

**EFFECT OF SOCIAL ECONOMIC FACTORS ON THE WELLBEING OF YOUTHS IN NAPAK  
TOWN COUNCIL, NAPAK DISTRICT**

**GODFREY LOTUKEI  
S22/MUC/BSW/023**

**A DISSERTATION SUBMITTED TO THE SCHOOL OF SOCIAL SCIENCES IN PARTIAL  
FULFILLMENT OF THE REQUIREMENTS FOR THE AWARD OF THE DEGREE OF  
BACHELOR OF SOCIAL WORK AND SOCIAL ADMINISTRATION OF UGANDA CHRISTIAN  
UNIVERSITY**

**July, 2024**



## **DECLARATION**

I Lotukei Godfrey do declare that the content of this research proposal is my original work and to the best of my knowledge this work has never been submitted anywhere for any award. It is done through my own efforts.

Signature:.....Date:.....

**Lotukei Godfrey**

(Researcher)

## **APPROVAL SHEET**

This is to certify that this research proposal entitled "*The effects of social economic factors on the well-being of youth, A Case Study of Napak town council, Napak District*" by Lotukei Godfrey (**S22/MUC/BSW/023**) will be carried out under my supervision and is now ready for submission to the Faculty of social sciences for examination

Name: **DR ROSE BADAZA**

Signature:..... Date.....

## **DEDICATION**

I dedicate this research topic /proposal to my caring and understanding parents who were a source of inspiration and support in the course of my studies.

## **ACKNOWLEDGEMENT**

I dedicate this research report to my beloved father Mr. Achila Joseph and mother Mrs. Nachugae Lucy who have always been in support with me tirelessly towards my studies since my childhood.

I also wish to dedicate this important academic document to my wife Mrs. Longok Hellen and friends who have been my pride and support to the learning journey

## TABLE OF CONTENTS

DECLARATION .....	i
APPROVAL SHEET.....	ii
DEDICATION .....	iii
ACKNOWLEDGEMENT.....	iv
TABLE OF CONTENTS.....	v
LIST OF ACRONYMS.....	viii
LIST OF FIGURES.....	ix
ABSTRACT.....	x

### CHAPTER ONE

#### INTRODUCTION

1.2 Background to the Study.....	1
1.3 Problem statement .....	6
1.4 The Purpose of the Study.....	7
1.5 Objective of the study.....	7
1.6 Research questions .....	8
1.7 Scope of the study .....	8
1.7.1 Content Scope .....	8
1.7.2 Geographical Scope .....	8
1.7.3 Time scope .....	9
1.8 Justification for the study .....	9
1.9 Significance of the study .....	9
1.9 Conceptual Frame work.....	10

### CHAPTER TWO

#### LITERATURE REVIEW

2.1 Introduction .....	11
2.2 The effect of unemployment on the wellbeing of the youths .....	11
2.3 The effects of education levels on the wellbeing of the youths.....	13
2.3 The effect of income levels on the wellbeing of the youths.....	15

**CHAPTER THREE**  
**RESEARCH METHODOLOGY**

3.0 Introduction .....	18
3.1 Research Design .....	18
3.2 Study Population.....	18
3.3 Sample size.....	18
3.4 Sampling Techniques .....	19
3.4.1 Simple random sampling .....	19
3.4.2 Stratified random sampling .....	19
3.5 Data collection Techniques/Tools.....	20
3.5.1 Questionnaire .....	20
3.5.2 Interviews.....	20
3.8 Data collection procedure.....	20
3.6 Data quality control tools .....	20
3.6.1 Validity .....	20
3.6.2 Reliability.....	21
3.7 Data Processing and Analysis.....	21
3.7.1 Quantitative data analysis .....	21
3.7.2 Pearson Correlations and Regression Analysis .....	21
3.7.3 Qualitative data analysis.....	21
3.9 Ethical issues .....	21
3.9.1 Consent .....	21
3.9.2 Confidentiality.....	22
3.9.3 Fraud and plagiarism.....	22

**CHAPTER FOUR**  
**DATA PRESENTATION, ANALYSIS, AND INTERPRETATION**

4.0 Introduction.....	23
4.1 Demographic data of respondents.....	23

**CHAPTER FIVE**  
**SUMMARY, CONCLUSIONS AND RECOMMENDATIONS**

5.1 Introduction .....	37
5.2 Summary .....	37

Effect of income levels on the wellbeing of the youth .....	38
5.2 Conclusions .....	39
Effect of income levels on the wellbeing of the youth .....	40
5.3 Recommendations .....	41
Effect of income levels on the wellbeing of the youth .....	41
5.4 Areas of further studies .....	41
REFERENCES.....	42
APPENDICES.....	44
APPENDIX I: CONSENT LETTER.....	44
APPENDICES II .....	45
APPENDIX I: QUESTIONNAIRE GUIDE FOR TEACHERS.....	45
APPENDICES III .....	48
INTERVIEW GUIDE FOR LOCAL LEADERS.....	48
APPENDIX IV.....	49
Work plan schedule .....	49
APPENDICE V.....	50
BUDGETARY ESTIMATES .....	50

## **LIST OF ACRONYMS**

ACTS	Adult Cooperative Training Scheme
ARUWE	Action for Rural Women's Empowerment
CVI	Content Validity Index
EFA	Education for All
GMR	Global Monitoring Report
GUSCO	Gulu Support the Children Organization
MOH	Ministry of Health
MOST	Modular Skills Training
NGO	Non-Governmental Organization
NOFT	Non Organic Failure to Thrive
NPE	National Policy on Education
PDM	Parish Development Model
SDCO	Senior Community Development Officer
TIME	Training Initiative for Mature Employees
UN	United Nations
UNESCO	United Nations Educational, Scientific and Cultural Organization
UNHS	Uganda National House Survey
UNICEF	United Nations International Children's Emergency Fund
USAID	United States Agency for International Development
YLP	Youth Livelihood Programme

## **LIST OF FIGURES**

Figure 1.1 Conceptual Framework showing relationship between variables..... 10

## **ABSTRACT**

Despite of numerous interventions by both government and development partners, wellbeing of youths has continued to go down. This study assessed the effect of socio-economic factors on the wellbeing of the youths in Napak Town Council of Napak district of Karamoja sub region of North Eastern Uganda. The major objective of this study was to therefore to assess the effect of socio-economic factors on the wellbeing of the youths in Napak Town Council. Specifically, the study investigated the effect of unemployment on the wellbeing of the youths in Napak Town Council in Napak district and assessed the effects of education levels on the wellbeing of the youth in Napak Town Council in Napak district. It also investigated the effect of income levels on the wellbeing of the youth in Napak Town Council in Napak district.

The study used cross-sectional design to analyze data from the study area with the help of both qualitative and quantitative methods. The researcher collected data from 80 respondents in the study area who were selected using simple random and purpose sampling and questionnaires together with interview guide were used to collect data from study subjects. The study found that youths in Napak Town Council who lack jobs have low level of wellbeing and unemployment has resulted into lack of decent shelter among the youths in Napak Town council. Unemployed youths in Napak town council do not have access to basic social services and poor health outcomes are associated with unemployment among youths. Additionally, youths without education in Napak Town Council do not have formal employment and in Napak town council, illiterate youths are poor with low levels of wellbeing. Also youths with low education lack skills for self employment and youths with tertiary education and above have access to basic social services compared to their counterparts with low education. Other findings indicate that youths with low incomes in Napak town council have fewer assets and lack of saving among the youths is associated with low incomes. Lows income levels was also found to contribute to lack of investment among youths in Napak town council and youths with higher incomes have better health outcomes. The researcher recommended implementation of programmes and projects that have direct bearing of youth wellbeing and such programmes should be participatory, inclusive and sustainable.

## **CHAPTER ONE**

### **INTRODUCTION**

#### **1.1 Introduction**

The study was about the effect of social economic factors on the wellbeing of youth. This chapter describes the background of the study, problem statement, purpose of the study, objectives, research questions, scope of the study, significance of the study and the conceptual frame work.

#### **1.2 Background to the Study**

The background to the study includes the following:

##### **1.2.1 Historical Background**

Since 18<sup>th</sup> century, the wellbeing of youth globally has been moving forth and back. Young people between the ages of 10 and 24 comprise about 25% of the world's population, some 1.8 billion people majority of who are living in a poor state of wellbeing. The age profile of Western nations, in which the 10-24 year old population averages around 17%, contrasts with Africa, where it averages 28%, and expected to double by 2050. Even in China, where the one-child policy has reshaped the demographic profile, 22% of the population is between 10 and 24 and living in a poor state of wellbeing: that's 300 million young people (Population Reference Bureau, 2013). The United Nations has long recognized that the imagination, ideals and energy of young people are vital for the continuing development of the societies in which they live but no attention has been given to limitations of social economic factors on youth wellbeing. Member States of the United Nations acknowledged this in 1965 when they endorsed the Declaration on the Promotion among Youth of the Ideals of Peace, Mutual Respect and Understanding between Peoples.

Two decades later, the United Nations General Assembly observed 1985 as the International Youth Year: Participation, Development and Peace. Celebration of the Year drew international attention to the important role that young people play in the world, and, in particular, to their potential contribution to development though relationship between social economic factors on youth wellbeing was not expounded. In 1995, on the tenth anniversary of the international youth year, the United Nations strengthened its commitment to young people but less attention was given to youth wellbeing. It adopted an international strategy: The world programme of action for youth to the year 2000 and

beyond, which directed the international community's attention and channeled its response to the challenges that would be faced by youth in the next millennium. The recently published international youth foundation's global youth's well-being Index calls for urgent action to create more and better opportunities for the 1.8 billion young people ages 15 to 29 worldwide. This survey by UN (2022) finds that too many young people remain "disconnected from vital skills (and) economic opportunities," and that the job vacancies to fulfill their optimistic expectations about the future do not exist due social economic determinants.

