

# Effect of Parenting Style on Project Managers' Leadership Skills in Kigali City-Case of FERWACOTAMO Projects

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**Abstract:-** The objective of this study was to investigate the effects of parenting styles on project managers' leadership skills, focusing on communication, conflict management, decision making, and emotional intelligence within FERWACOTAMO (Federation of Cooperatives of Motorcycle Drivers) in Kigali City. The study used a crosssectional survey and the study population was FERWACOTAMO cooperative managers, totalling 164 members from 41 cooperatives, with a sample size of 116 determined using Slovin's formula. Data collection involves a questionnaire covering parenting styles, as well as 360-degree feedback for evaluating leadership abilities. Quantitative methods, including descriptive statistics, correlation analysis, and linear regression, were used for data analysis. Regarding communication skills, authoritative parenting style exhibited a statistically significant positive correlation ( $r=0.634$ ,  $p=0.000$ ), indicating that individuals raised with authoritative parenting were more effective communicators. Conversely, authoritarian parenting style showed a negative significant correlation ( $r=-0.296$ ,  $p=0.005$ ), indicating potential communication challenges for those exposed to such parenting. In terms of conflict management skills, authoritative parenting demonstrated a statistically significant positive correlation ( $r=0.576$ ,  $p=0.000$ ), suggesting that individuals raised with authoritative parenting were better at conflict resolution.

In contrast, authoritarian and permissive parenting styles had negative correlations, potentially hindering conflict management abilities. Regarding decision-making skills, authoritative parenting style showed a statistically significant positive correlation ( $r=0.376$ ,  $p=0.000$ ), indicating better decisionmaking abilities for those exposed to authoritative parenting. Authoritarian and neglectful parenting styles exhibited statistically significant negative correlations, potentially impairing decision-making skills.

For emotional intelligence, authoritative parenting style displayed positive correlation ( $r=0.473$ ,  $p=0.000$ ), indicating that individuals raised with authoritative parenting were more adept at understanding and managing emotions. Conversely, neglectful and authoritarian styles exhibited negative correlations, potentially leading to lower emotional intelligence.

This study provides valuable insights into the effect of parenting styles on project managers' leadership skills. The main recommendations of this study are : To conduct parenting awareness programs for staff and the community in general and incorporate emotional intelligence, communication skills, conflict management and decision making in leadership trainings more successful in managing projects and leading teams in African contexts. (Molefe, (2016).Understanding the relationship between parenting style and project managers' leadership skills in African contexts can provide insights into how individuals develop as leaders and how they manage projects in different cultural contexts. This knowledge can inform leadership.

## I. BACKGROUND TO THE STUDY

Globally leadership skills are essential for project managers to effectively manage and lead their teams towards achieving project goals. Parenting style has been proven to have a significant impact on children's social and emotional development. However, there is development programs and strategies for improving project management effectiveness in Africa. (Ogunsaju & Brooks, 2018). In Rwanda, parenting styles are influenced by cultural traditions, family values, and social norms. The relationship between parenting style and project managers' leadership skills is an important topic to consider in Rwandan contexts, as it can impact how individuals develop as leaders and how they manage projects. (Kagwesageye & Mupenzi, 2019).

Rwanda is a collectivist society that values cooperation, collaboration, and community. In such a culture, parenting styles that emphasize communication, cooperation, and consensus-building may be more prevalent. This style of parenting can promote the development of strong leadership skills, such as effective communication and the ability to delegate tasks, which can be valuable in project management. (Gakwaya & Mukamurera, 2018).

In Rwandan families, respect for authority figures, elders, and the community is highly valued. Therefore, authoritarian parenting styles may be more prevalent in some families. This can lead to individuals who adopt an autocratic leadership style that may not be effective in motivating team members and promoting collaboration. However, it is important to note that parenting styles can

vary greatly depending on individual families and their values. Gakwaya & Mukamurera, (2018).

Gender roles and expectations can also impact parenting styles and leadership styles in Rwanda. Traditionally, men have been expected to be dominant and assertive, while women have been expected to be nurturing and caretaking. These gendered parenting styles can influence the leadership styles that project managers adopt. (Kwiringira & Wafula, 2019).

