potential impact on their emotional well-being.

The negative effects of fathers' lack of involvement in their children's lives are still largely unknown, especially in Uganda. The absence of fathers' involvement in children's upbringing can disrupt the normal functioning of the family system, as children lose daily contact with one parent, typically the father (Abenawe, 2022; Siu & Kasule, 2017).

An estimated 59 percent of girls and 68 percent of boys in Uganda may face emotional challenges, such as behavioural and anxiety problems as a result of fathers' absence in their lives (Musiimenta, 2022). In the Central region, especially Kampala, many fathers are very busy with work and business; others are more involved in sports betting activities, while others are also in bars drinking, which leads to their absence from the lives of their off springs (Nkwake, 2015). We are unsure of how this impacts the emotional development of young adolescents.

Due to the fact that fathers' involvement is very important for the growth, education, and emotional wellbeing of their children (Kesebonye & Amone-P'Olak, 2021), most studies in Uganda have focused on fathers' involvement in general (Nkwake, 2009; Mehus et al., 2018; Ashburn et al., 2017), neglecting the emphasis on how School climate affects the association between fathers' involvement and emotional wellbeing of adolescents in Nakawa division, Kampala district. Therefore, this study intends to be conducted to address the existing problem and the knowledge gap.

1.3 Purpose of the study

The aim of the study was to explore the relationship between fathers' involvement, school climate, and the emotional well-being of adolescents in Nakawa Division, Kampala City, Uganda.

1.4 Study objectives

The study aimed to achieve the following objectives:

1. To determine the different family types from which the adolescents come.
2. To examine the presence of fathers in the lives of their adolescent children.
3. To assess the relationship between fathers' involvement and the emotional wellbeing of adolescent offspring.
4. To explore the relationship between school climate and the emotional well-being of adolescents.
5. To assess the moderating effect of school climate on the relationship between fathers' involvement and the emotional well-being of adolescent children.

1.5 Research Question

The main research question of the study was: To what degree does fathers' involvement impact the emotional well-being of young adolescents in Nakawa Division, Kampala City, Uganda, and what is the role of school climate in moderating the relationship between fathers' involvement and their children's emotional well-being?

1.6 Scope of the study

This section is organized into three parts, which include:

1.6.1 Content scope

The study aimed to explore the relationship between fathers' involvement and their children's emotional well-being, as well as the moderating effect of school climate in Nakawa Division, Kampala City, Uganda. The study targeted only public primary school adolescents aged 12 to 15 years from primary five to primary seven excluding those who were below and above the specified age and those from primary four to the lower classes. The study was chosen

because most studies in Uganda had focused on parental involvement in general neglecting the focus on the association between Fathers' Involvement and offspring's Emotional well-being and the moderating role of school climate. Hence this study is to address the existing problem and fill the knowledge gap.

1.6.2 Geographical scope

The study was conducted in the Nakawa division of Kampala city. The study area was chosen because there has not been any research done in this area on the association between Fathers' Involvement and School Climate on the Emotional Wellbeing of adolescents

1.6.3 Time scope

The study was conducted over a period of 19 months, from September 2022 to June 2024.

1.7 Significance of the study

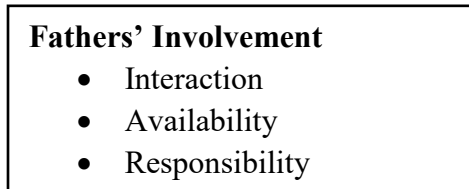
The findings of this study are anticipated to be essential in assessing whether the principles of Bowen's family systems theory, whose main claim is that the family is the primary agent of emotional connection among its members, including teenagers, are applicable in the context of this research and may be helpful to the Ugandan government's Ministries of Education and Sports, Labour, Gender, and Children's Affairs to assess and review the implementation of child protection policies. It may also add knowledge or help other researchers discover new literature on fathers' involvement, school climate, and emotional wellbeing of adolescents; provide parents with insights on how to mitigate the risk of fathers' absence in child-rearing and enhance the safety and well-being of children.; and provide information to children's rights and wellbeing advocates such as counsellors, social workers, and activists to get information on the injustices, prejudices, and discriminations that children experience due to the absence of their fathers, hence helping them to identify better techniques

to use while doing both child and family therapy. Lastly, adolescents facing psychological problems resulting from a lack of father presence may benefit, as they will be able to discover who they are, the different psychological problems they may be going through, and how they can be helped.

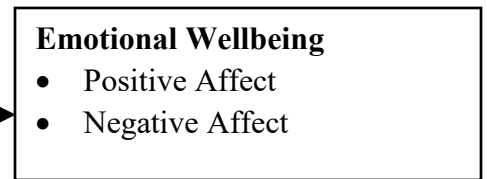
1.8 Conceptual Framework

A Conceptual Framework illustrating the moderating role of School Climate in the relationship between Fathers' Involvement and the Emotional Wellbeing of Young Adolescents in Nakawa Division, Kampala City, Uganda.

Independent Variable



Dependent Variable



Moderating Variable

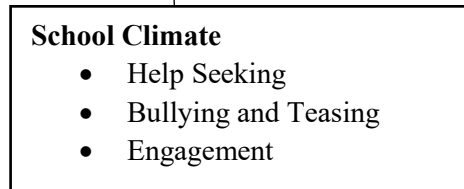


Figure 1.1: Conceptual Framework

Source: *Developed by the researcher from examination of the literature*

In this conceptual framework, fathers' involvement is indicated by responsibility, interaction, and availability. Responsibility is characterised by paying school fees and meeting all the child's material needs. Aspects of interaction include activities with a child, for example, helping with homework and teaching them discipline, and availability involves being always present when needed by a child and advising and fulfilling the child's needs. Consequently, the involvement of the father, as indicated above, is expected to be associated with the emotional wellbeing of the offspring.

There are many factors that may affect the child's emotional wellbeing, and one of them is the school climate. This becomes a moderating variable because a child spends most of the time at school. If the school climate is supportive in terms of help-seeking (support from both teachers and other adults), better engagement, like doing homework with other school activities, and there is no bullying or teasing, it is expected that this will confer additional influence on the emotional wellbeing over and above the father's involvement.

CHAPTER TWO: LITERATURE REVIEW

2.0 Introduction

This section reviews the literature on fathers' involvement, their adolescent offspring's emotional wellbeing, and school climate. Further, the moderating variables in the associations between fathers' involvement and emotional wellbeing will be assessed, particularly school climate. Finally, the section will situate the study within a conceptual framework and construct hypotheses based on the literature reviewed.

2.1 Empirical review

2.1.1 The presence of fathers in their adolescent offspring lives

Previous research, mainly from Western countries, has placed significant emphasis on the connection between fathers' presence and children's future emotional well-being (Pearce et al., 2018). In most African countries, particularly Uganda, studies on how fathers' involvement affects young adolescents' emotional wellbeing in the future are lacking. However, divorce, poverty, illness, labour migration, and cultural influences are known to be the main drivers of fathers' insufficient emotional engagement in the lives of children in Africa (Campbell et al., 2015). In most cases, the absence of fathers has been a hallmark of familial dysfunction. Previous research indicates that fathers are frequently absent from and uninvolved in raising children in families today (Letamo et al., 2018), although it is widely recognized that fathers' involvement in the family is essential for the growth and emotional development of their children (Ramotwana & Amone-P'Olak, 2020). Many adult men and women today choose to remain single and are preoccupied with their careers (Amadiume, 2015).

In Uganda, many children have been orphaned as a result of diseases such as HIV/AIDS, the numerous past wars, and the recent COVID-19 pandemic (Spinel et al., 2021). For example, among 15-year-olds, 8.5% have lost one biological parent, usually the father, and 1.5% have lost both parents (Spinel et al., 2021). This has contributed to the proliferation of single parents, usually mothers, and child-headed households (Spinel et al., 2021). With one in twenty (4.9%) children under the age of 15 having lost both biological parents, the Karamoja area of Uganda has the highest rate of orphans (Yaffe, 2020) and some of these children are compelled to live on the streets in order to survive.

In urban areas like Kampala, about 23.7 percent of residents are single mothers (Bago, 2022). Furthermore, 56 percent of children aged 0–17 and 58 percent of those aged 0–14 live with only one biological parent, typically their mothers, while only 5 percent live with their biological fathers only, who are often too busy with work to spend time with them; and 19 percent live without any of their biological parents (Better Care Network, 2015). Living with only one biological parent or none is becoming increasingly common, particularly as children grow older. (Maundeni et al., 2017). Many urban residents from wealthy families are found to be living with only their biological mothers, which is different from those from poorer households (Rolin, 2021). This is because these women believe they can better manage their lives because they are financially secure.

The majority of young adolescents in Uganda are moving away from their biological parents (Abenawe, 2022); some are sent to boarding schools at a very young age; and others are left in the care of housemaids because their parents are too busy working to provide for them (Kombo, 2010). These family disconnections greatly affect the child's behaviour, social interactions, education, and overall development.

However, growing up without a father is linked to future issues in children like drug and substance use, low levels of education, issues with relationships, teenage pregnancies, and mental health (Castetter, 2020), and this is because most fathers have less time to nurture their children on such topics, yet if the children were equipped with such knowledge, they would survive such problems (Maundeni, 2000; Ramotuana & Amone-P'Olak, 2020).

Most studies have neglected the study of fathers' involvement and the future emotional wellbeing of in-school adolescents in Uganda. In order to fill the vacuum, this study will focus on fathers' engagement in relation to in-school adolescents to assess the impact of the fathers' involvement on their emotional well-being.

2.1.2 Fathers' involvement and emotional wellbeing of their adolescent offspring

Father involvement is the fathers' degrees of availability, responsibility, and positive engagement or contact (Flouri & Buchanan, 2003). Fathers who actively participate in raising their children often build strong, healthy relationships with them, which include assisting with caregiving tasks like diaper changes and engaging in shared activities, such as play (Parke, 1996). Even when they are not actively interacting with them, involved fathers are constantly there for their kids, such as when they are cooking and a kid is playing nearby (Cabrera, 2000).

Discussions on fathers' responsibilities for the upbringing and wellbeing of their children have become crucial in the modern era. For instance, during the COVID-19 period, research has shown that teenagers' highest emotional expressions occurred when their fathers actively engaged in counselling, provided for, and supplied time to their children (Mangiavacchi et al., 2021; Wang & Han, 2021). Additionally, it has been claimed that parental participation in their teenage children's wellness, particularly on the part of the dads,

is crucial since it lessens the stress that kids often experience as a result of their parents' contradictory conduct (Spinelli et al., 2021).