Today, hundreds of thousands of youths are trafficked and enslaved; millions more are subjected to unpaid labour, low wages and unemployment. Youths are especially vulnerable to low levels of wellbeing. In developed countries, nearly, 50% of unemployment is among 15-24 year olds (World Bank, 2021). High numbers of young people report that they lack access to income generation activities, health care and basic education. While in developing countries such as Caribbean, this figure is estimated at 49% of young people. Studies from Jamaica, Mali, the United Republic of Tanzania and Zimbabwe reveals that between 30-40% of youth have no income and left school (UNFPA, 2016). Poor wellbeing of youth therefore kills and disables as many youths between the ages of 14 and 24 as cancer and its toll on youth's health surpasses that of traffic accidents and malaria combined. The Action plans from the 1994 international conference on population and development (ICPD) and the 2021international youth conference (Ottawa) recognized improving youth wellbeing as central to achieving SDGs.

### **1.2.2 Theoretical background**

#### **The Hedonism theory**

The theory of well-being that is built into classical utilitarianism is hedonism. Hedonism is the view that well-being consists in, and only in, the balance of positive over negative conscious experiences. On this view, the only basic welfare goods are pleasant experiences such as enjoyment and contentment. Conversely, the only basic welfare buds are unpleasant experiences such as pain and misery. For the sake of applicability, the study will refer to pleasant experiences as happiness and to unpleasant experiences as suffering. The hedonistic conception of happiness when applied to the youth is broad: It covers not only paradigmatic instances of sensory pleasure such as the experiences of eating delicious food or having sex but also other positively valence experiences, such as the experiences of solving a problem, reading a novel, or helping a friend.

Hedonists claim that all of these enjoyable experiences are intrinsically valuable. Other goods, such as wealth, health, justice, fairness, and equality, are also valued by hedonists, but they are valued instrumentally. That is, they are only valued to the extent that they increase happiness and reduce suffering and this interests the youths.

According to Muncie, J. (1983). When hedonism is combined with impartiality, as in classical utilitarianism, hedonism's scope becomes universal. This means that happiness and suffering among youths are treated as equally important regardless of when, where, or by whom they are experienced. From this follows sentio-centrism, but theory does not apply to the youth wellbeing exclusively, it extends our moral concern to all sentient beings, including humans and most non-human animals, since only they can experience happiness or suffering. Alternatively, non-utilitarian views may accept hedonism but reject impartiality, thus restricting hedonism's scope to claim that only the happiness of a specified group or even a single individual youth.

According to Golubeva, M. (2014), this theory will be used by the study because the notion at the heart of hedonism, that happiness is good and suffering is bad, is widely accepted among the youths. The simple act of investigating our own conscious experiences through introspection appears to support this view: The goodness of happiness and the badness of suffering are self-evident to those who experience them and this is testimony among the youths. Importantly, happiness seems good (and suffering bad) not simply because they help (or hinder) us in our pursuit of other goods, but because experiencing them is good (or bad) in itself. However, what makes hedonism controversial is that it implies that: *All* happiness is intrinsically good and all suffering intrinsically bad and happiness is the *only* basic welfare good, and suffering the only basic welfare bad.

Critics of hedonism dispute the first claim by pointing to instances of putative evil pleasures of wellbeing, which they claim are not good for you. And they often reject the second claim by invoking Robert Nozick's "experience machine" thought experiment to argue that there must be basic welfare goods other than happiness. We explain each objection, and how hedonists can respond, in turn. Critics often reject the hedonist claim that all happiness is good and all suffering bad and this applies to the youths. Consider a sadist who takes pleasure in harming others without their consent. Hedonists can allow that nonconsensual sadism is typically overall harmful, as the

sadist's pleasure is unlikely to outweigh the suffering of their victim. This clearly justifies disapproving of nonconsensual sadism in practice, especially with a multi-level utilitarian view. Under that view, we might assume that finding the rare exceptions to this rule would have little practical value, whereas the risk of mistakenly permitting harmful actions means that we would be better off establishing a general prohibition on harming others without their consent.

### **1.2.3 Conceptual Background**

Conceptually, there is no universally agreed international definition of the youth age group. For statistical purposes, however, the United Nations without prejudice to any other definitions made by Member States defines 'youth' as those persons between the ages of 15 and 24 years. This definition, which arose in the context of preparations for the International Youth Year (1985) (see A/36/215), was endorsed by the General Assembly in its resolution 36/28 of 1981. All UN statistics on youth are based on this definition, as is reflected in the annual yearbooks of statistics published by the UN system on demography, education, employment and health. This statistically oriented definition of youth, in turn, entails that children are considered those persons under the age of 14 but without regards to social economic factors affecting youth wellbeing. Many countries also draw the line on youth with regard to the age at which a person is given equal treatment under the law often referred to as the 'age of majority'. From a hedonic view, focusing on happiness can be seen as the totality of pleasurable moments.

Additionally, philosophers such as Hobbes viewed wellbeing as "a pursuit of human appetites", DeSade held that it was the "pursuit of sensations and pleasure" and Bentham claimed that "through maximizing pleasure and self-interest that the good society is built" (cited in Husain, 2008). Other philosophers held a somewhat different view, deeming that youth experience happiness in the expression of their virtues, engaged in what they believe is worth doing (Carter, 2016). This notion of eudemonia – being true to one's inner self can be equated with an eudemonic perspective of wellbeing. Building upon the eudemonic view of youth wellbeing is Maslow's (1970) concept of self- actualization and Deci and Ryan's (2000) self-determination theory. An individual's or community's quality of life is a direct function of the conditions that arise in life, and how an individual or community utilizes the conditions that life presents. How an youth perceives the condition, thinks and feels about those conditions, what is done and,

ultimately, what consequences follow from all these inputs in turn becomes a function of how the conditions are perceived. Youth's perceptions, their feelings, their thoughts, and their actions, then, have a direct impact on their own and others' living conditions (Michalos, 2007). While socioeconomic factors are conditions that influence individual's life choices and are beyond one's control. Nonetheless, the operational definition and nuances of the term 'youth' and their wellbeing vary from country to country, depending on relative socio-economic factors.

According to Sercombe, H. (1996), African governments spend billions of taxpayer's money on improving youth wellbeing, what is gotten in return is failures, fads and fans. More than one in four young people in Africa, around 72 million are not in employment, education or training (NEET). Two-thirds of them are youths. Africa is in the unique position of being a relatively young continent, with a rapidly growing youth population whose wellbeing is determined by social economic factors. This brings with it much potential but also wellbeing challenges. In order to further our understanding of the situation in sub-Saharan Africa, the ILO in partnership with the MasterCard Foundation has produced a series of briefs on youth's wellbeing in seven countries, namely: Ethiopia, Ghana, Kenya, Nigeria, Rwanda, Senegal and Uganda. This blog summarizes the main findings where it was found that nearly 13 million young people in each country are unemployed. But this excludes nearly 60 million other young people who are neither employed nor in education, the majority of whom would like to work, but who face obstacles to searching for and/or obtaining jobs.

#### **1.2.4 Contextual background**

Uganda has the second youngest population in the world. More than three quarters (78 per cent) of its citizens are below the age of 35, and this youthful population is projected to double in the next 25 years. As a result, stresses on the education, health, and protection systems designed to support healthy children and youth will only grow. With a median age of about 16 years, Uganda has the second-youngest population in the world, after Niger (World meter, 2023) whose wellbeing is extremely low. While supporting this youth demographic to reach its full potential puts pressure on social services and the job market, it is critical to the country's development (World Bank, 2020a, b). Uganda ranks as a "low youth development" country, 157th out of 181 countries, in the Global Youth Development Index, with a particularly low score (167th) on employment and opportunity (Commonwealth, 2021). The government has prioritized youth employment in its National Youth Policy, National Employment Policy, National Youth Action

Plan, and other strategic documents, and promoted job creation for young people through initiatives such as its Youth Livelihood Programmebut the wellbeing of youths continue to be low (ILO, 2023; Ministry of Gender, Labour and Social Development, 2022).

Napak in Northern Uganda is statistically the region where 70% of street children across Uganda are coming from (MoGLSD, 2021). Several circumstances contributed to Napak becoming a troubled region. The main reason of youth migration to the cities was the insecurity in the region as well as rampant widespread low levels of wellbeing. Men in large numbers left, leaving women and children behind alone. They became victims of theft of livestock and household goods, resulting in the next wave of migration of desperate women and children from the area towards the capital. They simply looked for a solution in order to survive this distressing situation. The extremely hot and dry climate of the Napak also contributed to poor wellbeing. In April 2014, in collaboration with UWESO (Uganda Women's Effort to save Orphans) and in consultation with the government, 66 children from the children's prison were entrusted in our care and were placed in our Masulita rehabilitation home which is located in Wakiso-Kampala.