Understanding the relationship between parenting style and project managers' leadership skills in Rwanda can provide insights into how individuals develop as leaders. Limited research on the relationship between parenting style and leadership skills, particularly in relation to project management. (Smith, Johnson & Williams, 2018).

Research suggests that parenting styles that promote autonomy, warmth, and involvement tend to be associated with positive outcomes in children. These positive outcomes include increased self-esteem, confidence, and social skills, which are all important components of effective leadership. On the other hand, parenting styles that are more authoritarian or permissive can lead to negative outcomes in children, such as low self-esteem, lack of initiative, and poor decision-making skills, which can negatively impact their ability to be effective leaders. (Ding, Zhao, Xu & Zhang, 2022).

In many African cultures, parenting styles are heavily influenced by societal expectations, cultural traditions, and religious beliefs. The relationship between parenting style and project managers' leadership skills is an important topic to consider in African contexts, as it can impact how individuals develop as leaders and how they manage projects. (Mbiti, 2015).

In some African societies, a collectivist culture is emphasized, where the needs of the group are prioritized over individual needs. This can lead to parenting styles that prioritize respect for authority figures, obedience, and conformity. In such cultures, authoritarian parenting styles may be more prevalent, leading to individuals who adopt an autocratic leadership style that may not be effective in motivating team members and promoting collaboration. (Ezejiolor, 2019). and how they manage projects in different cultural contexts. This knowledge can inform leadership development programs and strategies for improving project management effectiveness in Rwanda. FERWACOTAMO is a federation of cooperatives of motorcycle drivers in Rwanda. It is constituted by 14 unions and 124 Primary cooperatives with around 80,000 affiliated members across the country. Kigali City has 41 cooperatives with 45 000 members.

However, These cooperatives have a history of general mismanagement. (FERWACOTAMO Report, 2020)

Given the important role of project managers in organizations such as FERWACOTAMO in leading and

managing their teams, it is crucial to understand how parenting style may impact their leadership skills. Identifying the effect of parenting style on project manager's leadership skills can help organizations develop effective training programs to enhance their leadership skills based on their parenting style. This study aims to fill this research gap by investigating the effect of parenting style on project manager's leadership skills.

In African cultures that emphasize community and collaboration, a democratic parenting style that encourages communication, cooperation, and consensus-building may be more prevalent. This style of parenting can promote the development of strong leadership skills, such as effective communication and the ability to delegate tasks, which can be valuable in project management. (Eze, 2016).

Gender roles and expectations can also impact parenting styles and leadership styles in African cultures. In contrast, men may be expected to be dominant and assertive, leading them to adopt an authoritarian parenting style. These gendered parenting styles can influence the leadership styles that project managers adopt. (Kamau, (2015).

Furthermore, cultural values such as respect for elders, interdependence, and community can shape leadership styles in African contexts. Project managers who adopt a leadership style that is respectful of these cultural values may be

## II. STATEMENT OF THE PROBLEM

According to a report by the Project Management Institute (PMI), approximately 55% of projects globally are not completed within their original budget, scope, or timeframe, highlighting the need for effective project leadership. A study by the Project Management Institute (PMI) underscores that ineffective leadership is cited as the primary cause of project failure in 63% of cases, highlighting the critical importance of strong leadership skills in project management (PMI Report, 2020).

The effect of parenting style on project managers' leadership skills has been an area of growing interest and concern in the field of management and organizational behaviour. As project management becomes specifically explored the link between parenting styles and project managers' leadership skills.

Parenting styles, characterized by authoritative, authoritarian, permissive, or neglectful approaches, play a fundamental role in shaping individuals' behavior, attitudes, and interpersonal interactions. How these parenting styles translate into leadership behaviors and abilities in project managers remains an essential and relatively unexplored area.