Fathers' role was further widened to include linkages between their interactions with adolescent children and their emotional wellbeing, which appear to be directly correlated (Palkovitz, 2019). In this instance, a growing father-child relationship fosters a sense of being loved, reduces anxiety in children, and generally provides adolescent children with a sense of safety and stability through the father's presence (Saunokonoko et al., 2022).

Greater father involvement in parenting has been found to positively affect behaviour, particularly in reducing violent behaviour in adolescent boys (Lachman et al., 2020). In contrast to children who grow up without their fathers, it has been said that the father's presence acts as a social control mechanism to tame teenage male children towards peace and dialogue rather than aggression. The forms of peace in adolescent children later transcend into mental peace and stability that culminate in emotional wellbeing (Campbell & Gordon, 2015).

Fathers are generally seen as the heads of their houses, and as such, their primary duties are to provide for the welfare of the family and maintain its genetic line through procreation, while mothers are responsible for caring for both their husbands and children. In Ugandan society, women's ability to conceive and raise children is highly valued, and families place a strong focus on having many children to maintain the family name and bloodline (Brezina, 2009).

According to the World Health Organisation, parents in Uganda are becoming less and less involved in raising their children, particularly the men, who have abandoned the responsibility to the mothers (Madhani & Baines, 2020). This has been attributed to

modernization, improvements in women's financial wellbeing, feminism, economic challenges, rising rates of structural family breakdown, and high illiteracy rates. However, as a result of increasing absentee fathers and abandonment of child-rearing, adolescent children have faced a number of health issues that fathers could have done more to address, making them more susceptible to stressors that have an impact on their emotional wellbeing (Johansson et al., 2020).

Regarding a child's wellbeing, father participation has numerous positive consequences. Children show improved emotional, academic, social, and behavioural outcomes when their fathers apply effective parenting techniques. (Bidens, 2015). High levels of parental involvement are linked to children who are more sociable, confident, and assertive. According to Palm et al. (2009), Adolescents who have actively engaged fathers are less likely to exhibit impulsive behaviour in class or participate in reckless actions as adults. Children with actively involved fathers are 43% more likely to receive an "A" in school and 33% less likely to repeat a grade, compared to those whose fathers are not engaged. According to Bronte and Kinukawa (2008), Father Involvement reduces the likelihood of depression and mental health issues in young women.

According to a 2007 UNICEF assessment of child well-being in economically developed countries, children growing up without fathers in the home experience significant hardships (Gromada et al., 2020). Even before birth, a father's prenatal behaviours, his attitudes toward the pregnancy, and his relationship with the mother can indirectly influence the risk of negative birth outcomes (Xue et al., 2018). Previous research has demonstrated that school-aged children with positive father-child relationships are less likely to experience depression, engage in disruptive behaviour, or lie. Overall, they are significantly more likely to exhibit

pro-social behaviour. The survey also indicates that fatherlessness can have a lasting negative impact on children (Dupraz & Ferrara, 2023). They have a higher likelihood of facing poverty, leaving school prematurely, or developing addictions.

On a child's wellbeing, father participation may have both positive and negative consequences. When parents use authoritative parenting techniques, children are more likely to flourish emotionally, academically, socially, and behaviourally. (Bidens, 2015). Children with high levels of parental involvement tend to be more sociable, self-assured, and independent. According to Palm et al. (2009), adolescents who have involved dads are less likely to act out in class or participate in dangerous conduct as adults. Children with actively involved fathers are 43% more likely to excel in school and 33% less likely to repeat a grade compared to those without engaged fathers. According to Bronte and Kinukawa (2008), father involvement lowers the prevalence of depression and psychiatric issues in young women.

Emotional availability is a relational concept that highlights the quality of emotional exchanges between parent and child. It focuses on their mutual accessibility and their capacity to recognize and respond appropriately to each other's communication signals (Bergmann & Klein, 2020). Parents employ quality time (availability) to concentrate on caring, wholesome interactions with their children (Bamigbade et al., 2022). Rather than focusing on the amount of time a father spends with his child, the emphasis should be on the quality of the activities they participate in together.

There has been a classification of parental availability into three categories: being present. Active and engaged (Green, 2022). The idea of the notion of presence is straightforward. To be present simply means showing up, coming to an event, and accounting for yourself. Fathers need to be actively engaged in their children's lives. Fathers should be

present for both big and insignificant childhood events in order to raise healthy adult children. Your face must be visible to your youngster while they watch from the audience. Fathers' presence in parenting ought to be captured in the photos of their memorable occasions (Jacobs, 2019).

A large decrease in the percentage of two-parent families in first marriages over the past 30 years has coincided with a rise in stepfamilies and single-parent households. The rapid increase in divorce rates and the neglect of fathers' responsibilities that started in the 1960s are associated with these changes (Turner, 2023). According to projections, between 50 and 60 percent of children born in the 1990s will eventually reside in single-parent households, typically headed by mothers (Barr, 2023; Gewirtz & Simenec, 2022).

2.1.3 The relationship between school climate and adolescents' emotional wellbeing

School climate refers to the character and quality of school life, where the heart and soul of the school are found (Spinelli & Fasolo, 2021). School climate reflects the organizational structures, norms, objectives, and values based on how students, parents, and school staff perceive school life. It also encompasses the ways in which people interact with one another (Zulela et al., 2022). A stable, positive school atmosphere promotes adolescent growth and fosters the learning necessary for a fulfilling and productive life in a democratic society. The norms, attitudes, and expectations that encourage a sense of social, emotional, and physical safety are essential to this atmosphere (Schonert-Reichl, 2022). Students, families, and teachers work together to create, implement, and support a shared school vision. Teachers foster attitudes that emphasize the benefits and enjoyment of learning. Each individual contributes to the functioning of both the school and the community (Rezaee et al., 2020).

In recent years, there has been growing interest in studying about school climate and its impact on students' well-being, and in recent years, the U.S. Education Department, the Institute for Educational Sciences, the Centre for Disease Control and Prevention, many Departments of Education, foreign ministries of education, and UNICEF have put their efforts into school climate reform. This is an enhanced plan designed to support students, parents/guardians, and the entire school community in fostering the learning process and cultivating a more supportive school environment (Hand, 2019). According to Michelli & Pick et al. (2014), a supportive atmosphere that discourages teasing and bullying and encourages student involvement is a necessary condition for excellent student outcomes based on academic accomplishment and healthy socio-emotional development.

In most developed countries, reports show that there is improved emotional wellbeing when there is increased help seeking, engagement and no bullying in schools (European Commission, 2000). Previous research shows that the school climate influences students' life satisfaction (Varela et al., 2018).

Historically, Africa has been a hotspot for children who don't attend school due to high poverty rates, parental illiteracy, and an increase in family disconnection caused by divorce and separation (Lien et al., & Klepp 2020). Sierra Leone is the nation with the highest percentage of uneducated citizens. The number of African children who weren't enrolled in elementary education in 2019 climbed to 45 million in 2000 (Lars Kamer, 2022). The majority of children who are not in school reside in Sub-Saharan Africa, where they account for one-fifth of children aged 6 to 11 and one-third of adolescents aged 12 to 14 (UIS statistics, 2020).

Uganda experiences serious challenges in the provision of quality and accessible education to children. Currently, an estimated number of 4 out of 10 young children ranging

from 3 to 5 years go for early childhood education, indicating some progress from 2011, which shows 2 out of 10 children were in school. More so, 8 out of 10 children between 6 and 12 years old are in primary schools, and at least 1 out of 4 enrol in secondary schools (UNICEF Report, 2022).

Child marriage, increased abuse in schools, lack of support from teachers, early pregnancies, and high demand for school fees hinder most adolescents, more so girls, from being in schools in Uganda today (Watson., 2018). School fees account for 6 out of 10 children who drop out of school every year, whereas teenage pregnancies account for 8% of girls who leave school (Watson et al., 2018). It is clearly seen that the most affected to drop out of school are girls, and this is more common in rural areas whereby girls are seen as family assets in terms of bringing their families riches after marriage, and due to this, parents are forced to withdraw them from schools so that they can marry (Campbell et al., 2015).

One of the main repercussions of a toxic school climate is bullying and teasing, which has also contributed to an increase in school dropouts (Kutsyuruba et al., 2015). These and other societal problems have a significant influence on some student subpopulations in Uganda, this has a negative impact on their mental health, academic performance, and social outcomes (Kutsyuruba et al., 2015). While some school environments are exclusive, unwelcoming, and frequently unsafe, certain school environments appear open, inclusive, and supportive (Hernández & Darling-Hammond, 2022). As a result, research has shown that school climate can impact children's academic achievement, psychological well-being, and the performance of school personnel, either positively or negatively (Kidger et al., 2021).

A positive school environment can serve as an effective population-level intervention to promote academic success and student well-being, according to emerging research,

evidence indicates that a positive school atmosphere could be an effective population-level intervention to improve student welfare and academic achievement. In the study by Daily and colleagues (2019), all school environment categories showed substantial major impacts aside from academic assistance, with different results for middle and high school students. For both middle school and high school children, academic support had the most effects, with effect sizes varying from small to medium.

In order to have a successful, helpful, and full life in a democratic society, youth growth and learning are encouraged by a long-lasting, supportive school environment (Richardson & Milovidov, 2019). The norms, attitudes, and expectations within this environment promote individuals' sense of social, emotional, and physical safety. People are supportive and actively involved. Students, families, and teachers collaborate to create, implement, and uphold a shared school vision. Teachers foster and demonstrate an attitude that emphasizes the advantages and enjoyment of learning. Each individual plays a role in maintaining and supporting the school's environment. (Custodio, 2021).

The inclusive school environment is very important in supporting a child's emotional wellbeing since it encourages student involvement in their learning by reflecting the standards, goals, values, interpersonal relationships, instructional methods, and administrative frameworks of the institution (Mousena & Raptis, 2020). A positive school climate promotes healthy youth development, providing students with a sense of security, respect, and care. It also serves as a safeguard against bullying, the most prevalent form of school violence (Mousena & Raptis, 2020).

However, most researchers have focused on other aspects of school climate, neglecting the core values of student engagement, help-seeking, and bullying in schools (Fei et al., 2022).