According to Nyamburaki (2022), Although there is observable and somewhat clear relationship between social economic factors and wellbeing of youths as put forward, this relationship cannot explain how far youths have achieved their life goals (alleged or real) and what is the intended (and possibly unintended) significance of social economic factors to their wellbeing. There are also mountains of research on socio-economic factors and youth wellbeing and an equally large number of studies profiling the degree of relationship between socio-economic factors and youth wellbeing. What is missing since the previous decade is any convincing evidence to show that government and development partners can fine tunesocio-economic policies in such a way as to bring about measured improvement in youth wellbeing.

### **1.3 Problem statement.**

Even with well-fundedgovernment programs, and partner programs,youth well-being in Napak Town Council is still very low. Low levels of youth wellbeinghas had far reaching consequences in terms of reduced productivity and community empowerment and significantly contributing to down ward economic mobility of persons and their families including low consumption, investments and saving thresholds (Ellisa and Okodelo et al., 2022. Napak Town Council is one of the poorest and flood prone areas in Napak district.Of the Town Council's 37, 687 people,

70% are economically marginalized and 40% are youth living in poverty (UBOS, 2022, Ministry of Finance, Planning and Economic Development, 2021).The public has with great concern observed that social economic factors impend outh's well-being in Napak Town Council, Napak district. At the World youth empowerment Symposium in Nairobi (2019), social economic factors was citedas contributory to low levels of youth well-being in low income countries. Despite the interventions in Napak Town Council through wealth creations programmes such as NAADS, PDM and YLP, youth wellbeing is poor and if nothing is done there would be a likelihood of high illiteracy, constant morbidity, death and low economic development, therefore strong and focused strategies are needed to reverse poor youth well being.

There is also lack of information regarding the effect of social economic factors on well-being of the youth thus, this study aims to assess the effect of social economic factors onyouths well-being in Napak Sub County in Napak Town Council, Napak district. While Mwiti's study on effect of poverty on youth' health, she concentrated on the relationship between poverty and youth health not social economic factors and youth wellbeing and there has been no study on social economic determinants of youth well being hasever been conducted in Napak Town Council, Napak district. Therefore lack of research in this area is noticeable leading to lack of literature a gap this study intends to address.

#### **1.4 The Purpose of the Study**

The aim of the study was to investigate the effect of social economic factors on the wellbeing of the youth in Napak Town Council in Napak district of Karamoja sub region in North Eastern Uganda.

#### **1.5 Objective of thestudy**

- I. To establish the effect of unemployment on the wellbeing of the youths in Napak Town Council in Napak district
- II. To assess the effects of education levels on the wellbeing of the youth in Napak Town Council in Napak district
- III. To investigate the effect of income levels on the wellbeing of the youth in Napak Town Council in Napak district

## **1.6 Research questions**

- I. What is the effect of unemployment on the wellbeing of the youth in Napak Town Council of Napak District
- II. How has educational levels affected the wellbeing of youths in Napak Town Council of Napak District
- III. In which ways has income levels affected the wellbeing of youths in Napak Town Council of Napak District.

## **1.7 Scope of the study**

The study scope is categorized into geographical, content and time as follows:

### **1.7.1 Content Scope**

The study contained the information about the effect of social economic factors on the wellbeing of youths. It also looked at ways in which unemployment contributes to youth social economic wellbeing. And also how lack of education levels and income levels contributes to youth wellbeing in Napak Town council of Napak District. Through this content scope, the researcher will be able to collect adequate and relevant information that will help to attain study objectives.

### **1.7.2 GeographicalScope**

The study was conducted in selected government aided secondary schools and out of school youth in Napak town council in Napak district of Karamoja sub region in North Eastern Uganda, since most youth are found there. Napak district is bordered by seven (07) districts namely: Abim district to the North West, and Kotido Districts to the North, Moroto district to North East, and East, and Nabilatuk district to the South East, Katakwi District to the South and Otukena district to the West. The district lies between Latitudes 1053'N, 3005'N and Longitudes 33038'E, 34056'E and an Altitude between 1,356m – 1,524m above sea level (Napak District Development Plan, DDP 2020/2021 – 2024/2025). It is predominantly Karamojong speaking people. Napak district was selected as the case study because it was ranked in 203 positions among the poorest performing district by directorate of youth and children's affairs of Uganda in 2022.

### **1.7.3 Time scope**

The study looked at the period between 2014 -2023. This time frame has been chosen because it is during this time that youth wellbeing in Napak district worsened.

### **1.8 Justification for the study**

A number of studies have been done but have not assessed the effect of social economic factors on the wellbeing of the youth in Napak district thus creating a research opportunity for this study. For example, Livingstone et al., (2022) study broadly assessed resource mobilization and youth welfare not social economic factors. While other studies were considering poverty alleviation, cultural factors and political factors (Batte et al., 2021, Okedel, 2020), no study oneffect of social economic factors on the wellbeing of the youth in Napak district thus causing limitation in literature. This study will therefore assess the effect of social economic factors on the wellbeing of the youth in Napak Town Council in Napak district of Karamoja sub region of North Eastern Uganda.

### **1.9 Significance of the study**

The studyfindings may have the following significance upon completion.

The results of the study may go a long way to help strengthen youth capabilities and access to resources

Also, the study findings may help stakeholders in gaining insight into the social economic determinants of youth well-being.

Additionally, the study fins8ings may contribute to the existing body of knowledge on social economic determinants of individual well being

The study may provide information for policy makers in formulating policies that addresses social economic constraints to youth well being

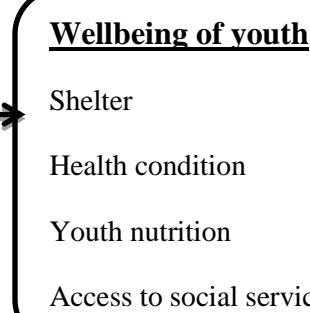
The study findings may act as a reference material for future researchers who intends to carry out similar study in future

## 1.9 Conceptual Frame work

Independent Variable



Dependent Variable



Moderating variables

- 
- The diagram shows a rounded rectangle containing a bulleted list of three items: "Government policies", "Community actors", and "Peer groups".
- ❖ Government policies,
  - ❖ Community actors
  - ❖ Peer groups

**Figure 1.1 Conceptual Framework showing relationship between variables**

*Source: Miles & Huberman (2023, p. 18).*

From the above conceptual framework, social economic factors as an independent variable (IV) involves includes unemployment, educational level and income levels. The dependent variable (IV) in this case is wellbeing of the youth, which includes parameters of shelter, health conditions, nutrition and access to social services. The framework assumes that when economic conditions are improved, it is likely to eliminate domestic violence. Nevertheless, this may not be automatic as other factors may come into play. These may include government policies and community sanitization. These factors have been duly coined as intervening variables by the study and are being isolated to avoid making wrong conclusions

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.1 Introduction**

This study which will be undertaken from Napak Town council will be under the following objectives: To establish the effect of unemployment on the wellbeing of the youth in Napak Town Council in Napak district, to assess the effects of education level on the wellbeing of the youth in Napak Town Council in Napak district and to investigate the effect of income level on the wellbeing of the youth in Napak Town Council in Napak district. This chapter examined the related literature to the study. It involves an undertaking of empirical literature review, and a summary. The actual literature has been reviewed objective by objective, and the sources of literature reviewed include; secondary sources especially text books, journal, newspapers, research dissertations, government reports and publications, and primary source especially pilot study that were carried out

#### **2.2 The effect of unemployment on the wellbeing of the youths**

Parker, (2019) studies culture and youth employment in Zambia and found that culture greatly influenced the employability of many youths. Although Parkers' 2019 study findings were good, it was not conducted in Napak Town Council in Napak district but in Zambia and his study was on culture and youth employment. Further, he never mentioned that unemployment affected the wellbeing of youths in for in culture and youth employment Napak Town Council thus paving way for this study

Abudallah (2019) argued that youths have been reluctant to commit themselves to the process of collective employment (Our colleagues in psychology or social work might recognize a ‘parallel process’ here, in which the professional takes on characteristics of the client (McNeill & Worthen, 1989)). But if youth employment is to be able to address the ignorance and indifference that governments and others routinely display; if they are to be able to short-circuit the reinvention of the wheel as societies that may never have had a youth problem suddenly find themselves confronted by these new forms; if we are to deepen our own understanding of our practice, this kind of collective expression of our profession is a priority. . However, Abudallah's finding did not take into account the effect of youth unemployment on wellbeing of youth.

Additionally, Abudallah's study undermined issues of employment and youth wellbeing in Napak Town Council thus creating a research gap for this study.

Ashton and Webb (2018) studied labor migration and youth wellbeing in Dodoma province of Tanzania. The cross sectional design and data was collected from 145 participants. Results showed that youth workers are themselves becoming more international. The ease of international travel and the World Wide Web have contributed significantly to that, and there is an increased number of conferences and journals with an international reach. As we continue to talk, we build the discourse, strengthen identity, and become more able to engage with our colleagues in China or Zambia. However, Ashton and Webb's study was on labor migration and youth wellbeing in Dodoma, Tanzania not unemployment and youth wellbeing in Napak Town Council and even the relationship between unemployment and youth wellbeing was not justified hence paving way for this study.

Mgbodile, (2019) argued that Youth employment has always had an ambivalent role in the face of political unrest on the part of young people. While we have supported young people's political organization and the expression of their aspirations, youth work has also frequently been an element in the State's answer to youth discontent, especially when expressed violently or chaotically. As it should: if the core purpose of youth work is to facilitate agency, it is a logical response to civil disturbance which has dispossession and disenfranchisement at its root. There is good and important work to be done in the aftermath of such disturbance. Not infrequently, however, the (perhaps intended) effect of youth work intervention has been softly repressive: to promote quietism and to deflect young people from direct action, to restore the status quo. Despite the high interest in how the funding of schooling was historically structured as Mgbodile (2019) alleged, a number of fundamental investigations have not been carried out in Napak Town Council regarding the effect of unemployment on youth wellbeing thus creating a opportunity for this study.