This study aims to bridge this gap in the literature by examining the relationship between parenting style during childhood and the subsequent development of leadership skills among project increasingly critical in diverse and dynamic business environments, understanding the potential

impact of early life experiences, particularly parenting styles, on leadership development is crucial for optimizing project outcomes and fostering effective team management. Despite extensive research on leadership and its antecedents, limited empirical investigations have managers. By understanding how early life experiences influence leadership qualities, organizations can design targeted training and development programs to enhance project managers' leadership effectiveness, leading to improved project success rates, team performance, and overall organizational outcomes.

- To establish the effect of parenting style on project managers' communication skills
- To determine the effect of parenting style on project managers' conflict management skills
- To investigate is the effect of parenting style on project managers' decision making skills
- To establish the effect of parenting style on project managers' emotional intelligence and attitudes by observing the behavior of others, especially those who are seen as role models or authority figures. The theory posits that individuals learn through a process of observation, imitation, and reinforcement. The learning process is more likely to occur when the model is perceived as competent, similar to the observer, and is rewarded for their behavior. McLeod (2018). Albert Bandura is the main proponent of social learning theory. He is a Canadian psychologist who proposed this theory in the 1970s, building on the work of earlier theorists such as Vygotsky and Skinner.

#### ➤ *Objectives of the Study*

The general objective of the study is to assess the effect of parenting styles on project managers' leadership skills.

#### ➤ *Specific Objectives*

- To establish perceptions of project managers of parenting styles of their parents.
- To establish perceptions of motorcycle drivers on their cooperative managers leadership skills.

#### ➤ *Theoretical Framework*

Several theoretical frameworks have been used to explain the relationship between parenting style and project managers' leadership skills.

#### ➤ *Social Learning Theory*

Social learning theory is a psychological theory that explains how people learn new behaviors and attitudes through observation, imitation, and modeling of others. It emphasizes the role of social factors in shaping behavior, cognition, and emotions. (McLeod ,2018). According to social learning theory, people acquire new behaviors.

Social learning theory is a theory that suggests people learn by observing others and imitating their behavior. This theory is relevant to project management because it highlights the importance of leaders setting an example for

their team members. Project managers must possess strong leadership skills to be effective, and the social learning theory provides insight into how project managers can develop those skills. (Mishra & Sahu, 2019).

This suggests that the influence of these parenting styles on leadership outcomes may not be as pronounced or consistent as that of authoritative parenting. In other words, while these particular parenting styles might impact other aspects of individuals' lives, they might not be strong predictors of leadership effectiveness among project managers specifically. The study conducted by Chen, Liu, and Wang contributes valuable insights to the understanding of how parenting styles interact with leadership effectiveness. By highlighting the significant link between authoritative parenting and transformational leadership, it underscores the role of early upbringing in shaping leadership behaviors that inspire and drive change within teams. Additionally, the study's findings provide a nuanced perspective on the varying impacts of different parenting styles on leadership outcomes, offering researchers and practitioners a deeper understanding of the complex interplay between personal history and professional leadership. One way that project managers can apply the social learning theory is by modeling the behavior they want to see in their team members. For example, if a project manager wants their team members to be punctual and prepared for meetings, they should set an example by arriving early and being well-prepared.

This behavior will be observed by the team members, who will then be more likely to adopt the same behavior. Mishra & Sahu, 2019).

Project managers can also use the social learning theory to encourage team members to collaborate and share knowledge. By facilitating opportunities for team members to work together and learn from each other, project managers can help to create a culture of continuous learning and improvement. (Hsieh& Cho, 2017).

#### ➤ *Self-Determination Theory*

Self-determination theory (SDT) is a psychological theory of human motivation and personality that was developed by psychologists Edward L. Deci and Richard M. Ryan in the 1980s. According to SDT, people have three innate psychological needs that must be satisfied in order to maintain psychological health and well-being: Autonomy: the need to feel in control of one's own life and behavior. Competence: the need to feel capable and effective in one's activities and pursuits. Relatedness: the need to feel connected to and valued by others. (Deci & Ryan, 1985).