This study examines whether school climate influences the connection between fathers' involvement and the emotional well-being of school-going adolescents. (Zhu et al., 2022).

2.1.4 The moderating effect of school climate in the relationship between Fathers' Involvement and Emotional well-being of Adolescent offsprings

According to previous research, children from affluent homes tend to put more psychological strain on their peers than children from low-income families, even when their fathers make an effort to get involved in parenting (Reiss et al., 2019). In addition, fathers who lose their employment frequently have tense relationships with their adolescent children owing to their lack of involvement, which negatively affects the adolescents' emotional development (Wang et al., 2021).

The school environment has also played a crucial role in fostering peer victimization among young people from low socioeconomic backgrounds, especially those whose fathers do not seem to protect them adequately from peers of higher socioeconomic status (Wang & Liu, 2021). Due to decreased parental engagement in raising the adolescents who have been abandoned for internet use, the negative effects of school atmosphere on depression are significantly worsening (Mu et al., 2021). Low father engagement in children's issues has been directly linked to a low family school environment, which has considerably raised the likelihood of emotional maladaptation in adolescents (Huang et al., 2019).

Research indicates that fathers' attitudes toward their children's schooling significantly influence how they nurture and support their children (Rollè et al., 2019). Fathers' ability to support their children's emotional health plays a key role in their overall development, is often lacking among fathers with poor incomes, low levels of education, and unstable employment (Peng, 2021).

Adolescents who have had difficult emotional experiences as children are more likely to struggle with feelings of sadness, rejection, and bitterness that come with stressful situations (Cohen, 2010). A competent father must engage with his kids constantly, which improves their mental health, self-esteem, confidence, self-control, and peer connections (Lamb et al., 2000). However, because of the rise in absent paternity in Uganda, many teenagers have had psychological difficulties, including making social changes, they are also more likely to experience challenges with friendships and report behavioural difficulties, such as drug abuse. (Van et al., 2015).

2.2 Theoretical Review

This study was grounded in family systems theory, developed by Bowen and Murray in the 1950s. The family systems theory provides an explanation of human behaviour and how it is influenced by the family as an emotional unit full of complex interactions (Kerr, 2019). The theory's core assumption is that the family is the principal agent of maturation for its members, including adolescents, through connected emotionality (Malik, 2020). Bowen also stood on three other assumptions: people in the family system influence each other, relationships are interdependent, and system boundaries may be either closed or open (Kim & Appel, 2021). Consequently, fathers' involvement through availability, interactions, and responsibility may contribute to children's wellbeing (Mangiavacchi et al., 2021).

In family systems theory, Bowen's main goals focused on fostering healthy communication among family members, encouraging each individual's differentiation and autonomy, and breaking toxic or harmful patterns within the family (Villarreal, 2023). The theory looks at a family as one complex system but deeply connected, thus altering the concert of parts and subsystems linking family members, each of whom has a known purpose or

function that, when these functions are well played, all members will enjoy emotional wellbeing (Kelledy & Lyons, 2019).

The family systems theory posits that, irrespective of the demographic characteristics of the family composition, such as age, help seeking, bullying and teasing, culture dynamics, and sex, all adolescents encounter hiccups that make them need support from one another within the family system (Steverson, 2019). The theory views the family as a social unit for emotional support and healing, emphasizing the interdependence of family members, such as the connection between the father and adolescents.

Drawing from Bowen's theory, persons encountering a challenge are helped by analyses undertaken by other parties to the system but limited to one family member (Haefner, 2014). This implies that when adolescents' emotional wellbeing is problematic, the father, being a family member, plays a role in restoring happiness to the young member of the family. This theory also presupposes that family systems have the ability to develop synergies that analyse the challenges of their members and develop response mechanisms for supporting the realisation of members' goals, whose purpose is directly linked to emotional wellbeing among them (Haefner, 2014).

In this case, the dynamics that occur within the family system come along with dysfunctional identities that attract new processes for the realisation of the family's goals (Walsh, 2012). In this case, when the father becomes dysfunctional in supporting the adolescent, he will later experience problems with emotional wellbeing and may resort to alternative ways of seeking pleasure. Further, the family system's theory postulates that resettlement in cases of hiccups, like fighting among the siblings, serves as a strong

mechanism, and the father is put at the centre of settling conflicting challenges in the family for effective and smooth operation (Johnson & Ray, 2016).

Bowen argues that how family members respond to adolescents' needs shapes the well-being of the child, and it is also linked to the engagement levels that fathers do, the levels of education, and income in the family (Nomaguchi & Milkie, 2020). Family group dynamics then take course in explaining the behaviour of fathers, who, when positive towards getting involved in the affairs of the family members, later experience wellbeing at the emotional level (Fitzgerald et al., 2020).

In this case, a fully functional and lively family structure in which the family head, in this case the father, contributes to the general wellbeing of the family members means that even the emotional wellbeing of the adolescent children is well taken care of (Shum et al., 2023). Therefore, the ability of the family systems theory to provide clear explanations of the linkage between fathers' involvements, school climate, and the emotional wellbeing of adolescents makes the theory feasible and viable for use in this study.

2.3 Hypotheses

The study tested the following hypotheses;

1. Fathers' involvement is significantly associated with the emotional wellbeing of their adolescent offspring.
2. School climate is significantly associated with adolescents' emotional wellbeing.
3. School climate moderates the relationship between fathers' involvement and the emotional wellbeing of adolescent off springs.

2.4 Summary and Gap Conclusion

The current study is informed by a wealth of literature on fathers' involvement, school climate, and adolescent emotional wellbeing. However, A significant portion of the existing literature focuses on one or two of the variables included in this study, rather than addressing the impact of fathers' involvement on the emotional well-being of young adolescents and whether school climate moderates this relationship. Many of those who have attempted to relate at least two variables have done so from locations other than Uganda (Kesebonye & Amone-P'Olak, 2021), leaving a research hole that the current study will attempt to fill. By investigating the relationship between father involvement, school climate, and the emotional wellbeing of young adolescents in Nakawa Division, Kampala, the current researcher hopes to close the gaps.

CHAPTER THREE: METHODOLOGY

3.0 Introduction

This section describes the method used in the current study. The research design, population and sample, data collection and ethical considerations, data collection instruments, and data analysis.

3.1 Research Design

This study utilised a cross-sectional survey research design. Given the short time available for the study and the possibility of collecting a large amount of data within a short time, a cross-sectional survey design employing a quantitative approach to data collection and analysis was deemed appropriate, effective, efficient, and economical (Baran, 2016). Although a cross-sectional survey design lacks the ability to define a causal pathway, the data gathered may be used for a future longitudinal study. Quantitative data was gathered on the perceptions of father's involvement, school climate, and emotional wellbeing of adolescents in school, besides some demographic characteristics such as age, sex, family configurations, and parental educational attainment.

3.2 Population and Sample

3.2.1 Target Population

The target population was public primary school adolescents aged 12 to 15 years in greater Kampala, the capital city of Uganda, with samples drawn from only public primary schools in Nakawa Division of the city. Kampala Capital City Authority (KCCA) is divided into five divisions, and Nakawa is one of the divisions. It has 18 public primary schools and an estimated population of about 5000 pupils enrolled in P5-P7, most of which are adolescents (KCCA directorate of Education and Social Services, 2022). The researcher targeted only

public primary schools because there was no research with the same variables done in the public primary schools in Kampala City, Secondly, the social economic status of fathers and School climate in public primary schools completely differ from those in private primary schools (Nkwake, 2009).

3.2.2 Sample Size

The sample was determined using Krejcie and Morgan's (1970) sampling criteria. From a population of 5000 in-school adolescents (Nakawa Division, Education Department Annual Report, 2023) attending KCCA schools in Nakawa division. Altogether, 360 pupils were selected as the sample size. Out of 18 public primary schools, six were selected per stratum using a cluster sampling strategy. The schools were selected based on two locations: urban and slum, to allow representation of adolescents from all socio-economic backgrounds and characteristics of the city. Three schools were selected from each location (see table 1). A total of 60 pupils were targeted from each school, attending upper classes of primary five (P5) through primary seven, aged between 12 and 15 years, excluding those who were below 12 years and above 15 years and this provided data for the study.

Table 3.1: Population and Sample by School

School Code	Location	Target Sample
A	Urban	60
B	Urban	60
C	Urban	60
D	Slum	60
E	Slum	60
F	Slum	60
Total	6 schools	360

Source: Nakawa Division, Education Department Annual report (2023)

3.3 Sampling Techniques

The current study used cluster random sampling techniques to select respondents because they are easy to implement, cost-effective, time-efficient, and best at reaching a larger sample size from the target population. (Etikan & Bala, 2017). After selecting the six public primary schools in Nakawa division, the researcher used cluster random sampling to group each school into three clusters, that is, primary five, six, and seven, and then using simple random sampling selected 20 pupils each from primary five through primary seven, considering both male and female aged 12 to 15 years, and each of the adolescents in the selected schools had equal opportunities to be selected for the study.

3.4 Data Collection Procedure

A questionnaire was used to collect data on socio-demographic characteristics, fathers' involvement (indicated by availability, interaction, and responsibility), school climate (indicated by engagement, structure, bullying and teasing, and help-seeking), and emotional wellbeing (indicated by positive and negative affect).

After ascertaining how suitable the instruments were, permission and clearance letters were obtained from the Directorate of Research and Graduate Studies at Kyambogo University, where the researcher has been enrolled. The letters were taken to the school administrators to seek permission to collect data. At the various schools, consent was sought from the parents and school administrators, and assent was obtained from the adolescents to participate in the study. Thereafter, administrative arrangements were made with the school management (e.g., head teachers and class teachers) of various schools to collect data.

Data was collected by the researcher, who was extensively and intensively trained in research methods and data gathering strategies. During data collection in classes, respondents

were asked not to indicate any identification on the questionnaires to ensure anonymity and confidentiality. The questionnaire took about 20 minutes for the adolescents to complete, guided by the researcher.

3.5 Data Management

Data management is the research process that includes the organization of data, from entry throughout the distribution and archiving of the valuable results (Whyte, 2011). The data collected was anonymously coded, stored on a password-protected computer, and flashed on discs. Respondents' identities were not included in any written text, and all identifying information was removed from the dataset. Participants' data were not used in any other way except for information related to the study, with only the researcher and the supervisor having access to the data.