### **2.3 The effects of education levels on the wellbeing of the youths**

Okilingi *et al*, (2017) studied gender and youth schooling in Kigali, Rwanda and results revealed that UNFPA commits to advocate for educational wellbeing of the youth and to strengthen multi-sectoral coordination of population, gender and sexual reproductive health structures with government leadership so that services address all barriers people face and are available, accessible, acceptable and of good quality, so that no one is left behind. The study findings further suggested that youth with higher levels of education unlike their counterparts with low schooling have the skills that enable them to compete in job markets. Okilingi's findings were indeed good but his study was on gender and youth schooling and in another country (Rwanda) not in Uganda, Napak district and as a result, implementing his findings here will lead to policy distortion and therefore this study will assess the influence of educational levels onwellbeing of the youth in Napak district.

Mpolokeng (2017) opined that educated youths Lesotho have been able to make use of innovative communication technologies to promote an open and collaborative relationship with other citizens. Interactive web and mobile tools are being developed to promote stronger dialogue on nearly every aspect of civic life and enabling them to have employable jobs (Elliott and Elliott, 2016). It is true literate youths with higher diplomas and above in Lesotho have been able to make use of innovative communication technologies to promote an open and collaborative relationship with other citizens but considering his findings in this regard will sound discriminatory as his never mentioned any thin concerning youth welfare and the interconnection between innovative technologies and youth welfare was not fully articulated and that is why this study is needed.

Bisschoff (2020) studied provision of skills training and wellbeing of the people in Harere City and data was collected using unstructured interview guide. Ninth (90) participants who selection using probability sampling participated in the study. Results showed that luckily, young people in Uganda today are accessing information through digital technology like never before, and using it to make their voices heard. This has opened opportunities for greater citizen engagement. There is growing recognition that in order to create an inclusive and responsive society in Uganda, citizens, and especially the youth, need to be at the centre of policy-makers'

considerations; not just as targets, but also as agents. Though, Bisschof's findings were realistic, he did not indicate whether skills training was instrumental in the transformation of youth wellbeing in Napak Town Council of district as his study was conducted in Harare City of Zimbabwe. Further, Bisschof's study was on skills training and wellbeing of the people not educational levels and wellbeing of the youth and therefore his findings cannot be applied to seed secondary schools in Napak Town Council of district thus creating a gap for this study to fill.

Maralee (2017) found that in addition to hiring more educated teachers, money can be used to train teachers to increase inquiry skills and to purchase an adequate amount of teaching equipment in relatively good condition. Leaders at different levels of education system are charged with making decision about how to effectively distribute and leverage resources to support teaching and learning. Although Maralee offered very useful recommendations for school heads on the contents of school budgets. But it is surprising that she (Maralee, 2017) never pointed out whether heads of seed secondary schools in Napak Town Council. support their teachers for such professional training and teachers willingness to attend such was not articulated anywhere in her findings something that makes this study a necessity.

Wachira, Solomon &Juma (2014) sought to establish the effect of education on quality of life in Mirangine Sub County of Nyandarua County of Tanzania. The study adopted a descriptive design and targeted 30 accounting, finance and administrative staff in the government department in Mirangine Sub County. The study employed a census survey where all members of the target population constituted the study sample. A structured questionnaire was used to collect data. Both descriptive and inferential statistics were used in data analysis. The study findings were presented in the form of tables and figures that captured both descriptive and inferential results. The study concluded that while quality of life (QoL) has long been an explicit policy goal for international development programmes, no instruments have specifically been developed for measuring health-related QoL in resource-limited settings. The aim of this study was to develop and validate a QoL instrument for use in international aid and development programmes and to assess factors associated with QoL among youth participating in a civic engagement project. Although Achira, Solomon and Juma findings were good, they studied education in Tanzania notyouth wellbeing in Napak Town Council of district Uganda as this

study intends to do. And besides, there study was on education and quality of life not educational levels and youth wellbeing hence their findings cannot be applied to Napak Town Council and thus paving way for this study.

According to Abdu-Raheem (2016), a study on the effects of health education and youth welfare in Ekiti State, Nigeria. The aim of the study was to highlight the contribution of instructional materials to the academic achievement of secondary school students in Social Studies in Ekiti State. The population for the study comprised of all Junior Secondary School Class II students from among which 180 were sampled. The instrument for the study is a 30 multiple-choice self-designed Social Studies Achievement Test (SSAT).The instrument was validated by specialists in Social Studies Test and Measurement and Educational Management. Test-re-test method and estimation of internal consistency was used to ascertain the reliability. The reliability co-efficient of 0.73 and 0.75 was obtained respectively. The study generated four hypotheses that were tested at the significance level of 0.05. ANOVA and ANCOVA statistical tools were used to analyses the data collected. The study found that To address these issues, World Education's BantwanaInitiative led a consortium of development partners to implement the Better Outcomes for Children and Youth in Eastern and Northern Uganda program, an integrated community approach designed to scale up proven models of health, education, child protection, and youth and livelihoods services while strengthening referrals, networking, and case management systems between community (informal) and district (formal) systems.. Abu-Reheem (2016), unearthed good findings regarding health education and youth welfare, however, this study is about financial management and performance of seed secondary schools thus there is nothing similar. Even his study was conducted in Nigeria not in Napak Town Council. The current study will thus investigate the influence of financial management on performance of seed secondary schools in Napak Town Council.

### **2.3 The effect of income levels on the wellbeing of the youths**

Mohsin (2017) carried out a study lack of capital and wellbeing of youths and sound that people living in abject poverty should be significantly reduced, with no wide disparities in income distribution. Nurturing local stakeholder involvement and young people`s engagement for irreversible all-inclusive development is needed. There is need for tailor-made equitable interventions in Zambia tapping into the existing positive cultural aspects related to marriage,

sexual relations and limiting retrogressive behaviors. However, Mohsin's findings are good; there are no quantitative thresholds for determining how much capital is required to fully improve the wellbeing of youths.

Anwar (2017) carried out a study on financial management and youth welfare in Gulu district of Northern Uganda. Results show that planning involves budgeting and forecasting future financial position of a school. It shows what the youths intend to do in given period, and how it intends to finance those activities. He observes that the youth budget comes up as a result of the budgeting process. Dumba (2015) asserts that the purpose of the budget is to achieve monetary and fiscal policies especially; raising revenues for financing school activities. However, many planning activities in of youths do not take into consideration tangible me performance indicators (KPIs) and indication that during their planning, less emphasis is placed on economy, efficiency and effectiveness and above all, their incomes and Anwar's study was about financial management and youth welfare not income and wellbeing to the youths thus creating a research gap to be exploited by this study.

Higgins (2018) opined that income level and assts accumulation among the youth in Rwanda, collecting data using unstructured questionnaire from 130 participants. Results showed that higher incomes enable youth to acquire household assets that can generate more incomes to their families and help build resilience against income shocks. Higgins' findings did not show that low levels of asset accumulation by youth was directly attributed to low incomes and Higgins' study took place in Rwanda in Napak Town Council of Uganda thus making this study necessary.

In his other works, Higgins (2019) studied income and financial planning among youth in Nairobi and results showed that financial planning involves preparation of financial statements mainly the budget forecasts, balance sheet, income statement, and cash flow statement, and that these enable management to evaluate the financial health of the organization, and assess performance. Coombs (2017) outlines the objectives of financial planning for youth and budget preparation for any youth enterprise as; to establish the required income levels, authorization of expenditure, and control of expenditure to ensure that the total expenditure does not exceed the budgeted. However, what these authors failed to include in their findings is that financial statements are not considered sufficient without an explanation about youth wellbeing in Napak

Town Council something that this study will investigate.

Okiria (2017) found that low incomes have increased to higher poverty levels among the youth. This has led to vicious cycle of poverty (low incomes, low savings and low investments). The findings further revealed that this situation is aggravated by poor financial management, planning and engagement in income generation activities as well as the protection of assets from loss, damage and fraud. Okiirai's findings gives good insights into poverty of youths, but he (either intentionally or ignorantly) failed to mention categorically that gaining an income exceeds the benefits accrued to the youths in Napak Town Council something that this study will investigate.

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **3.0 Introduction**

This chapter describes the methods that were used in the study, and some of the areas that were covered include research design, area and population of the study, sample size, sampling techniques, research instruments, data quality control and data analysis as well as ethical issues in the study.

#### **3.1 Research Design**

The research study used cross-sectional design using both qualitative and quantitative research approaches to analyze the effect of poverty on economic development. This design helped the researcher to generate more sufficient data and relevant information that support the variables and objectives of the research study.

#### **3.2 Study Population**

The population consisted of 16 Local leaders, and 31 youths and 12 local people. Youth were chosen to participate in this study because they are the beneficiaries of economic development programmes and have information regarding the effect of social economic factors on their wellbeing while local people were selected because of their interaction with youths and they provide community resources necessary for youth transformation. Additionally, local leaders were chosen because they have information given their experience in struggling to provide and monitor youth development programmes. The study population was drawn from Napak Town Council in Napak district.