Self-determination theory suggests that individuals are more motivated and engaged when they have a sense of autonomy, competence, and relatedness. This theory could be used to examine the relationship between parenting style and project manager's leadership skills by suggesting that individuals raised in households that promoted autonomy, competence, and relatedness may be more likely to exhibit

leadership behaviors that support these values. (Deci & Ryan, 1985).

and the effectiveness of leadership among project managers. The study focused on 292 project managers in China, aiming to shed light on how different parenting approaches might influence leadership outcomes. To achieve this, the researchers employed two established questionnaires: the Parental Authority Questionnaire to assess parenting style and the Multifactor Leadership Questionnaire to gauge leadership effectiveness.

The findings of the study are illuminating. A significant positive relationship emerged between authoritative parenting style and transformational leadership. This implies that project managers who experienced an authoritative parenting style during their upbringing, characterized by a balanced combination of high expectations and emotional support, were more likely to display transformational leadership qualities. Transformational leaders are known for their ability to inspire and encourage their teams, fostering a sense of purpose and growth. However, interestingly, the study did not find significant relationships between either authoritarian or permissive parenting styles and leadership effectiveness.

Kagwesageye and Mupenzi (2019 ) conducted a study to explore the relationship between parenting style and the leadership skills exhibited by project managers in Rwanda. This study contributes to the growing body of research examining how early-life experiences, specifically parenting styles, might influence leadership behaviors and effectiveness in a specific cultural context. In a manner akin to the studies mentioned earlier, Kagwesageye and Mupenzi's research likely involved surveying project managers to ascertain their experiences of parenting styles while growing up and how these experiences translated into their current leadership skills. Although the specific methodologies and instruments used in their study might vary, the

### III. EMPIRICAL REVIEW

The role of effective leadership in project management has received significant attention due to its impact on project success. Researchers have explored various factors contributing to leadership effectiveness. Several studies have examined the relationship between parenting styles and leadership styles and skills among project managers.

Ogunsaju and Brooks (2018) conducted a study in Nigeria, focusing on the impact of parenting styles on leadership styles among 300 working adults. Participants completed a survey questionnaire that assessed both parenting styles and leadership styles. The study revealed noteworthy findings. Specifically, the authoritative parenting style was linked to a positive association with transformational leadership. This suggests that individuals who were raised with authoritative parents, characterized by high expectations and warmth, are more likely to exhibit

leadership behaviors that inspire and motivate others, fostering growth and development. Contrarily, an authoritarian parenting style, marked by strictness and control, was found to be negatively associated with transformational leadership. The findings suggest that individuals who experienced this parenting style might be less inclined to exhibit leadership behaviors focused on fostering positive change and growth within their teams. Furthermore, permissive parenting, characterized by leniency, was negatively associated with transactional leadership, which involves task-oriented leadership behaviors. Neglectful parenting, however, did not show significant effects on leadership styles. Overall, overall focus on understanding the interplay between parenting styles and leadership remains consistent.

The findings of their study, as indicated by the reference to "similar findings," likely align with the broader trend observed in other research studies. This trend typically suggests that certain parenting styles, notably authoritative parenting characterized by warmth and high expectations, are positively associated with effective leadership skills. It is plausible that Kagwesageye and Mupenzi's research discovered a comparable link between authoritative parenting experiences and the development of leadership skills among Rwandan project managers.

However, the remark on the inconclusiveness of findings emphasizes an important aspect of research in this area. Despite the accumulation of studies investigating the impact of parenting styles on leadership, the relationship remains complex and multifaceted. Numerous factors, such as cultural variations, personal experiences, and the diverse nature of leadership itself, contribute to the variability of outcomes. This underscores the need for cautious interpretation of findings and the recognition that while patterns might emerge, there is no universal formula that determines how parenting styles directly translate to leadership skills. In sum, Kagwesageye and Mupenzi's study adds to the mosaic of research by considering the specific context of Rwandan project managers. By recognizing the nuances of cultural influences and individual experiences, their work likely contributes to the broader conversation on parenting styles and leadership skills. The statement on inconclusiveness acts as a reminder that understanding this intricate relationship requires ongoing exploration and a willingness to acknowledge the complexity of human behavior and development.

This study underscores the connection between early upbringing and leadership approaches in adulthood, emphasizing the potential impact of authoritative parenting in nurturing effective transformational leadership qualities.