3.6 Data Quality Control

The data was cleaned in two steps. First, the researcher looked for values outside the range in the database and corrected them. After data entry, 10% of the questionnaires were resampled and checked to ascertain if the data therein was accurately entered. Previously, a sample of 360 young adolescents was taken. However, during the data cleaning process, 13 questionnaires were eliminated because they were not answered properly; consequently, the results of this study are based on 347 adolescents.

3.7 Reliability

The Cronbach Alpha reliability coefficients were computed to assess the reliability of the instruments used in the current study. For PFI (Perception of Fathers Involvement), the coefficients were: $\alpha = .87$, $\alpha = .70$, and $\alpha = .74$; for availability, interaction, and responsibility, respectively, while for SCS (School Climate Survey), the coefficients were: $\alpha = .80$, $\alpha = .60$, α

=.80; for help-seeking, teasing, bullying, and engagement, and for PANAS (Positive and Negative Affect Scale), the coefficients were: $\alpha = .70$, $\alpha = .64$; for positive and negative affect, respectively.

3.8 Measures or Instruments or Materials

The questionnaire consisted of four sections: socio-demographic information (9 items), fathers' involvement (14 items), school climate (26 items), and emotional wellbeing (20 items), and all items total up to 69 items.

Socio-demographic characteristics: The first section involved items that included the bio-data of respondents, such as sex, age, family type, mothers' education, fathers' education, parental employment, and the year of study of the respondents, and it all consisted of 8 items.

Perception of Father's Involvement questionnaire (PFI): PFI was used to assess the perceived level of father's involvement in the way they raise their children in childhood, and this questionnaire was posited by Krampe & Newton (2006). This scale is made up of 14 items with three subscales: interaction, availability, and responsibility. Both the interaction and responsibility subscales consist of four items each, and the availability subscale consists of six items. Items on the PFI questionnaire involve 'My father always made sure my material needs (clothes, food, toys) were met' (responsibility subscale), 'My father and I participated in activities or hobbies together' (interaction subscale), and 'My father attended my school functions (availability subscale).

The item score is based on a 5-point Likert scale ranging from never (score = 1) to always (score = 5). Total scores were obtained for the scale and subscales by adding up the item scores, with higher scores indicative of more father interaction, availability, and

responsibility. The Likert scale has been shown to have good internal consistency with a Cronbach's alpha of .79, which makes it valid for my study on young adolescents in the Nakawa division. In other studies, Cronbach's alpha was approved at $\alpha = .79$ for interaction, $\alpha = .82$ for availability, and $\alpha = .86$ for responsibility, while the reliability for the total scale was $\alpha = .91$ (Kesebonye & Amone-P'Olak, 2020). This questionnaire has also been used before in other countries, like Botswana, with an acceptable Cronbach's alpha reliability of $\alpha = .91$ (Dyer et al., 2011).

School Climate Survey Scale (SCS-26): The SCS-26 was used to assess whether school climate influences the emotional wellbeing of young adolescents. It was first proposed by Haynes, Emmons, and Corner (1994), and it originally had 53 items containing nine subscales. Later (Konold et al., 2014), it was made up of 26 items measuring school structure, help seeking, engagement teasing, and bullying. It is used to evaluate the effect of pro-social behaviours on violence in schools (Pfetsch, 2010). It is composed of a school structure that contains 7 items: help seeking or support (8 items), 5 items for teasing and bullying, and 6 items for engagement. The School Climate Survey Scale has also been used by other researchers, like Bayraktar (2011), to show the psychological context of the school in a study that examines the effects of individual social competency factors, parental factors, peer relationships, and teacher attitudes within the classroom on peer bullying. The SCS-26 uses a 4-point Likert scale that ranges from not at all -1 to nearly every day-4. In this Likert scale, good internal consistency has been seen with a Cronbach's alpha of .79, which makes it valid for this study.

Emotional Wellbeing Scale (PANAS-20): Emotional wellbeing was measured on the Positive and Negative Affect Schedule (PANAS-20) scale by Watson and Clark (1988).

PANAS is made of two sub-scales of positive affect and negative affect, with 10 items in each sub-scale (Watson et al., 1988). It is scored on a 5-point Likert scale format rated from “not at all or very slightly (=1) to extremely (=5). Positive affect includes items like feeling "interested," and negative affect includes items like feeling "distressed." PANAS also involves scores that show higher levels of positive and negative affect. The PANAS displays very good internal consistency. Cronbach Alpha reliability coefficient scores range from .86 to .90 for the positive affect scale and .84 to .87 for the negative affect scale (Magyar-Moe, 2009). Test reliability was found to be good over a timeframe of 8 weeks. Studies previously show its internal consistency was acceptable (Harmon-Jones et al., 2009). PANAS has been used by different scholars, like in South Africa (Van Zyl & Rothmann, 2012), but it has been proven that here in Uganda it has not been widely used.

3.9 Data Analysis

Data analyses were achieved in three steps: first, to compute the socio-demographic characteristics of the respondents. Second, to assess the associations between fathers' involvement and school climate as predictors on the one hand and emotional wellbeing as an outcome on the other hand. Finally, to assess the moderating effects of school climate on the associations between fathers' involvement and the emotional wellbeing of their offspring.

Descriptive statistics; frequencies and percentages were used to analyse Socio-demographic characteristics of respondents while means, standard deviations graphs and charts were used to analyse status of Fathers' Involvement, school climate and Emotional wellbeing. Inferential analyses; Pearson correlations and multiple regression were used to assess association among the variables. Socio-demographic characteristics of the study participants were computed using descriptive statistics such as means, standard deviation,

range, and frequencies (Meloun & Militký, 2011), and the results were presented in tables, graphs, and pie charts.

Pearson Product Moment Correlation was used to assess the association between indicators of fathers' involvement (availability, responsibility, and interaction) and indicators of school climate (engagement, structure, teasing and bullying, and help seeking) as independent variables on emotional well-being indicated by positive and negative affect.

To assess the moderating effect of school climate on the relationship between fathers' involvement and the emotional wellbeing of young adolescent offspring, inferential statistics that is a multivariate regression model was used, and the results were presented in multiple regression tables. In the model, fathers' involvement, school climate, and the interaction term between fathers' involvement and school climate were entered as the predictors (X), and emotional well-being as the outcome variable (Y), and the results were tabulated. All statistical procedures were computed using the IBM SPSS statistical software, version 26.0 (IBM SPSS Inc., 2019), and a *p*-value less than .05 was considered statistically significant.

3.10 Ethical Considerations

In this case, the researcher had to seek for assent from the young adolescents to participate in the study through informing them about the objectives of the study and the likely risks but inform them about their rights to accept to participate or refrain from participating as well as their right to withdraw from the study at any time without justification.

Consent was obtained from the school administrators and parents after giving them the information on why the study is being carried out and what it means for them to allow their

children to participate, they were be given time to reflect on the information given so that they can respond while they are not under pressure and children too assented to participate.

The researcher ensured confidentiality by not sharing or allowing access to raw data by any third party without the consent of the respondents in order to protect their privacy and also anonymity was observed by making sure no personal identities were included.

CHAPTER FOUR: PRESENTATION, ANALYSIS AND INTERPRETATION OF RESULTS

4.0 Introduction

In this chapter, the analysis and interpretation of data for the study that examined the moderating effect of school climate on the relationship between fathers' involvement and the emotional wellbeing of young adolescents are presented. The study's hypotheses were: fathers' involvement may be significantly associated with the emotional wellbeing of their adolescent offspring; school climate could be significantly associated with adolescents' emotional wellbeing; and school climate moderates the relationship between fathers' involvement and the emotional well-being of adolescent offspring. The results are based on the analysis of data from 347 primary school adolescents from the Nakawa Division of the Kampala Capital City Authority (KCCA). The results on the demographic characteristics of the respondents are presented first, followed by descriptive and inferential analyses.

4.1 Demographic Characteristics of the Respondents

The results of the socio-demographic characteristics of the participants in this study are presented in Table 4.1 below.

Table 4.1: Socio-demographic characteristics of the study sample

	Total (N=347)			Females (N=173)			Males (N=174)		
	<i>M</i>	<i>SD</i>	<i>Range</i>	<i>M</i>	<i>SD</i>	<i>Range</i>	<i>M</i>	<i>SD</i>	<i>Range</i>
Age	13.25	1.12	12, 15	13.17	1	12, 15	13.33	1	12, 15
Year of study	(n)	(%)		(n)	(%)		(n)	(%)	
Primary five	166	47.8		77	44.5		89	51.9	
Primary six	181	52.2		96	55.5		85	48.1	
Mother's education									
No education	13	3.87		11	6.5		2	1.2	
Primary education	85	25.1		49	28.8		36	21.3	
Secondary education	122	36		59	34.7		63	37.3	
Tertiary (not university)	64	18.9		31	18.2		33	19.5	
University	55	16.2		20	11.8		35	20.7	
Father's education									
No education	9	2.8		6	3.9		3	1.8	
Primary education	45	14.2		25	16.4		20	12.1	
Secondary education	104	32.8		52	34.2		52	31.5	
Tertiary (not university)	66	20.8		31	20.4		35	21.2	
University	92	29		38	25		55	33.3	
Paternal presence									
Alive (stays with me)	185	53.3		83	48		102	58.6	
Alive (does not stay with me)	124	35.7		63	36.4		61	35.1	
Never met him	12	3.5		8	4.6		4	2.3	
Deceased	26	7.5		19	11		7	4	
Mother's employment									
No	27	7.9		15	8.9		12	7	
Yes	140	41.2		69	41.1		71	41.3	
Self employed	173	50.9		84	50		89	51.7	
Father's employment									
No	12	3.7		7	4.5		5	3	
Yes	205	63.9		98	63.6		107	64.1	
Self employed	104	32.4		49	31.8		55	32.9	
Family Type									
Both parents	173	49.9		74	42.8		99	56.9	
mother only	88	25.4		54	31.2		34	19.5	
father only	15	4.3		7	4.0		8	4.6	
father and step mother	25	7.2		7	4.0		18	10.3	
mother and stepfather	10	2.9		7	4.0		3	1.7	
relatives	34	9.8		22	12.7		12	6.9	
foster home	2	.6		2	1.2		174	100.0	

Source: Primary data from the field (2023)

Overall, the analyses were based on 347 respondents, of whom 173 (49.9%) were females and 174 (50.1%) were males in the 12–15 age range. On average, males were slightly older, males (mean=13.33, *SD*=1) than females (mean=13.2, *SD*=1). With regard to parental educational attainment, more fathers attained higher education ($n=158$, 49.8%) levels (tertiary to university) compared to mothers ($n=119$, 35.1%). The majority of the respondents ($n=185$, 53.3%) lived with their fathers, while others; 124 (35.7%), 12 (3.5%), and 26 (7.5%), do not

live together with their fathers, never met their fathers, or their fathers were deceased, respectively. As far as employment is concerned, more fathers ($n=309$, 96.3%) than mothers ($n=313$, 92.1%) were employed.