#### **3.3 Sample size**

The total population (N) is estimated to be 80 people and therefore the sample population shall be 69 persons using Krejcie and Morgan (1973) methods of determining sample size from the population.

**Table 3.1 Summary of the Sample Size and Sampling Technique**

Category	Target population	Sample size	Sampling technique
		16	Simple
Local leaders	40 random	31	Simple
Youths	35 random	20	Purposive
Local people	25 sampling		
<b>Total</b>	<b>100</b>	<b>80</b>	

Source: primary data, (2024)

### **3.4 Sampling Techniques**

The researcher used the following sampling techniques:

#### **3.4.1 Simple random sampling**

The research study used simple random sampling to select respondents from local people and youth category. This technique involved giving a number to every subject or member of the accessible population, placing the numbers in the container and then picking any number at random and it was used on youths and local people which enabled the researcher to get a representative sample for the research study.

#### **3.4.2 Stratified random sampling**

The researcher used stratified random sampling to select respondents from local leader's category. The goal of stratified random sampling is to achieve desired representation of local leaders respondents selected from each ward and helped to ensure inclusion in the sample of a sub-group which otherwise would be entirely omitted by other sampling methods because of their big numbers in the study population and get deeper understanding about social economic factors effecting youth wellbeing.

### **3.5 Data collection Techniques/Tools**

The researcher used both questionnaires and interview.

#### **3.5.1 Questionnaire**

The researcher used self-administered questionnaire as research tool to collect data from the local people and youth category. The questionnaire had three sections: Section A included the respondents' demographic information, Section B, C and D focused on the general and closed ended statements which were in accordance with the objectives of the study. The researcher got a list of local people and youth selected through stratified random sampling to which the questionnaires were administered. According to Fisher (2004), a questionnaire was used because it is easy to administer, not so expensive, and helped to collect unbiased data. The nature of the questions were in form of structured and close ended questions where by a 5 Likert scale of measurement is on close ended questions based on a scale of strongly agree (5), agree (4), unsure (3), disagree (2), strongly disagree (1). Questionnaires was used because it allowed respondents to provide first hand information which was free of bias and it is also easy to use

#### **3.5.2 Interviews**

An interview guide is a research instrument that contains a set of questions on issues of study that are put to respondents on face to face basis (Saunders, et al, 2007). Interviews contained open-ended questions and was used on local leaders as have more knowledge that may not be fully captured using questionnaires.

### **3.8 Data collection procedure**

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

### **3.6 Data quality control tools**

#### **3.6.1 Validity**

The validity of an instrument is defined as the ability of an instrument to measure what it is intended to measure. To establish the validity of the instruments, the researcher used expert judgement as recommended by Gay (1997) as the best method for ensuring validity. Thus the

researcher ensured that the instrument is clear, relevant, specific and logically arranged. The validity of the questionnaire was tested using the content validity test (CVI).

### **3.6.2 Reliability**

The reliability of the instrument was tested using the test re-test method of reliability and Cronbach alpha tests to determine the reliability index with the help of SPSS. Data was collected from 20 people not among those in the sample. According to Nunnally (1978) the reliability coefficient Alpha is supposed to be above 0.7 to show that there is reliability.

## **3.7 Data Processing and Analysis**

### **3.7.1 Quantitative data analysis**

Data processing was done through editing of the data which was coded for further data analysis. After data processing, quantitative data analysis was carried out by simple frequency tabulation using a Statistical Package for Social Science (SPSS). Data was presented using different methods such as simple frequency tables which ultimately helped to measure effect of social economic factors on wellbeing of youths. This is because data presentation requires clear portrayal of the findings presented, and the listed method above clearly fulfills that purpose.

### **3.7.2 Pearson Correlations and Regression Analysis**

Pearson Correlations and regression analysis was used to establish the effect of social economic factors on wellbeing of youths. This type of inferential statistics is easy to compute and interpret and they also helped in making conclusions. Descriptive statistical techniques (frequencies and percentages) were used to analyze field data from questionnaires and assist in the interpretation of data.

### **3.7.3 Qualitative data analysis**

On the other hand, qualitative data gathered from open-ended questions in the interview guide was summarized. A style called content analysis was used to test the validity and authenticity. Then, data was categorized according to the sub-themes identified earlier.

## **3.9 Ethical issues**

### **3.9.1 Consent**

The researcher sought approved consent from the respondents. Respondents willingly decided to participate in the study after the researcher explaining to them the purpose of the study which is

purely academic. It was possible that the researcher's views could influence the way the study findings would be documented thus creating an ethical dilemma of failure to present exactly what the study subjects would reveal in the course of the data collection. However, the prepared instruments helped the researcher to collect objective information hence fears of personal views was reduced.

### **3.9.2 Confidentiality**

Respondents were assured of confidentiality by keeping information given confidential. Respondents' identity was kept anonymous or pseudo names were used. This increased disclosure of information as well as increasing respondents' willingness to participate in the study.

### **3.9.3 Fraud and plagiarism**

Mugenda and Mugenda (2017) argued that fraud involves faking data. It also includes false presentation of research methodologies. On the other hand, plagiarism refers to owning another person's work by the researcher without acknowledging the author. According to copy rights law, in many countries including Uganda, both fraud and plagiarism are crime punishable by panel code. To avoid fraud and plagiarism, the researcher personally collected, analyzed and presented data and endeavored to present exactly what the study subject revealed. Where information is picked from another source, the author (copy right owner) was acknowledged.

## CHAPTER FOUR

### DATA PRESENTATION, ANALYSIS, AND INTERPRETATION

#### **4.0 Introduction**

This chapter presents information on data presentation, analysis and interpretation which based on the objectives of the research study

#### **4.1 Demographic data of respondents**

##### **4.1 Gender composition of the respondents**

*Table 4.1- Gender of the respondents*

Gender	Frequency	Percent
Male	32	46
Female	35	51
missing	2	3
Total	69	100

**Source: field data, 2024**

From table 4.1, majority of the respondents 51 % were females and 46% were males. Here, the researcher did not consider gender balance simply because females are subjected to and play a big role within the household relation than men

#### **4.2.2 Age of the respondents**

**Table 4.2- Age of the respondents**

Age Bracket	Frequency	Percent
20 - 30 yrs	35	45
31 - 40 yrs	15	20
41 - 50 yrs	14	17
51 - 60 yrs	2	3
Above 61 yrs	3	4
Total	69	100.0

Source: field data, 2024

As in table 4.2 above, it was clearly indicated that the majority of respondents 49% were aged between 20-30 years. Followed by those whose age group range from 31-40 years at 20% (those in the age brackets of 41-50 years constituted 17% of the total percentage; those in the age bracket 51-60 years were 3% and those in the age bracket of above 61 were in the rank occupying 4% These findings therefore implied that majority of youths in the age bracket ranging from 20- 30 years participated in this study.

#### **4.2.3 Education levelof the respondents**

**Table 4.3 - Education level of the respondents**

		Frequency	Percent
	Certificate	28	41
	Diploma	16	23
	Degree	23	33
	Masters	02	3
	Doctorate/ PhD	00	00
	Total	69	100

**Source:** field data, (2024)

From table 4.3 above, it was clearly seen that 23% of the respondents had certificates just like those who had diplomas, a good number of respondents had college degrees with 33% and few with masters at 14% These indicates that majority of respondents in northern division are somehow educated.

#### **4.2.4 Marital status of the respondent**

Under this section, respondents were asked to mention their marital statuses and their responses were tabulated as follows

**Table 4.4 - Marital status of the respondents**

		Frequency	Percent
	Single	29	42
	Married	23	33
	Separated	11	16
	Windowed	5	7
	Others	1	1
	Total	69	100

**Source:** field data, (2024)

From table 4.4 above, it was clearly seen that majority of respondents 40% were single, 33% were married while 16 of the respondents had separated. Only 7% of the respondents were windowed whereas 1% did not disclose her status. This alone makes this information valid for this particular study.

#### **4.2.5 Religious affiliation of the respondents**

**Table 4.2.5 - Religious affiliation of the respondents**

		Frequency	Percent
Valid	Anglican	22	32
	Catholic	20	29
	Pentecostal	10	15
	Muslim	14	20
	Others	3	4
	Total	69	100

Source: field data, 2024

From table 4.5 above, it was found out that 32% of respondents were Anglicans, 29% were Catholics, and 14% were Pentecostals, 20% while only 4% belong to other religious affiliations. As per this study, Muslims reported poor family interactions for the reason that they are polygamous despite the list number of respondents.

#### **4.3 Effect of unemployment on the wellbeing of the youths**

The first objective in this study was to establish the effect of unemployment on the wellbeing of the youths. The findings from respondent's opinion accompanying variables under this objective were summarized as follows:

**Table 4.3- To establish the effect of unemployment on the wellbeing of the youths**

ITEM	SD	Descriptive Statistics						
		D (%)	NS (%)	A (%)	SA (%)	Mean	Std. Dev	comt
Youths in Napak Town Council who lack jobs have low level of wellbeing	48	23	13	7	9	3.73	1.149	low
Unemployment has resulted into lack of decent shelter among the youths in Napak Town council	22	11	55	7	5	3.81	1.055	v. low
Unemployed youths in Napak town council do not have access to basic social services	16	16	12	29	27	2.98	1.462	moderat
Poor health outcomes is associated with unemployment among youths	20	30	9	10	31	3.19	1.512	High
Unemployed youths lack regular sources of incomes to help enhance youths wellbeing	10	7	17	40	26	3.63	1.245	moderta
<b>Average Mean</b>						<b>3.54</b>		

Source: field data, 2020

Table 4.3 above shows a summary of respondent opinion on the effect of unemployment on the wellbeing of the youths. The finding from respondent's opinion accompanying variables under this objective were discussed and explained as follows;

Youths in Napak Town Council who lack jobs have low level of wellbeing. From the above table, 7% of the respondents agreed that youths in Napak Town Council who lack jobs have low level of wellbeing. While 9% of the respondents strongly agreed and 11% of respondents were neutral (neither agree nor disagree). On the other hand, majority of respondents strongly disagreed 48% with the statement while 23% of respondents disagreed to the statement that youths in Napak Town Council who lack jobs do not have low level of wellbeing. The findings therefore indicate that majority of respondents disagreed with the statement, it should therefore be noted that youths in Napak Town Council who lack jobs have low level of wellbeing.