Similarly, Smith and Johnson (2017) conducted a comparative study to explore the relationship between parenting style and leadership skills among project managers. They collected survey data from project managers across different industries. The study found significant correlations between specific parenting styles and leadership styles. Project managers who were raised by authoritative

parents tended to exhibit transformational leadership styles. Transformational leaders focus on inspiring and empowering their teams, often leading to higher levels of employee satisfaction and performance. On the other hand, project managers with authoritarian parents were more likely to adopt transactional leadership styles, which emphasize reward and punishment based on task completion. Transactional leadership may not be as effective in motivating employees in the long term. This study highlights how the influence of parenting extends into professional contexts, affecting the leadership behaviors

exhibited by project managers. It suggests that a supportive and empowering upbringing might contribute to the development of transformational leadership skills, ultimately benefiting team performance and satisfaction.

On the other hand, Chen, Liu, and Wang (2019) conducted a research study aimed at exploring the intricate relationship between parenting style.

➤ *Conceptual Framework*

Table 1 Conceptual Framework

<b>PARENTING STYLE: IV</b>		<b>PROJECT MANAGERS LEADERSHIP SKILL: DV</b>
<b>AUTHORITATIVE STYLE</b>		
➤ Supportiveness		
➤ Emotional support		
➤ Open communication		
		<b>COMMUNICATION</b>
<b>AUTHORITERIAN STYLE</b>		<b>CONFLICT MANAGEMENT</b>
➤ Strict rule		<b>DECISION MAKING</b>
➤ High expectations		<b>EMOTIONAL</b>
➤ Flexibility or negotiation		
<b>PERMISSIVE STYLE</b>		
➤ Lack of structure and rules		
➤ Avoidance of punishment		
➤ Child's freedom to explore		
<b>NEGLECTFUL STYLE</b>		
➤ Support		
➤ Involvement		
➤ Guidance		

**IV. RESEARCH METHODOLOGY**

The research design for this study is a cross-sectional survey. A survey is a common research method used to collect data from a large population, and it is suitable for this study because it allows for the collection of data on a wide range of variables that may impact project manager's leadership skills. The survey was administered using a questionnaire to the managers of Motorcycles drivers cooperatives in Kigali City to provide their perceptions on parenting styles displayed by their parents as well as members of these cooperatives to provide their perceptions on how these managers display leadership skills in running cooperative projects.

The target population for this study is FERWACOTAMO members cooperative comity members who are ultimately cooperatives' projects managers. As there are 41 cooperatives with 4 members each, which makes 164 members. Therefore, this constitute the study population. The researcher used convenience sampling technique to get the sample. This is a technique whereby selected participants are those who are readily available. As

for the sample size, the researcher used Slovin's formula which is  $n = \frac{N}{1 + Ne^2}$ . Here N=Total population, n=sample size, e=Sampling error. In this case the researcher considered 0.05 as the sampling error. Therefore as there are 164 comity members in Kigali,  $n = \frac{164}{1 + 164 \times (0.05)^2} = \frac{164}{1.41} = 116$ . For each cooperative, the researcher chose one member to provide his perceptions on leadership skills of their managers. That is 41 individuals. Data on parenting styles were collected using a closed self-administered questionnaire while 360-degree feedback technique was used to collect data on project managers' leadership skills. This is a technique used to gather feedback from multiple sources, including team members, peers, supervisors, and stakeholders. This approach provides a comprehensive The survey is divided into two sections: information on parenting style and information on leadership skills. The parenting style section assessed participants' perceptions of their parents' parenting styles and the leadership skills section assessed project managers' leadership skills using a 5 levels Likert scale questionnaire As the researcher used Likert scale in data analysis, 1 is coded as strongly agree, 2=agree, 3=neutral,

4=disagree, 5=strongly disagree. The software used in data processing and analysis is SPSS.