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4.2 Objective one: The family in which adolescents came from

The first objective of the study was to examine the type of family in which the adolescents lived. The findings are presented in Figure 2. The results indicate that about half the respondents ($n=173$, 49.9) came from families with both parents living in the same household, followed by those who came from mother only families ($n=88$, 25.4%) and those who lived with relatives ($n=34$, 9.8%).

Generally, it can be argued that adolescents came from families with a normal configuration, stayed with their parents, and hence had better opportunities that would provide them with appropriate support and guidance. So, respondents were expected to have better fathers' involvement and emotional wellbeing.

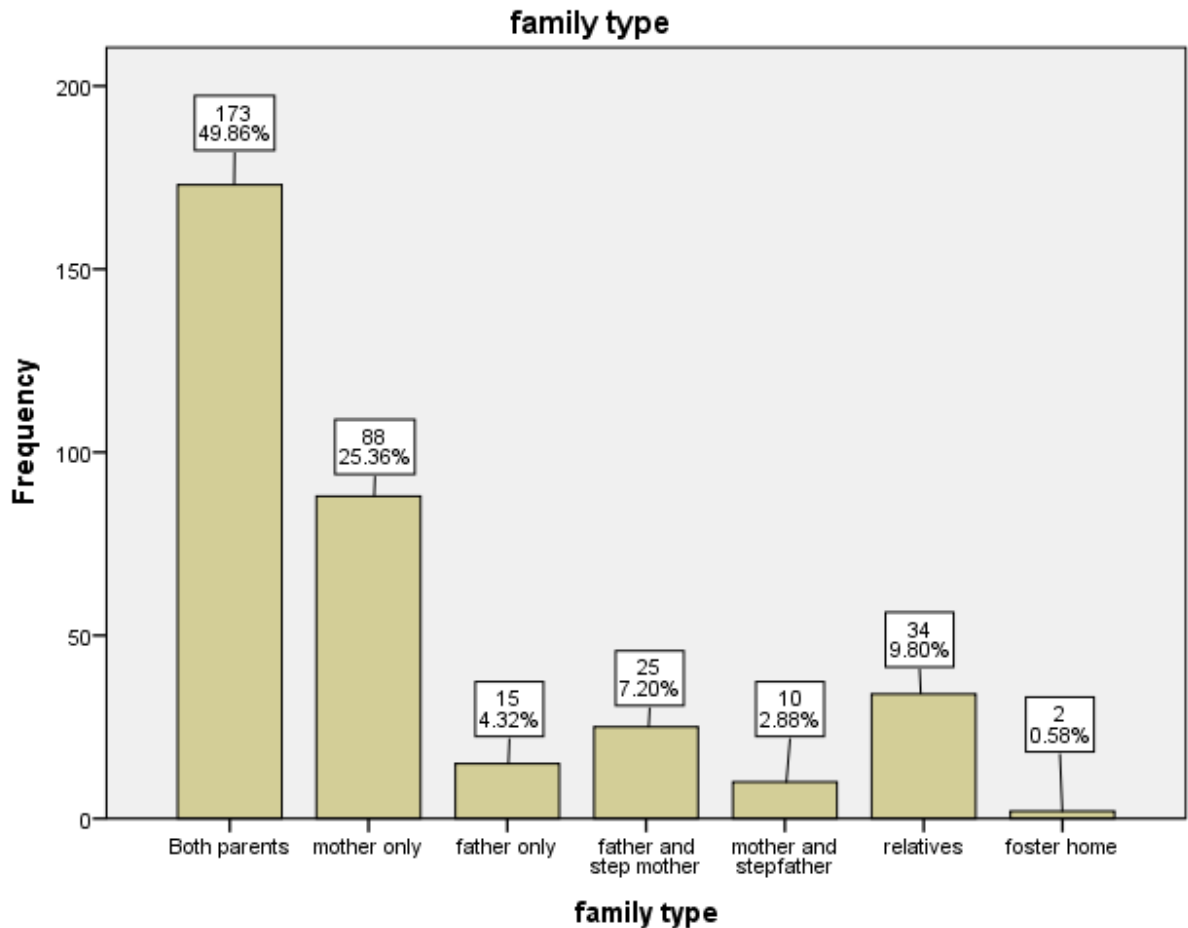


Figure 4.1: A bar graph illustrating the family types of the adolescents
Source: Primary data from the field (2023)

4.3 Objective Two: Father's Presence in the lives of respondents

The second objective of the study was to ascertain whether fathers were present in the lives of their children. The results are presented in a pie chart below (Figure 4.2). The majority of the adolescents, 185 (53.3%), stayed with their fathers; 124 (35.7%) were alive, though they did not stay with them. This distribution highlights the varying degrees of paternal presence and its potential impact on emotional wellbeing. For instance, adolescents living with their fathers may experience more direct support and guidance, which can positively influence their emotional health.

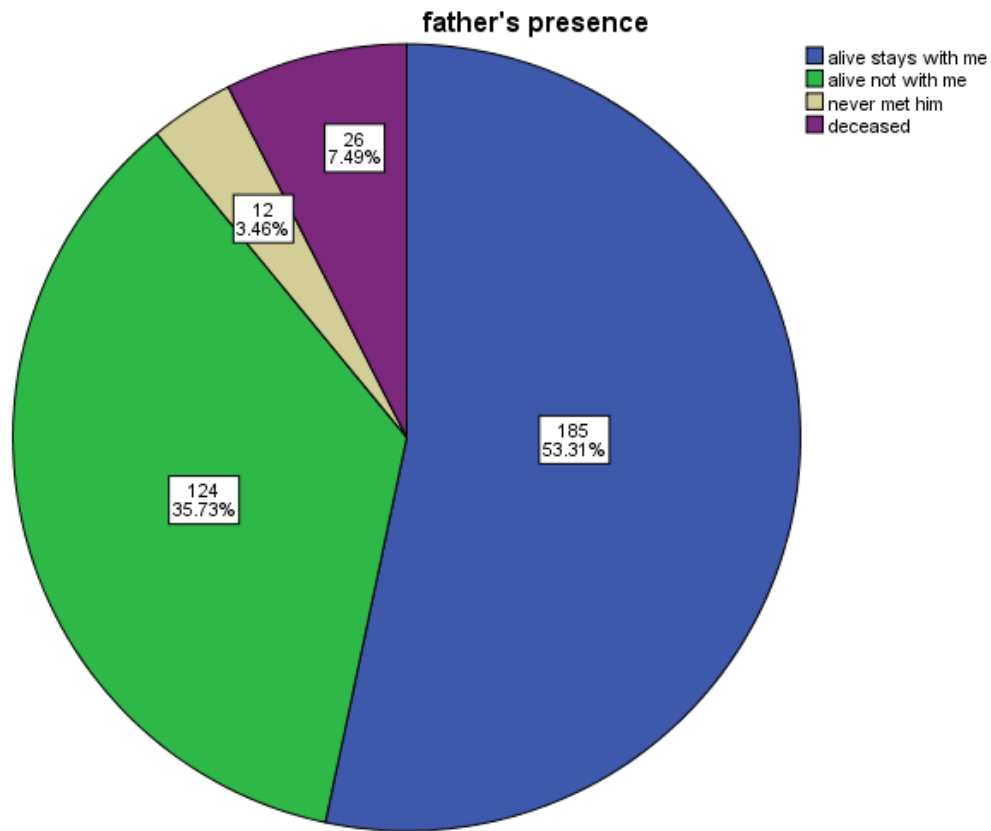


Figure 4.2: A pie chart depicting fathers' presence in their children's lives. (N=347)

Source: Primary data from the field (2023)

4.4 Objective Three: The relationship between fathers' involvement and emotional wellbeing of adolescents off springs

The third objective of the study was to ascertain the relationship between fathers' involvement and the emotional wellbeing of adolescents. The results are presented in table 4.2. The findings show that overall, the indicators of father involvement (responsibility, interaction, and availability) were significantly correlated with each other (see table 4.2). However, it was only availability that was significantly associated with positive affect, indicating that, generally, adolescents prefer their fathers to be available, and this could enhance their emotional wellbeing.

Table 4.2: Correlations between indicators of father involvement (Responsibility, Interaction and Availability) and Emotional Well-being (Positive and Negative Affect)

Variables	1	2	3	4	5
1-Responsibility	1				
2-Interaction	.64**	1			
3-Availability	.74**	.67**	1		
4-Positive Affect	.08	.10	.12*	1	
5-Negative Affect	-.07	-.06	-.08	.05	1

Key: Levels of significance: *** = $p < .001$; ** = $p < .01$; * $p < .05$; level of significance indicated in **bold figures**.

Table 4. 3: Correlations between Fathers' Involvement (Responsibility, Interaction and Availability) and Emotional Well-being (Positive and Negative Affect) stratified by gender (Females)

	Females				
Variables	1	2	3	4	5
1-Responsibility	1				
2-Interaction	.71**	1			
3-Availability	.80**	.73**	1		
4-Positive Affect	.09	.15	.14*	1	
5-Negative Affect	.02	.04	-.06	.10	1

Table 4. 4: Correlations between Fathers' Involvement (Responsibility, Interaction and Availability) and Emotional Wellbeing (Positive Affect and Negative Affect) stratified by gender (Males)

	Males				
Variables	1	2	3	4	5
1-Responsibility	1				
2-Interaction	.56**	1			
3-Availability	.71**	.62**	1		
4-Positive Affect	.05	.05	.10	1	
5-Negative Affect	-.12	-.20*	-.05	.04	1

Key: Levels of significance: **= $P < .01$; * $p < .05$; ns = not significant, level of significance indicated in **bold figures**.

Furthermore, gender differences in the association between the indicators of fathers' involvement and emotional well-being were explored. The results are summarised in tables 4.3 and 4.4. The relationship between interaction and negative affect among boys was negative and significant ($r=-.20^*$, $p<.05$), and availability was significantly related to positive affect among girls ($r=-.14^*$, $p<.05$), indicating that negative emotions among boys increased the likelihood of their being withdrawn and preferring to be alone. Further, the results show that boys need more interaction with their fathers, which would promote better bonding, while for girls, the father's availability is more important in that it could give them more time to do various things together.