Unemployment has resulted into lack of decent shelter among the youths in Napak Town council. In reference to table 4.3, it was noted that 7% of the respondents agreed that unemployment has resulted into lack of decent shelter among the youths in Napak Town council 5% of the respondents strongly agreed, while majority of respondents at 55% were neutral (neither agreed nor disagreed). Contrary to the statement, 9% of respondents disagreed while only 22% of respondents strongly disagreed with the statement that unemployment has resulted into lack of decent shelter among the youths in Napak Town council. This above findings clearly shows that unemployment has resulted into lack of decent shelter among the youths in Napak Town council.

Unemployed youths in Napak town council do not have access to basic social services. On whether unemployed youths in Napak town council do not have access to basic social services, it was found out that majority of respondents at 29% agreed, only 27% strongly agreed, while 12% were indifferent (neither agreed nor disagreed). Same number of respondents disagreed (16%) just as those who strongly disagreed. The above findings show that Unemployed youths in Napak town council do not have access to basic social services.

Poor health outcomes is associated with unemployment among youths. From Table 4.3, majority of respondents with 30% disagreed that poor health outcomes is associated with unemployment among youths. 20% strongly disagreed while 9% were neutral. On the other hand, 10% of respondents agreed whereas 31% strongly agreed with the statement. This was in line with what was discovered from face to face interviews where it also revealed that poor health outcomes are associated with unemployment among youths.

Unemployed youths lack regular sources of incomes to help enhance youths wellbeing. Respondents were also asked to give their opinions on whether unemployed youths lack regular sources of incomes to help enhance youths wellbeing. In fact majority of respondents 40% agreed, 26% of respondents strongly agreed, while 17% had indifference responses to the statement. Only 7% of respondents disagreed, while 10% strongly disagreed. It should therefore be noted from the above finding that that unemployed youths lack regular sources of incomes to help enhance youths wellbeing.

From table 4.3, the average mean was found to be 3.54 and basing on the legend above, it meant that unemployment levels affected wellbeing of the youths. This was at some point in agreement with the data collected from face to face interviews.

#### **4.4 Effects of education levels on the wellbeing of the youths**

The second objective in this study was to investigate how education levels affected the wellbeing of youths. The findings from respondent's opinion accompanying variables under this objective were summarized as follows:

**Table 4.4- showing effects of education levels on the wellbeing of the youths**

STATEMENTS	SD	Descriptive Statistics							Mean	Std. Dev.
		%	%	%	%	%	%	%		
Youths without education in Napak Town Council do not have formal employment	13	12		13		42		20	3.45	1.301
In Napak town council, illiterate youths are poor with low levels of wellbeing	13	6		30		41		10	3.39	1.128
Youths with low education lack skills for self employment	12	22		13		44		9	3.27	1.201
Youths with tertiary education and above have access to basic social services compared to their counterparts with low education	13	10		6		25		46	3.60	1.309
Unemployed youths in Napak town council experience poor health outcomes	4	12		14		53		17	3.66	1.045
<b>Average Mean</b>								<b>3.44</b>		

Source: field data, 2024

Youths without education in Napak Town Council do not have formal employment. Study participants were asked to identify whether youths without education in Napak Town Council do not have formal employment and from table 4.4, majority of respondents 42% agreed on the view that a person who lacks basic elements of an education is not fully healthy. 20% strongly agreed while 13% had their responses neutral (indifferent). 12% disagreed with the statement while 13% strongly disagreed. Since the majority of respondents agreed to the statement, it is therefore true that youths without education in Napak Town Council do not have formal employment.

In Napak town council, illiterate youths are poor with low levels of wellbeing. As shown in the above table 4.4, 41% of the respondents agreed that in Napak town council, illiterate youths are poor with low levels of wellbeing. Only 10% strongly agreed, while 30% were neutral (neither agreed nor disagreed). On the other hand, only 6% of respondents disagreed with the statement, while 13% of respondents strongly disagreed that in Napak town council, illiterate youths are not poor with low levels of wellbeing. This finding therefore shows that in Napak town council, illiterate youths are poor with low levels of wellbeing.

Youths with low education lack skills for self employment. The researcher also set out to explore whether youths with low education lack skills for self employment. In reference to table 4.4, 44% of the respondents agreed that youth with low education lack skills for self employment with 9% of the respondents strongly agreed while 13% were neutral (neither agreed nor disagreed). Contrary to the statement, majority of the respondents 22% disagreed while only 12% of respondents strongly disagreed with the statement. Therefore as the majority disagreed (44%), citing that youths with low education lack skills for self employment.

Youths with tertiary education and above have access to basic social services compared to their counterparts with low education. Further, the researcher also intended to find out whether Youths with tertiary education and above have access to basic social services compared to their counterparts with low education

25% of respondents agreed while 46% strongly agreed and only 6% had their responses indifferent. On the other hand, only 10% of the respondents disagreed with the statement that youth with tertiary education and above have access to basic social services compared to their counterparts with low education and 13% of the respondents strongly disagreed. As the

majority strongly agreed, it is therefore true that youths with tertiary education and above have access to basic social services compared to their counterparts with low education

Unemployed youths in Napak town council experience poor health outcomes. Results also indicate that unemployed youths in Napak town council experience poor health outcomes as agreed by 53% of the respondents with 17% agreeing to the statement. Other respondents who constituted 14% had neutral responses and 12% disagreed with only 4% strongly disagreeing with the statement that unemployed youths in Napak town council experience poor health outcomes. Therefore, the above results indicate that unemployed youths in Napak town council experience poor health outcomes as agreed by 53% of the respondents

From table 4.4, the average mean was found to be 3.34 and basing on the legend above, it meant that unemployment levels affected wellbeing of youth. This was in agreement with the data collected from face to face interviews where most respondents revealed that unemployment levels affected wellbeing of youth.

#### **4.5 Effect of income levels on the wellbeing of the youth**

The third objective in this study was to establish the effect of income levels on the wellbeing of the youths. The findings from respondent's opinion accompanying variables under this objective were summarized as follows:

**Table 4.5 showing the effect of income levels on the wellbeing of the youth**

ITEM	SD	D	NS	A	SA	Mean	Std. Dev.
	%	%	%	%	%		
Youths with low incomes in Napak town council have fewer assets	10	22	9	16	43	3.16	1.167
Lack of saving among the youths is associated with low incomes	9	10	14	57	10	3.46	1.049
Lows income levels has contributed to lack of investment among youths in Napak town council	13	2	13	13	58	3.64	.980
Youths with higher incomes have better health outcomes	14	9	20	17	40	3.18	1.278
Higher incomes is associated with better nutrition among youths in Napak Town council	3	20	37	20	20	2.63	1.140
<b>Average Mean</b>					<b>3.37</b>		

**Source: field data, 2024**

Youths with low incomes in Napak town council have fewer assets. From table 4.5, 16% of respondents agreed on the view that youth with low incomes in Napak town council have fewer assets and 43% strongly agreed while majority of the respondents at 9% had their responses neutral to the statement. On the other hand, the study found out that 22% of respondents disagreed while 10% strongly disagreed with the statement to the statement that youth with low

incomes in Napak town council don't have fewer assets. The findings therefore imply youth with low incomes in Napak town council have fewer assetsas suggested by majority of respondents (43%). This is affirmed true according to the data collected from face to face interviews.

Lack of saving among the youths is associated with low incomes.As shown in the above table 4.5, 57% (majority of respondents agreed)with 14% who had their responses neutral on the view that lack of saving among the youths is associated with low incomes. Only 10% of respondents strongly agreed. On the other hand, those who disagreed with the statementwere 10%, while 9% of respondents strongly disagreed. Therefore it is true that lack of saving among the youths is associated with low incomesthe majority of the respondent disagreed.

Lows income levels has contributed to lack of investment among youths in Napak town council.In reference to table 4.5, 13% of the respondents agreed that lows income levels have contributed to lack of investment among youths in Napak town council. 58% of the respondents strongly agreed while 13% were neutral (neither agreed nor disagreed). Contrary to the statement, 2% of the respondents disagreed while only 13% of respondents strongly disagreed with the statement. It was revealed therefore that lows income levels has contributed to lack of investment among youths in Napak town councilas majority of the respondents disagreed with the statement

Youths with higher incomes have better health outcomes.The researcher also intended to find out whether there is youths with higher incomes have better health outcomes. 17% of respondents agreed while 40% strongly agreed that youths with higher incomes have better health outcomesand only 20% had their responses indifferent. On the other hand, only 9% of the respondents disagreed with the statement and 14% of the respondents strongly disagreed. Therefore youths with higher incomes do not have better health outcomesas majority of the respondents disagreed.