Quantitative methods were utilized to analyse the data. Prior to analysis, the completeness and accuracy of the collected data was verified through data cleaning and preparation, which involves identifying and addressing missing values, outliers, and inconsistencies Descriptive Statistics: The first step in the data analysis process is to conduct descriptive statistics. This involved calculating descriptive statistics such as mean and standard deviations to know the distribution of responses

Correlation Analysis: After conducting descriptive statistics, the next step was to perform correlation analysis. Correlation analysis examined the relationships between different variables, specifically exploring the potential associations between parenting styles and leadership skills exhibited by project managers. By calculating correlation

coefficients (e.g., Pearson's correlation), the study determined the strength and direction of the relationship between these variables. This analysis provided initial insights into whether there is a statistically significant relationship between parenting styles and leadership skills.

View of project managers' leadership skills by collecting feedback from individuals who have direct interactions with them and it uses a structured questionnaire or interview process that aligns with the defined leadership competencies.

Regression analysis: The researcher used Linear Regression . It assumes a linear relationship between the independent and dependent variables. In simple linear regression, there's only one independent variable; in multiple linear regression, there are multiple independent variables.

## V. RESULTS

### ➤ Descriptive Analysis

Table 2 Perceptions on Authoritative Style

Statements	Mean	SD
My parents were aware of my problems or concerns at school.	3.20	1.40
My parent has warm and intimate times together with child.	3.46	1.24
My parent explains the consequences of the child's behavior.	3.51	1.28
My parent gives child reasons why rules should be obeyed.	2.28	.887
My parent takes into account child's preferences in making family plans.	2.67	1.14
My parent allows child to give input into family rules.	3.11	1.28
Valid N (listwise)	<b>3.038</b>	<b>1.20</b>

Results in this table 2 show lowest mean of 2.28 on perceptions regarding how parents give reasons why rules should be obeyed and the highest mean of 3.5 regarding how parents explain the consequences of the child behaviour. This means on average respondents tend to agree with the first statement while they tend to disagree on the later. With regards to standard deviation, the lowest is 0.887 on perceptions on how parents give reasons why rules should

be obeyed and the highest is 1.408 on perceptions on how parents are aware of children' problems at school. This means on the lowest standard deviation, responses were more consistent with each other while on the highest SD, responses were less consistent with each other. Overall, respondents tend to disagree on the many statements(mean=3.038) and responses are not consistent with each other (SD=1.208).

Table 3 Perceptions on Authoritarian Style

Statement	Mean	SD
My parent explodes in anger towards child.	3.14	1.24
My parent uses physical punishment as a way of disciplining our child.	3.18	1.46
My parent punishes by taking privileges away from child with little if any explanations.	3.24	1.20
My parent uses threats as punishment with little or no justification.	3.07	1.37
My parent scolds and criticizes to make child improve.	3.11	1.23
Valid N (listwise)	<b>3.148</b>	<b>1.30</b>

Results in this table 3 show lowest mean of 3.11 on perceptions regarding whether parent scolds and criticizes to make child improve and the highest mean of 3.24 regarding whether parent punishes by taking privileges away from child with little if any explanations.. This means on average respondents tend to disagree with both statements. With regards to standard deviation, the lowest is 1.202 on perceptions on parent punishes by taking privileges away

from child with little if any explanations and the highest is 1.466 on perceptions on parent uses physical punishment as a way of disciplining our child.. This means on the lowest standard deviation, responses were more consistent with each other while on the highest SD, responses were less consistent with each other. Overall, respondents tend to disagree on many statements(mean=3.148) and responses are not consistent with each other (SD=1.302).

Table 4 Perceptions on Permissive Style

Statement	Mean	SD
My parent states punishments to child and does not actually do them.	3.00	1.37
My parent carries out discipline after child misbehaves.	3.19	1.42
My parent allows child to annoy someone else.	3.03	1.20
My parent appears unsure on how to solve child’s misbehavior.	3.00	1.24
My parent finds it difficult to discipline child.	2.89	1.28
Valid N (listwise)	<b>3.022</b>	<b>1.30</b>

Results in this table 4 show lowest mean of 2.89 on perceptions regarding whether parent finds it difficult to discipline child and the highest mean of 3.19 regarding whether parent carries out discipline after child misbehaves.. This means on average respondents tend to disagree with the first statements and tend to disagree on the second. With regards to standard deviation, the lowest is 1.203 on perceptions on whether parents allow child to annoy

someone else and the highest is 1.421 on perceptions on whether parents carries out discipline after child misbehaves.. This means on the lowest standard deviation, responses were more consistent with each other while on the highest SD, responses were less consistent with each other. Overall, respondents tend to disagree on the many statements(mean=3.022) and responses are not consistent with each other (SD=1.305).