4:5 Objective four: The association between school climate and adolescents' emotional wellbeing

The fourth objective of the study was to determine the association between school climate and adolescents' emotional wellbeing, and the results are indicated in Table 4.5 below. Generally, the indicators of *School Climate*, were significantly correlated with each other (see Table 4). Of the four indicators of School Climate, Bullying and Teasing significantly correlated with negative affect ($r=.31^{**}$, $p<.01$) while Help Seeking ($r=.14^*$, $p<.05$) and engagement ($r=.21^{**}$, $p<.01$) were significantly correlated with positive affect, Consequently, a School Climate that promotes teacher pupil engagement, encourages Help-Seeking and discourages Bullying and Teasing is good for the emotional wellbeing of children.

Table 4.5: Correlations between indicators of School Climate (Structure, Help-seeking, teasing and Bullying, Engagement) and Emotional Wellbeing (Positive Affect and Negative Affect)

Variable	1	2	3	4	5	6
1-Structure	1					
2-Help seeking	.43**	1				
3-Bullying	.03	.05	1			
4-Engagement	.21**	.46**	.00	1		
5-Positive Affect	.05	.14*	-.01	.21**	1	
6-Negative Affect	-.11*	-.05	.31**	-.01	.05	1

Key: Levels of significance: *** = $p < .001$; ** = $p < .01$; * $p < .05$; level of significance indicated in **bold** figures.

Similarly, gender differences in the relationships between the indicators of school climate and emotional well-being were explored, and the results are summarised in tables 4.6 and 4.7. Among female adolescents, the School Climate indicators of Bullying and Teasing ($r=.32^{**}$, $p<.01$) were significantly correlated with negative effect (see Table 4.6). While for male adolescents, Help-seeking ($r=.22^{**}$, $p<.01$) and Engagement ($r=.32^{**}$, $p<.01$), were significantly related to positive affect and Bullying and Teasing ($r=.30^{**}$, $p<.01$) was significantly associated with negative affect (see Table 4.7). This means that both males and females were affected by bullying and teasing which could compromise their emotional wellbeing whereas the improvement in helpseeking and engagement enhances wellbeing.

Table 4. 6: Correlations between indicators of School Climate (Structure, Help seeking, teasing and Bullying, Engagement) and Emotional Wellbeing (Positive Affect and Negative Affect) among female respondents

Variables	Females					
	1	2	3	4	5	6
1 Structure	1					
2 Help seeking	.51**	1				
3 Bullying and Teasing	.05	.08	1			
4 Engagement	.26**	.40**	.09	1		
5 Positive Affect	-.10	0.05	-.10	.09	1	
6 Negative Affect	-.17*	-.14	.32**	.01	.10	1

Table 4.7: Correlations between indicators of School Climate (Structure, Help-seeking, Teasing and Bullying, Engagement) and Emotional Wellbeing (Positive Affect and Negative Affect) among male respondents.

Variables	Males					
	1	2	3	4	5	6
1 Structure	1					
2 Help seeking	.35**					
3 Bullying	.01	.02	1			
4 Engagement	.17*	.53**	-.06	1		
5 Positive Affect	.12	.22**	.07	.32**	1	
6 Negative Affect	-.03	.03	.30**	-.02	.04	1

Key: Levels of significance: **= $P < .01$; * $p < .05$, level of significance indicated in **bold** figures.

4.6 Objective Five: Moderating effect of school climate in the relationship between fathers' Involvement and emotional wellbeing of adolescents

The last objective of this study was to investigate the extent to which School Climate moderated the association between Fathers' Involvement and emotional wellbeing of adolescent offspring based on the hypothesis that School Climate would moderate the relationship between Fathers' Involvement and emotional wellbeing of adolescent offspring. A regression analyses was used to assess the moderation effect of School Climate (see Table 4.8) The results showed that all the indicators of School Climate did not moderate the effects of Father's Involvement on the emotional wellbeing of their adolescent offspring. This could

be due to the fact that both boys and girls experienced bullying and teasing in schools which negatively affected their emotional wellbeing. Nevertheless, as stated previously, the main effects of School Climate and Fathers' Involvement on emotional wellbeing remained significant. For future research interventions this calls for other studies with a bigger sample than this and a further longitudinal study.

Table 4.8: Moderation Estimates of the Impact of School Climate on the Relationship between Fathers' Involvement and Adolescents' Emotional Well-being

Variable /Effect	b	SE (b)	t	95%	CI	P
Constant	56.17	9.24	6.07	37.97,	74.36	.00
Fathers Involvement	.04	.21	.17	-.38,	.45	.87
School Climate	.13	.13	.95	-.13,	.38	.34
FInvolvement * Sclimate	-.00	.00	-.16	-.01,	.01	.87

Key: Levels of significance: **= $p < .01$; * $p < .05$; **b** =unstandardised beta; **SE (b)** standard error; **CI**=Confidence Interval.

CHAPTER FIVE: DISCUSSION, CONCLUSIONS AND RECOMMENDATIONS

5.0 Introduction

The current study assessed the relationship between fathers' involvement and the emotional wellbeing of their adolescent offspring. In this section of the dissertation, a summary of the main results, how the results corroborate with the previous published research, and the theoretical, research, practice, and policy implications will be discussed. Further, this section will highlight the strengths and limitations of the study, the conclusion, and some recommendations based on the results.

5.1 Summary of the main results:

About half of the adolescents came from families with both a father and a mother living in the same household. Among the indicators of a father's involvement (*availability, responsibility, and interaction*), *fathers' availability* significantly predicted *positive effect* of their offspring's emotional wellbeing. Specifically, for adolescent girls, *fathers' availability* significantly predicted the positive effect while for boys, a lack of interaction with their fathers predicted *negative affect*. For their emotional wellbeing, boys need to interact more with their fathers, while girls require their fathers to be available. Although indicators of school climate did not significantly moderate the influence of fathers' involvement on emotional wellbeing, their main effects on emotional wellbeing in both adolescent girls and boys remained significant. Particularly, there were significant main effects of teasing and bullying on the *negative affect* of the adolescents.

5.2 Agreement of the results with the previous published work

This section gives a detailed discussion of results, basing on the hypotheses while cross-referencing with literature.

Family Types Adolescents Come From

To establish the family types adolescents come from, the findings revealed that half of adolescents came from families with both parents. Previous studies showed similar results, where only about half the number of adolescents come from intact families where both mothers and fathers live together in the same households (Abenawe, 2022; Kombo, 2010). This implies that these fathers had regular contact with their adolescent offspring, which would give them the opportunity to work on the key life needs of their children (Kombo, 2010). According to Haritha and Devi (2022), intact family structure is esteemed because children are expected to have the full involvement of their mothers and fathers. Where the adolescents were not staying with their fathers, the adolescents' mental health was compromised (Kesebonye & Amone-P'Olak, 2021).

Contrary to what had been alluded to by Musiimenta (2022) and Mugumya et al. (2023), work and life challenges had increased divorce, separation, and single parenthood in Kampala. These problems partly affected the family structure in Nakawa division. Due to the fact that most of the young adolescents lived in traditional family settings, known to provide relevant nurturing and support to children, it was expected that they would benefit from the presence of their fathers. In addition, fathers' involvement in the lives of their children was expected to be normal, since Estes et al. (2019) say that mothers usually motivate their husbands to be available to their children. Therefore, despite the increase in the preference for single parenthood that, according to Amadiume (2015), is prevalent in the world today and in some urban areas of Uganda (Yaffe, 2020; Rolin, 2021), adolescents in the Nakawa division still enjoy being in a complete family. And as such, they are cushioned from mental health problems that, according to Mambule (2018), are afflicting many adolescents in incomplete families due to a lack of good parenting.

The Presence of Fathers in Their Adolescents' Offspring Lives

Concerning the presence of fathers in their 'offspring's lives, it was revealed that the majority of the adolescents stayed with their fathers. The availability of fathers enabled them to care for the physical, skills, and knowledge needs of their adolescent offspring. This finding contradicted Nabugoomu et al. (2020), who had earlier indicated that, due to being busy at work, fathers were neglecting their parenting roles and failing to cater for the needs of their children. However, adolescents did not commit to fathers finding enough time to communicate and play with them. On this issue, Mangiavacchi et al. (2021) warn that cordial communication through friendly interaction is one of the key aspects of paternal availability that contribute to the emotional wellbeing of adolescents' offspring.

Relationship between fathers' involvement and emotional wellbeing of adolescents offspring

It was further revealed that *availability* as an indicator of fathers' involvement was significantly associated with the positive feelings of adolescents. This implied that the availability of fathers in families was significantly associated with positive affect in adolescents (Cabrera, 2000). It is likely that the sense of being loved and the protection that fathers provide are associated with positive feelings. This is in accord with Lachman et al. (2020), who reported that adolescents whose fathers were present in their lives were more likely to have positive behaviour, reduced violence, and delinquency. In girls, an increased risk of early sexual activity and teenage pregnancy was found to be closely correlated with increased exposure to father absence (Ellis, 2003). It is possible that girls who do not experience the love of their fathers go out to look for men who could love them, start sexual activities early, or end up pregnant.

The results of the current study also agree with those of Spinelli and colleagues (2021), who showed that fathers' active interactions with their children during activities such as cooking, playing, and performing house chores together can give them the opportunity to understand the emotional needs of their children and find appropriate ways of tackling them.

The results also confirm that in boys, negative affect was associated with a lack of fathers' interaction, while for girls, positive affect was associated with fathers' availability, and this corroborates the findings of Brezina (2009), who affirms that boys need more interaction with their fathers while girls prefer their fathers to be available in their lives. This confirms Saunokonoko et al.'s (2022) views on the role and nature of interaction in enabling the adolescent to feel loved, safe, and stable. Consistent with Bamigbade et al. (2022), when fathers have quality time with their male adolescent offspring, they have the opportunity to be given the man-to-man talk, which shows they are caring and want to be engaged in the lives of their sons.