From table 4.5, same number of respondents agreed with 20% just like those who strongly agreed with the statement that higher incomes is associated with better nutrition among youths in

Napak Town council. Majority of respondents 37% had their responses indifferent to the statement. On the contrary, 20% of respondents disagreed while 9% strongly disagreed that higher incomes is associated with better nutrition among youths in Napak Town council.

From table 4.5, the average mean was found to be 3.37 and basing on the legend above, it meant that income levels have great influence on wellbeing of youths. This findings is supported by results from face to face interviews

## **CHAPTER FIVE**

### **SUMMARY, CONCLUSIONS AND RECOMMENDATIONS**

#### **5.1 Introduction**

This chapter presents the discussion, summary, conclusions and recommendations about the research study

#### **5.2 Summary**

##### **Effect of unemployment on the wellbeing of the youths**

The findings of the research study show that youths in Napak Town Council who lack jobs have low level of wellbeing as they lack regular sources of income that can enable them sustain a reasonable levels and this has affected their wellbeing significantly.

It was also revealed in the findings of the study that unemployment has resulted into lack of decent shelter among the youths in Napak Town council. Many unemployed youths do not afford decent shelter for themselves as they lack employment to earn a salary an indication of poor state of wellbeing.

Additionally, study results show that unemployed youths in Napak town council do not have access to basic social services and this affect their wellbeing generally. They lack access to education and skill development, basic health care and agricultural extension among others.

The researcher also found that poor health outcomes are associated with unemployment among youths. Being unemployed means being sick and having a low level of wellbeing, unemployed youth suffering from simple ailment to complicated health problems as they lack any source of funds to access treatment.

Study findings also show that unemployed youths lack regular sources of incomes to help enhance youth wellbeing. Low income levels are rampant among unemployed youths compared to their employed counterparts.

### **Effects of education levels on the wellbeing of the youths**

Stud findings indicates that youths without education in Napak Town Council do not have formal employment where youth with higher levels of education unlike their counterparts with low schooling have the skills that enable them to compete in job markets.

The research study also discovered that in Napak town council, illiterate youths are poor with low levels of wellbeing

The researcher found that youths with low education lack skills for self employment and this was unearthed by the study. Uneducated youth do not have any skill that can be of value in the job market and as a result they live a poor state of wellbeing without any sustainable income source.

Further, study findings show that youths with tertiary education and above have access to basic social services compared to their counterparts with low education because for them have an income that can guarantee access to basic health services, agricultural inputs and nutrition

### **Effect of income levels on the wellbeing of the youth**

Study findings show that youths with low incomes in Napak town council have fewer assets and lack of income means low saving, consumption and investment portfolios. Youth who do not have regular income sources live miserably low with low state of wellbeing.

According to the study findings, lack of saving among the youths is associated with low incomes and this is a clear indication that they lack basic necessities of life such as balanced diet, clothing and better health

In addition to the above, lows income levels has contributed to lack of investment among youths in Napak town council as found out by this study. Youth with low /no income do not own any investment that can in return bring some kickbacks. Thus many of lowly income youth are poor with poor state of wellbeing.

Study findings show that youths with higher incomes have better health outcomes since they are able to afford medication, nutrition and housing. This put high income youth in a status of better wellbeing compared to their counterparts with no/low incomes.

The study also discovered that higher incomes is associated with better nutrition among youths in Napak Town council where those youth with low income lack access to balance diets and food of nutritional value. Youth with no income have less than one meal a day and thus they live by chance.

## **5.2 Conclusions**

### **Effect of unemployment on the wellbeing of the youths**

As the study findings revealed, youths in Napak Town Council who lack jobs have low level of wellbeing as they lack regular sources of income that can enable them sustain a reasonable levels.

As found out by this study, unemployment has resulted into lack of decent shelter among the youths in Napak Town council. Many unemployed youths do not afford decent shelter for themselves as they lack employment to earn a salary an indication of poor state of wellbeing.

Unemployed youths in Napak town council do not have access to basic social services and this affect their wellbeing generally. They lack access to education and skill development, basic health care and agricultural extension among others and this was noted in the findings of this study

Based on the findings of the research study, poor health outcomes are associated with unemployment among youths. Being unemployed means being sick and having a low level of wellbeing, unemployed youth suffering from simple ailment to complicated health problems as they lack any source of funds to access treatment

It is true that unemployed youths lack regular sources of incomes to help enhance youth wellbeing as study results indicates. Low income levels are rampant among unemployed youths compared to their employed counterparts.

### **Effects of education levels on the wellbeing of the youths**

As study findings shows, education in Napak Town Council do not have formal employmentwhere youth with higher levels of education unlike their counterparts with low schooling have the skills that enable them to compete in job markets.

In Napak town council, illiterate youths are poor with low levels of wellbeing and this was mentioned by the study participants in this study.

Youths with low education lack skills for self employment and this was unearthed by the study. Uneducated youth do not have any skill that can be of value in the job market and as a result they live a poor state of wellbeing without any sustainable income source.

Youths with tertiary education and above have access to basic social services compared to their counterparts with low education because for them have an income that can guarantee access to basic health services, agricultural inputs and nutrition

### **Effect of income levels on the wellbeing of the youth**

As indicated in the data collected from the field, low incomes in Napak town council have fewer assets and lack of income means low saving, consumption and investment portfolios. Youth who do not have regular income sources live miserably low with low state of wellbeing.

Additionally as findings indicated, lack of saving among the youths is associated with low incomes and this is a clear indication that they lack basic necessities of life such as balanced diet, clothing and better health

It is also true that low income levels has contributed to lack of investment among youths in Napak town council as found out by this study. Youth with low /no income do not own any investment that can in return bring some kickbacks. Thus many of lowly income youth are poor with poor state of wellbeing.

Youths with higher incomes have better health outcomes since they are able to afford medication, nutrition and housing. This put high income youth in a status of better wellbeing compared to their counterparts with no/low incomes and this was found out by this study.

Higher incomes is associated with better nutrition among youths in Napak Town council where those youth with low income lack access to balance diets and food of nutritional value. Youth with no income have less than one meal a day and thus they live by chance.

### **5.3 Recommendations**

#### **Effect of unemployment on the wellbeing of the youths**

Youths in Napak Town Council who lack jobs have low level of wellbeing

Unemployment has resulted into lack of decent shelter among the youths in Napak Town council

Unemployed youths in Napak town council do not have access to basic social services

Poor health outcomes is associated with unemployment among youths

Unemployed youths lack regular sources of incomes to help enhance youths wellbeing

#### **Effects of education levels on the wellbeing of the youths**

Youths without education in Napak Town Council do not have formal employment

In Napak town council, illiterate youths are poor with low levels of wellbeing

Youths with low education lack skills for self employment

Youths with tertiary education and above have access to basic social services compared to their counterparts with low education

Unemployed youths in Napak town council experience poor health outcomes

#### **Effect of income levels on the wellbeing of the youth**

Youths with low incomes in Napak town council have fewer assets

Lack of saving among the youths is associated with low incomes

Lows income levels has contributed to lack of investment among youths in Napak town council

Youths with higher incomes have better health outcomes

Higher incomes is associated with better nutrition among youths in Napak Town council

### **5.4 Areas of further studies**

Socio-cultural and demographic determinants of wellbeing of the youth

## REFERENCES

- Arnett, J. (2002). The storm and stress debate. In J. Arnett (Ed.), *Readings on adolescence and emerging adulthood* (pp. 6-16). Upper Saddle River, New Jersey: Pearson Educational.
- Barcan, A. (1988). *Two centuries of education in New South Wales*. Sydney: NSW University Press.
- Bridgland Sorenson, J. G. (2006). *Constraints to youth participation in the current federal political environment*. Master of Social Science, Edith Cowan University, Perth.
- Coburn, A. (2010). Youth work as border pedagogy. In B. Davies & J. Batsleer (Eds.), *What is Youth Work* (pp. 33-46). Exeter: Learning Matters.
- Cohen, S. (1980). *Folk devils and moral panics* (2nd ed.). Oxford: Robinson.
- Cole, J., & Durham, D. (Eds.). (2007). *Generations and globalisation: Youth, age and family in the new world economy*. Bloomington, Indiana: Indiana University Press.
- Davis, N. (1971). The reasons of misrule: youth groups and charivaris in sixteenth century France. *Past and Present*, 50, 41-75.
- Doherty, T. (1988). *Teenagers and teenpics: the juvenilization of American movies in the 1950's*. Boston: Unwin Hyman.
- Dunne, A., Ulicina, D., Murphy, I., & Golubeva, M. (2014). Working with young people: the value of youth work in the European Union. Brussels: European Commission.
- Durham, D. (2004). Disappearing youth: Youth as a social shifter in Botswana. *American Ethnologist*, 31(4), 589-605.
- Dyhouse, C. (1981). *Girls growing up in late Victorian and Edwardian England*. London: Routledge and Kegan Paul.
- Epstein, R. (2007). *The case against adolescence: rediscovering the adult in every teen*. Sanger, California: Quill Driver Books.
- Foucault, M. (1961). *Madness and civilisation*. London: Tavistock.
- Foucault, M. (1984). *The history of sexuality: an introduction*. Harmondsworth: Penguin.
- Gesell, A. (1956). *Youth: the years from ten to sixteen*. London: Hamilton.
- Gillis, J. (1974). *Youth and history: tradition and change in European age relations 1770-present*. New York: Academic Press.
- Griffin, C. (1993). *Representations of youth the study of youth and adolescence in Britain and America*. Cambridge: Polity.
- Hacking, I. (1986). Making up people. In T. C. Heller, M. Sosner & D. Wellbery (Eds.), *Reconstructing individualism* (pp. 222-236). Stanford: Stanford University Press.
- Kett, J. (1977). *Rites of passage adolescence in America 1790 to the present*. New York: Basic Books.
- Lawson, J., & Silver, H. (1973). *A social history of education in England*. London: Methuen.