Table 5 Perceptions on Neglectful Style

Statement	Mean	SD
My parent(s) did not provide me with emotional support.	3.26	1.23
My parent(s) were not involved in my school activities	3.52	1.34
My parent(s) did not set clear expectations or boundaries for my behavior.	3.14	1.28
My parent(s) did not provide me with guidance or advice when I needed it.	3.03	1.17
I felt neglected by my parents	3.14	1.29
Valid N (listwise)	<b>3.21</b>	<b>1.24</b>

Results in this table 5 show lowest mean of 3.03 on perceptions regarding whether parent(s) did not provide me with guidance or advice when I needed it. 3.52 regarding whether parent(s) were not involved in my school activities.

provide me with guidance or advice when I needed it and the highest is 1.343 on perceptions on whether parent(s) were not involved in my school activities. This means on the lowest standard deviation, responses were more consistent with each other while on the highest SD, responses were less consistent with each other. Overall, respondents tend to disagree on the many statements(mean=3.21) and responses are not consistent with each other (SD=1.246).

This means on average respondents tend to agree with both statements. With regards to standard deviation, the lowest is 1.175 on perceptions on whether parent(s) did not

Table 6 Perceptions on Leadership Skills

Statement	Mean	SD
The manager of our project is able to communicate effectively with his team members.	3.21	1.44
The manager of our project is able to resolve conflicts within his team effectively.	3.16	1.42
The manager of our project is able to take timely and informed decision along the life cycle of our project	3.16	1.49
The manager of our project is able to understand and manage one's own emotions and the emotions of others effectively	3.11	1.53
Valid N (listwise)	<b>3.16</b>	<b>1.47</b>

Results in this table 6 show lowest mean of 3.11 on perceptions regarding whether The manager of our project is able to understand and manage one's own emotions and the emotions of others effectively. 3.21 regarding whether The manager of our project is able to communicate effectively with his team members... This means on average respondents tend to agree with both statements. With regards to standard deviation, the lowest is 1.421 on perceptions on whether The manager of our project is able to resolve conflicts within his team effectively and the highest

is 1.532 on perceptions on whether The manager of our project is able to understand and manage one's own emotions and the emotions of others effectively. This means on the lowest standard deviation, responses were more consistent with each other while on the highest SD, responses were less consistent with each other. Overall, respondents tend to disagree on the many statements(mean=3.16) and responses are not consistent with each other (SD=1.475).

➤ Correlation Analysis

Table 7 Correlation between Parenting Styles and Project Managers’ Communication Skills

Parenting styles		Communication Skills
Authoritative style	Pearson Correlation	.634**
	Sig. (2-tailed)	.000
Authoritarian style	Pearson Correlation	-.296**
	Sig. (2-tailed)	.005
Permissive style	Pearson Correlation	-.062
	Sig. (2-tailed)	.564
Neglectful style	Pearson Correlation	-.366**
	Sig. (2-tailed)	.000

The correlation results in table 7 shows that there is a statistically significant positive correlation between authoritative parenting style and project managers’ communication skills( $r=0.634$ ,  $p=0.000$ ). These results indicates that the more a person faces authoritative parenting style in his or her upbringing the more he/she is able to communicate effectively. As for this authoritarian style, the results show a negative significant correlation with communication skills( $r=-0.296$ , $p=0.005$ ) which means the more a person is exposed to authoritarian style in his

upbringing the less he/she is able to communicate effectively. As for permissive style,the results show a slightly insignificant positive correlation with communication skills( $r=0.062$ , $p=0.564$ ) while for neglectful parenting style,the results show a statistically significant negative correlation with communication skills( $r=-0.366$ , $p=0.000$ ).This means the more a person is exposed to neglectful parenting style in his/her upbringing the less he/she is able to communicate effectively.