Relationship between school climate and adolescents' emotional wellbeing

The results also indicate that school climate affects the emotional wellbeing of young adolescents' in relation to (Rezaee et al., 2020). Particularly, *help-seeking* and *engagement* were significantly associated with positive affect. So, a positive school climate enables students to have a sense of security, respect, and care that may translate into emotional wellbeing. In agreement with Mousena and Raptis (2020), students feel protected from the common forms of school violence that enable them to stay calm. This confirmed earlier findings by Varela and colleagues (2018) that showed that a school environment that encourages help seeking and engagement improves the emotional wellbeing of students by reducing stress and anxiety. Also in line with Richardson and Milovidov (2019), a supportive

school environment that results from the school encouraging help-seeking and free engagement in school activities enables learners to feel successful and helpful, which leads to overall psychological health.

Boys were discovered to have more concern for help-seeking and engagement than girls, and this could have had a positive effect on their emotional wellbeing. This means that if fathers are too involved in the lives of their children and schools provide a communist environment, it can help children develop positive feelings about themselves and life. This finding is in agreement with Varela et al. (2018), who said that a lack of bullying in schools enhances emotional wellbeing, which results in increased help seeking and engagement in daily life activities. In primary school, adolescents felt that their schools appeared open, inclusive, and supportive, which, according to Hernández and Darling-Hammond (2022), reduced feelings of fear, anxiety, and worry, contributing to better emotional health.

The moderating effect of school climate on the relationship between fathers' involvement and the emotional well-being of adolescent offspring

School climate did not moderate the connection between fathers' involvement and the emotional well-being of adolescents. However, results indicate that teasing and bullying negatively affected the emotional wellbeing of the adolescents, in concurrence with Wang et al. (2021). This means that if schools provide a safe environment without teasing and bullying, it is likely to improve the emotional well-being of adolescents. The fair level of father involvement in the lives of their adolescent offspring improved their mental health and ability to have beneficial school connections. In line with Huang et al. (2019) and Mu et al. (2021), father engagement in children's issues and a good school environment considerably raises the likelihood of positive effect in adolescents. It is likely that this is due to the fact that adolescents

receive more support from peers and teachers in connection with their education, which increases their life satisfaction.

Overall, the results of this study agree with previous studies that fathers' involvement and school climate play a significant role in the emotional wellbeing of their adolescent offspring.

5.3 Implications of the Study

The results of this study may have several important implications for theory, research, practice, and policy.

First, there is a need for further research to delineate how fathers' involvement impacts the lives of their children since few such studies have been conducted in Uganda. Similarly, such studies could also focus on the gender dimensions of the roles of both parents in different outcomes for children.

Second, legal systems should be modified to promote the involvement of fathers in raising their children. For example, in cases of divorce, fathers should be given ample access to their children. Similarly, labour laws should provide more time for working fathers to be involved in the lives of their children.

Thirdly, the Ministry of Education and Sports should have interventions to improve the school climate. For example, engagement with students, reducing bullying and teasing, and encouraging help-seeking behaviours are critical aspects of the school climate that the Ministry of Education and Sports should encourage.

Fourth, in cases of divorce and separation, courts of law should allow the fathers to have access to their children and allow fathers to be involved in raising their children.

Fifth, the government could come up with interventions intended to guarantee that children meet developmental milestones and mature appropriately. For example, where paternity disputes may result in fathers being deprived of being involved in the lives of their children, the government could enact laws that make it easier for fathers to access and raise their children.

Furthermore, the government could establish a child bureau, whose mandate would be to monitor each child until they reach 14–15 years of age. One of the functions of such a bureau would be to determine whether all parties involved—parents, educators, social workers, the community, and schools—are meeting the health, social, educational, and psychological development of the children.

Finally, with the increase in the number of single-mother families, coupled with mothers who are working full-time, there is a need for further longitudinal research to study the roles of parents in the emotional and psychological wellbeing of their children, and this may be beneficial in providing information that would reduce the trend of parental absenteeism in the lives of their young adolescents.

5.4 Strengths and Limitations of the study

The study has contributed to the literature since it is one of the few studies examining the influence of fathers' involvement and school climate on the emotional wellbeing of children. The fact that most studies in Uganda and outside focused on parental involvement as

a whole, focusing on fathers' involvement in particular, has contributed to the literature in a positive way.

A study had confirmed Bowen and Murray's (1950) family systems theory that when the actors in the family, especially fathers, accept and fulfil their responsibilities, it enhances the wellbeing of children. The father's availability, responsibility, and interaction with his children promote healthier relationships and positive feelings.

In spite of the contributions to the literature on fathers' involvement and the emotional wellbeing of their offspring, the current study has limitations too. First, the study used cross-sectional data collected at one point in time. Therefore, suggestions on causation and directions for relationships may not have been very definite. Future research could examine these aspects using longitudinal study designs that provide sufficient time and methodology to make definite conclusions. Second, the self-report nature of data from young children may have exaggerated or limited scores and associations among variables. So, care may need to be taken in applying results, especially in areas outside study area. Therefore, future research should leverage the advantages of mixed-methods and longitudinal research with larger samples that involve both teachers and parents to clearly delineate relationships.

5.5 Conclusions

Fathers' involvement and school climate play a significant role in the emotional wellbeing of adolescents. About half (50%) of the adolescents were growing up without their fathers in Nakawa division, a situation that could put their emotional well-being at risk of various behavioural and mental health problems. Fathers' availability was important and was significantly associated with the positive feelings of adolescents. Fathers' involvement, particularly interaction for boys and availability for girls, was found to be significant in

enhancing adolescents' emotional wellbeing. Schools provided an environment that developed positive feelings in adolescents through encouraging help-seeking and engagement. Bullying and teasing also significantly compromised the emotional wellbeing of the adolescents.

5.6 Recommendations

Based on the results, a few recommendations could be made including:

- 1) Fathers should be made aware that their active involvement in raising their adolescent offspring is crucial for their emotional wellbeing. This can be achieved through psych educating communities on interventions that involve both parents regarding their roles in child rearing.
- 2) Government and school directors should employ counsellors and social workers in schools so that they can work together with teachers to support children who are struggling with emotional problems, this can be done through providing empathy, kindness, love and regular counselling to both parents and pupils.
- 3) Aspects of School Climate such as help-seeking, engagement, teasing and bullying should be closely examined to ensure emotional wellbeing of the school-going adolescents. For example, encouraging help-seeking, engaging students, and reduction in bullying and teasing are important for the emotional wellbeing of students. Teachers, professional counsellors, and peer counsellors could be trained in mental health literacy to help identify students facing psychological problems and refer them for help.

5.7 Suggestions for Further Research

The findings of this research point to the need for further research in the following areas:

1. Longitudinal studies should be carried out, particularly on the effects of fathers' involvement on emotional wellbeing, not only for adolescents but also young adults.

These studies should focus on the aspects of fathers' availability and interaction since the results revealed that the adolescents need more of these.

2. A study with a larger sample covering a large part of the country using mixed-method approaches to capture both qualitative and quantitative data should be done to analyse the moderating effect of school climate in the relationship between fathers' involvement and the emotional wellbeing of adolescents' offspring.
3. A study on strategies to strengthen the family and community structure to protect children from neglect and abuse should be done.

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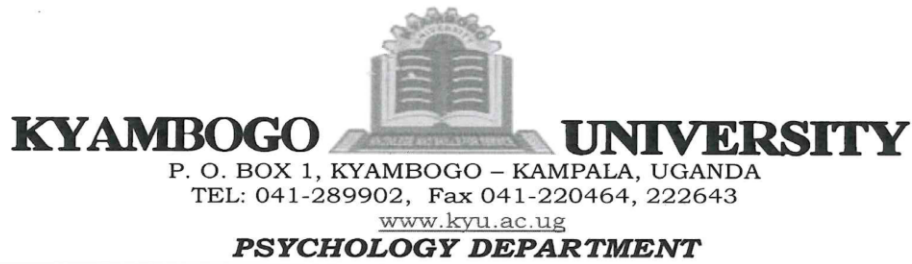
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APPENDICES

Appendix A: Introductory Letter



9th November, 2023

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Dear Sir/Madam,

RE: INTRODUCTORY LETTER

This is to introduce the bearer **Naijuka Mellon Reg.No. (20/U/GMPC/13021/WKD)** who is a student of Kyambogo University Department of Psychology, pursuing a **Degree of Master of Counselling Psychology Year II**.

As part of the requirements for their academic award, second year students carry out a research project in their field of study. For this purpose the above student would like to collect data on research project entitled:

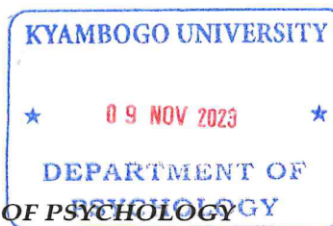
"Fathers' Involvement, School Climate and Emotional Well-being of Young Adolescents in Nakawa Division, Kampala District, Uganda."

I request that you give her opportunity to access the relevant information from your organisation. Any information obtained will be used for academic purposes only.

Thanking you in advance.

Yours faithfully,

Henry Kibedi (PhD)
Ag. HEAD OF DEPARTMENT OF PSYCHOLOGY



Appendix B: Item Identification Table

Item Identification

No	Description of variables	Scale used	Developed by (author)	No. of items	Items
1	Demographics	Self-made	researcher	9	1-9
2	Fathers involvement	PFI-14 -Responsibility (10-13) -Interaction (14-17) -Availability (18-23)	Basra et al., & Salek. (2015).	14	10-23
3	School climate	SCS-26 -Structure(24-30) -Support/Help seeking(31-38) -Teasing and bullying(39-43) -Engagement(44-49)	Konold, et al (2014).	26	24-49
4	Emotional Wellbeing	PANAS-20	Watson et al, (1988)	20	50-69

Appendix C: Data Collection Tool

Guided Questionnaire

My name is Mellon Naijuka a student of Kyambogo University, faculty of Social Sciences and I'm pursuing Masters in counselling psychology. The questionnaire below is about father's involvement, school climate and emotional wellbeing of in-school young adolescents. Gathering information from you is very vital part of this study. However, do not feel compelled to participate. It will take you about 25 minutes to complete this questionnaire. Your responses will remain confidential and anonymity will be granted. In here there is no wrong or right answers.