- Magarey, S. (1978). The invention of juvenile delinquency in early nineteenth century England. *Labour History*, 34, 11-27.
- McFarlan, D. (2000). *The Boys' Brigade: The adventure begins here*. London: The Boys' Brigade.
- McNeill, B., & Worthen, V. (1989). The parallel process in psychotherapy supervision. *Professional Psychology: Research and practice*, 20(5), 329-333.
- Muncie, J. (1983). *The trouble with kids today*. London: Hutchinson.
- Musgrove, F. (1964). *Youth and the social order*. London: Routledge and Kegan Paul.
- Muuss, R. (1996). *Theories of adolescence* (6th ed. ed.). New York: McGraw-Hill.
- Pearson, G. (1983). *Hooligan: a history of respectable fears*. London: Macmillan.
- Polk, K. (1993). Reflections on youth subcultures. In R. White (Ed.), *Youth subcultures: history, theory and the American experience*. Hobart: National Clearinghouse for Youth Studies.
- Population Reference Bureau. (2013). The World's Youth: 2013 data sheet. Washington: Population Reference Bureau.
- Rabinow, P. (Ed.). (1991). *The Foucault Reader: An introduction to Foucault's thought*. London: Penguin.
- Roberts, K. (1983). *Youth and leisure*. London: George Allen and Unwin.
- Schlegel, A. (2009a). A Cross-Cultural Approach to Adolescence. *Ethos*, 23(1), 15-32.
- Schlegel, A. (2009b). Cross - Cultural Issues in the Study of Adolescent Development. In L. Steinberg & R. Lerner (Eds.), *Handbook of Adolescent Psychology: Contextual Influences on Adolescent Development v. 2*. New York: Wiley-Blackwell.
- Seig, A. (1976). Why adolescence occurs. In H. Thornburg (Ed.), *Contemporary adolescence: readings* (pp. 39-45). Monterey: Brooks/Cole.
- Sercombe, H. (1996). *Naming youth: the construction of the youth category*. PhD thesis, Murdoch University, Perth.
- Sercombe, H., Omaji, P., Drew, N., Love, T., Cooper, T. . (2002). Youth and the future: effective youth services for the year 2015. Hobart: National Clearinghouse for Youth Studies.
- Springhall, J. (1984). "The Origins of Adolescence". *Youth and Policy*, 2(3), 20-35.
- Stern, M. (2011). Real or rogue charity? Private health clubs vs. the YMCA, 1970-2010. *Business and Economic History On-Line*, 9. Retrieved from
- The World Bank. (2013). Progression to secondary school Retrieved 13/1/2014, 2014, from
- Woodman, D. (2009). The mysterious case of the pervasive choice biography: Ulrich Beck, structure/agency and the middling state of theory in the sociology of youth. *Journal of Youth Studies*, 12(3), 243-256.

**APPENDICES**  
**APPENDIX I: CONSENT LETTER**

**Dear Respondents**

**Ref. Request to Complete Research Questionnaire**

I am **LUTEKI GODFREY**, a student of Uganda Christian University pursuing a degree of social work and social administration and is currently undertaking a research on a topic '**Effect of social economic factors on the wellbeing of youths in Napak Town council of Napak district**'. You are kindly requested to participate in this research and your selection to this effect has been based on random basis. Please feel free as you respond to the study questions because the information you are to give will only be used for academic purposes, confidential and finally held anonymous before any publication.

Thank you

.....  
**(RESEARCHER)**

**APPENDICES II**  
**APPENDIX I: QUESTIONNAIRE GUIDE FOR TEACHERS**

**SECTION A: REPONDENT'S BIO – DATA**

***INSTRUCTIONS***

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

1. Name: ..... (optional)

.....

2. Age: 15 – 30  31 – 45  46 – 60  60 +

3. Sex: Male  Female

4. Marital status: Single  Married  Divorced  Separated  Widowed

5. Location:

Cell ..... Parish .....

Sub – county .....

6. Levels of education:

None  Primary  Secondary  Tertiary and above

Other (please specify)

.....  
.....

7. Religion: Protestant  Catholics  Muslims  Born again

Others (please specify).....

**RESPONSE SCALE: (Circle Where Appropriate)**

1	2	3	4	5
Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree

<b>SECTION B: UNEMPLOYMENT LEVELS</b>					
1.	Youths in Napak Town Council who lack jobs have low level of wellbeing	1	2	3	4
2.	Unemployment has resulted into lack of decent shelter among the youths in Napak Town council	1	2	3	4
3.	Unemployed youths in Napak town council do not have access to basic social services	1	2	3	4
4.	Poor health outcomes is associated with unemployment among youths	1	2	3	4
5.	Unemployed youths lack regular sources of incomes to help enhance wellbeing	1	2	3	4
<b>SECTION C: EDUCATION LEVELS</b>					
8.	Youths without education in Napak Town Council do not have formal employment	1	2	3	4
9.	In Napak town council, illiterate youths are poor with low levels of wellbeing	1	2	3	4
10.	Youths with low education lack skills for self employment	1	2	3	4
11.	Youths with tertiary education and above have access to basic social services compared to their counterparts with low education	1	2	3	4
12.	Unemployed youths in Napak town council experience poor health outcomes	1	2	3	4
<b>SECTION D: INCOME LEVELS</b>					
16.	Youths with low incomes in Napak town council have fewer assets	1	2	3	4

17.	Lack of saving among the youths is associated with low incomes	1	2	3	4	5
18.	Lows income levels has contributed to lack of investment among youths in Napak town council	1	2	3	4	5
19.	Youths with higher incomes have better health outcomes	1	2	3	4	5
20.	Higher incomes is associated with better nutrition among youths in Napak Town council	1	2	3	4	5
21.	Youths with low incomes face exclusion from developmental programs.	1	2	3	4	5

## **APPENDICES III**

### **INTERVIEW GUIDE FOR LOCAL LEADERS**

Dear Sir/Madam,

I am **Godfrey** student at Uganda Christian University undertaking a research study on the topic '**Effect of social economic factors on the wellbeing of youths in Napak district.**'

You have been selected to participate in the study so that you can give objective information; as such, you are being assured of confidentiality as well as academic target of the study.

---

#### **Interviewing questions**

What is your position?

How does unemployment among the youths contribute to their low wellbeing?

Why is poverty high among the unemployed youths?

How does education level affect the wellbeing of the youths in Napak town council?

Do youths with low education levels have access to basic social services? Give reasons for your answer.

Why does youths with low incomes finds it difficult to own assets?

In which ways does income level influence the wellbeing of youths in Napak town council?

**APPENDIX IV**  
**Work plan schedule**

S/No	ACTIVITY	DURATION
01	Developing questionnaires	2 weeks
02	Data collection	1 week
03	Data processing and analysis	1 week
04	Writing draft and final report	1 week
05	Submission of the report	1 week
	<b>Total Duration</b>	<b>2 (Two Months)</b>

**APPENDICE V**  
**BUDGETARY ESTIMATES**

S/No	ITEM ( S )	Quantity (qty)	Unit cost (Ugshs)	Total Coast (Ugshs)
01	Printing/ photo copying papers	2 ream	20,000	40,000
02	Ruled papers	3ream	16,000	48,000
03	Flash disk	1 (2GB)	40,000	40,000
04	Pens, pencil and note book	Assorted	10,000	10,000
05	Photocopying expenses	45 PAGES	@100	4500
06	Word typesetting expenses	45 PAGES	@1000	45,000
07	Spiral binding expenses	3 BOOKS	@5000	15,000
08	Airtime	lump sum	10,000	10,000
09	Transport expenses	lump sum	50,000	50,000
10	Contingency		50,000	50,000
<b>11</b>	<b>TOTAL</b>			<b>456,000</b>



UGANDA CHRISTIAN  
UNIVERSITY  
A Centre of Excellence in the Heart of Africa  
MBALE UNIVERSITY COLLEGE

Office of the Academic Registrar

To PRINCIPAL TOWNSHIP OFFICER  
NAPAK TOWN COUNCIL

Dear Sir/Madam,

Re: Academic Research

Christian greetings!

Noted. The student proposed  
is permitted to proceed  
and carry out research  
and academic tasks  
since he has been granted  
the above mentioned  
1 MAR 2024 \*

We are honored to introduce to you Mr. Mrs./Miss..... LOTUKEI GODFREY BOX 149, NAPAK  
Of Registration Number; S22|MUC|BSW|023 pursuing a Masters'  
Degree/Postgraduate Diploma / Bachelor's Degree DEGREE

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

EFFECT OF SOCIAL ECONOMIC FACTORS ON THE  
WELL-BEING OF YOUTHS IN NAPAK TOWN COUNCIL, NAPAK  
DISTRICT

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

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

Thank you.

Yours faithfully,

28 FEB 2024



Mr. Akampurira Timothy

Academic Registrar