Instructions: Do not write any name or any identification mark. Please place (√) in the boxes to indicate the answer that most appeals to you. Read carefully and answer as honestly as possible *and answer as honestly as possible.*

1. What is your gender?

1. Female
2. Male

2. Indicate your age in years:

3. In which family type did you grow up mostly?

1. O With both parents
2. O With mother only
3. O With father only
4. O With father and step-mother
5. O With mother and step-father
6. O With relatives (e.g., uncle, aunt)
7. O In a foster home

4. Education of mother

0. No education
1. Primary
2. Secondary
3. Tertiary

4. University

5. Education of father

0. No education
1. Primary
2. Secondary
3. Tertiary
4. University

6. Is your mother employed?

0. No
1. Yes
2. Self-employed

7. Is your father employed?

0. No
1. Yes
2. Self-employed

8. Year of study

1. Primary five
2. Primary six
3. Primary seven

9. My father

1. Is alive, stays with me
2. Is alive, does not stay with me
3. I never met him
4. Is Deceased

Perception of fathers 'involvement (PFI)

Indicate how responsible your father/father figure was in the following.

10. My father paid my school fees.

1. Never
2. Rarely
3. Occasionally
4. Frequently
5. Always

11. My father always made sure my Material needs (clothes, food, toys) were met.

1. Never
2. Rarely
3. Occasionally
4. Frequently
5. Always

12. My father made sure I was taken to the hospital when I was sick.

1. Never
2. Rarely
3. Occasionally
4. Frequently
5. Always

13. My father never provided for my needs and wants

1. Never
2. Rarely
3. Occasionally
4. Frequently
5. Always

Indicate how often you do the following with your father (or father figure).

14. My father and I participated in activities or hobbies together.

1. Never
2. Rarely
3. Occasionally
4. Frequently
5. Always

15. My father helped me with school work when I asked him.

1. Never
2. Rarely
3. Occasionally
4. Frequently
5. Always

16. My father and I never did anything together

1. Never
2. Rarely
3. Occasionally
4. Frequently
5. Always

17. I never enjoyed spending time with my father.

1. Never
2. Rarely
3. Occasionally
4. Frequently
5. Always

Indicate how available your father/father figure was for the below items.

18. My father helped me learn new things.

1. Never
2. Rarely
3. Occasionally
4. Frequently
5. Always

19. I could go to my father for advice or help.

1. Never
2. Rarely
3. Occasionally
4. Frequently
5. Always

20. My father listened to me when I would talk to him

1. Never
2. Rarely
3. Occasionally
4. Frequently
5. Always

21. My father taught me right from wrong.

1. Never
2. Rarely
3. Occasionally
4. Frequently
5. Always

22. My father attended my events in which I participated in.

1. Never
2. Rarely
3. Occasionally
4. Frequently
5. Always

23. When I was a child my father ignored me.

1. Never
2. Rarely
3. Occasionally
4. Frequently
5. Always

School Climate Survey (SCS)

School Structure

Assess the situation at your school as honestly as possible. At this school

24. The punishment for breaking school rules is the same for all students

1. Not at all
2. Several days
3. More than half the days
4. Nearly every day

25. Students at this school only get punished when they deserve it

1. Not at all
2. Several days
3. More than half the days
4. Nearly every day

26. Students are treated fairly regardless of their race or ethnicity

1. Not at all
2. Several days
3. More than half the days
4. Nearly every day

27. Students are not suspended without good reason

1. Not at all
2. Several days
3. More than half the days
4. Nearly every day

28. The adults at this school are not too strict

1. Not at all
2. Several days
3. More than half the days
4. Nearly every day

29. The school rules are fair

1. Not at all
2. Several days
3. More than half the days
4. Nearly every day

30. When students are accused of doing something wrong, they get a chance to explain it

1. Not at all
2. Several days
3. More than half the days
4. Nearly every day

Help Seeking/Support

31. Most teachers and other adults at this school care about all students

1. Not at all
2. Several days
3. More than half the days
4. Nearly every day

32. Most teachers and other adults at this school want all students to do well

1. Not at all
2. Several days
3. More than half the days
4. Nearly every day

33. Most teachers and other adults at this school listen to what students have to say

1. Not at all
2. Several days
3. More than half the days
4. Nearly every day

34. Most teachers and other adults at this school treats students with respect

1. Not at all
2. Several days
3. More than half the days
4. Nearly every day

35. There are adults at this school I could talk with if I had a personal problem

1. Not at all
2. Several days
3. More than half the days
4. Nearly every day

36. If I tell a teacher that someone is bullying me, the teacher will do something to help

- 1. Not at all
- 2. Several days
- 3. More than half the days
- 4. Nearly every day

37. I am comfortable asking my teachers for help with my school work

- Not at all
- 2. Several days
- 3. More than half the days
- 4. Nearly every day

38. There is at least one teacher or another adult at this school who really wants me to do well

- 1. Not at all
- 2. Several days
- 3. More than half the days
- 4. Nearly every day

Teasing and Bullying

39. Students here often get teased about their clothing or physical appearance

- 1. Not at all
- 2. Several days
- 3. More than half the days
- 4. Nearly every day

40. Students get teased or put down because of their race or ethnicity at this school

- 1. Not at all
- 2. Several days
- 3. More than half the days
- 4. Nearly every day

41. There is a lot of teasing about sexual topics at this school

- 1. Not at all
- 2. Several days
- 3. More than half the days
- 4. Nearly every day

42. Students here get teased or put down about their sexual orientation

- 1. Not at all
- 2. Several days
- 3. More than half the days
- 4. Nearly every day

43. Bullying is a problem at this school

- 1. Not at all
- 2. Several days
- 3. More than half the days
- 4. Nearly every day

Engagement

44. I like this school

- 1. Not at all
- 2. Several days
- 3. More than half the days
- 4. Nearly every day

45. I am proud to be a student at this school

- 1. Not at all
- 2. Several days
- 3. More than half the days
- 4. Nearly every day

46. I feel like I belong at this School

- 1. Not at all
- 2. Several days
- 3. More than half the days
- 4. Nearly every day

47. I usually finish my Homework

- 1. Not at all
- 2. Several days
- 3. More than half the days
- 4. Nearly every day

48. Getting good grades is very important to me

- 1. Not at all
- 2. Several days
- 3. More than half the days
- 4. Nearly every day

49. I want to learn as much as I can at School.

- 1. Not at all
- 2. Several days
- 3. More than half the days
- 4. Nearly every day

Emotional well-being (PANAS-20)

Indicate the extent to which you have felt this way generally over the past week.

50. Interested

- 1. Very Slightly
- 2. A little Bit
- 3. Moderately
- 4. Quite a Bit
- 5. Extremely

51. Distressed

- 1. Very Slightly
- 2. A little Bit
- 3. Moderately
- 4. Quite a Bit
- 5. Extremely

52. Excited

- 1. Very Slightly
- 2. A little Bit
- 3. Moderately
- 4. Quite a Bit
- 5. Extremely

53. Upset

- 1. Very Slightly
- 2. A little Bit
- 3. Moderately
- 4. Quite a Bit
- 5. Extremely

54. Strong

- 1. Very Slightly
- 2. A little Bit
- 3. Moderately
- 4. Quite a Bit
- 5. Extremely

55. Guilty

- 1. Very Slightly
- 2. A little Bit
- 3. Moderately
- 4. Quite a Bit
- 5. Extremely

56. Scared

- 1. Very Slightly
- 2. A little Bit
- 3. Moderately
- 4. Quite a Bit
- 5. Extremely

57. Hostile

- 1. Very Slightly
- 2. A little Bit
- 3. Moderately
- 4. Quite a Bit
- 5. Extremely

58. Enthusiastic

- 1. Very Slightly
- 2. A little Bit
- 3. Moderately
- 4. Quite a Bit
- 5. Extremely

59. Proud

- 1. Very Slightly
- 2. A little Bit
- 3. Moderately
- 4. Quite a Bit
- 5. Extremely

60. Irritable

- 1. Very Slightly
- 2. A little Bit
- 3. Moderately
- 4. Quite a Bit
- 5. Extremely

61. Alert

- 1. Very Slightly
- 2. A little Bit
- 3. Moderately
- 4. Quite a Bit
- 5. Extremely

62. Ashamed

- 1. Very Slightly
- 2. A little Bit
- 3. Moderately
- 4. Quite a Bit
- 5. Extremely

63. Inspired

- 1. Very Slightly
- 2. A little Bit
- 3. Moderately
- 4. Quite a Bit
- 5. Extremely

64. Nervous

- 1. Very Slightly
- 2. A little Bit
- 3. Moderately
- 4. Quite a Bit
- 5. Extremely

65. Determined

- 1. Very Slightly
- 2. A little Bit
- 3. Moderately
- 4. Quite a Bit
- 5. Extremely

66. Attentive

- 1. Very Slightly
- 2. A little Bit
- 3. Moderately
- 4. Quite a Bit
- 5. Extremely

67. Hyper

- 1. Very Slightly
- 2. A little Bit
- 3. Moderately
- 4. Quite a Bit
- 5. Extremely

68. Active

- 1. Very Slightly
- 2. A little Bit
- 3. Moderately
- 4. Quite a Bit
- 5. Extremely

69. Afraid

- 1. Very Slightly
- 2. A little Bit
- 3. Moderately
- 4. Quite a Bit
- 5. Extremely

THANK YOU

Thank you very much for your participation in this study. Please check whether you have answered all the questions.

Appendix D: Krejcie & Morgan (1970) sampling table

<i>N</i>	<i>S</i>	<i>N</i>	<i>S</i>	<i>N</i>	<i>S</i>
10	10	220	140	1200	291
15	14	230	144	1300	297
20	19	240	148	1400	302
25	24	250	152	1500	306
30	28	260	155	1600	310
35	32	270	159	1700	313
40	36	280	162	1800	317
45	40	290	165	1900	320
50	44	300	169	2000	322
55	48	320	175	2200	327
60	52	340	181	2400	331
65	56	360	186	2600	335
70	59	380	191	2800	338
75	63	400	196	3000	341
80	66	420	201	3500	346
85	70	440	205	4000	351
90	73	460	210	4500	354
95	76	480	214	5000	357
100	80	500	217	6000	361
110	86	550	226	7000	364
120	92	600	234	8000	367
130	97	650	242	9000	368
140	103	700	248	10000	370
150	108	750	254	15000	375
160	113	800	260	20000	377
170	118	850	265	30000	379
180	123	900	269	40000	380
190	127	950	274	50000	381
200	132	1000	278	75000	382
210	136	1100	285	1000000	384

Note.—*N* is population size. *S* is sample size.

Source: Krejcie & Morgan, 1970

Appendix E: Similarity Index Test

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