Table 8 Correlation between Parenting Styles and Project Managers’ Conflict Management Skills

Parenting Styles		Conflict Management Skills
Authoritative style	Pearson Correlation	.576**
	Sig. (2-tailed)	.000
Authoritarian style	Pearson Correlation	-.061
	Sig. (2-tailed)	.571
Permissive style	Pearson Correlation	-.340**
	Sig. (2-tailed)	.001
Neglectful style	Pearson Correlation	-.188
	Sig. (2-tailed)	.076

The correlation results in table 8 show that there is a statistically significant positive correlation between authoritative parenting style and project managers’ conflict management skills ( $r=0.576$ ,  $p=0.000$ ).These results indicates that the more a person faces authoritative parenting style in his or her upbringing the more he/she is able to solve conflict. As for this authoritarian style, the results show a negative insignificant correlation with conflict management skills( $r=-0.61$ , $p=0.571$ ) which means the more a person is

exposed to authoritarian style in his upbringing the less he/she is able to solve conflicts. As for permissive style,the results show a negative significant correlation with conflict management skills ( $r=-0.340$ , $p=0.001$ ) while for neglectful parenting style,the results show a statistically insignificant negative correlation with conflict management skills ( $r=-0.188$ , $p=0.076$ ).This means the more a person is exposed to neglectful parenting style in his/her upbringing the less he/she is able to solve conflicts.

Table 9 Correlation between Parenting Styles and Project Managers’ Decision Making Skills

Parenting Styles		Effective Decision Making
Authoritative style	Pearson Correlation	.367**
	Sig. (2-tailed)	.000
Authoritarian style	Pearson Correlation	.281**
	Sig. (2-tailed)	.007
Permissive style	Pearson Correlation	-.217*
	Sig. (2-tailed)	.040
Neglectful style	Pearson Correlation	-.273**
	Sig. (2-tailed)	.009

The correlation results in table 9 show that there is a statistically significant positive correlation between authoritative parenting style and project managers’ decision making skills ( $r=0.376$ ,  $p=0.000$ ).These results indicates that

the more a person faces authoritative parenting style in his or her upbringing the more he/she is able to take decision effectively. As for this authoritarian style, the results show a statistically significant positive correlation with decision



making skills( $r=0.281, p=0.007$ ) which means the more a person is exposed to authoritarian style in his upbringing the more he/she is able to take decision. As for permissive style, the results show a slightly insignificant negative correlation with decision making skills ( $r=-$

$0.217, p=0.05$ ) while for neglectful parenting style, the results show a statistically significant negative correlation with decision making skills ( $r=-0.273, p=0.009$ ). This means the more a person is exposed to neglectful parenting style in his/her upbringing the less he/she is able to take decision.

Table 10 Correlation between Parenting Styles and Project Managers' Emotional Intelligence

Parenting Styles		Emotional Intelligence
Authoritative style	Pearson Correlation	.473**
	Sig. (2-tailed)	.000
Authoritarian style	Pearson Correlation	-.234*
	Sig. (2-tailed)	.026
Permissive style	Pearson Correlation	.088
	Sig. (2-tailed)	.409
Neglectful style	Pearson Correlation	-.394**
	Sig. (2-tailed)	.000

The correlation results in table 10 show that there is a statistically significant positive correlation between authoritative parenting style and project managers' emotional intelligence ( $r=0.473, p=0.000$ ). These results indicate that the more a person faces authoritative parenting style in his or her upbringing the more he/she is able to understand and manage his/her emotions and those of others. As for this authoritarian style, the results show a negative significant correlation with emotional intelligence ( $r=-0.234, p=0.026$ ) which means the more a person is exposed to authoritarian style in his upbringing the less he/she is able to understand and manage his/her emotions and those of others. As for permissive style, the results show a slightly insignificant positive correlation with emotional intelligence ( $r=0.088, p=0.409$ ) while for neglectful parenting style, the results show a statistically significant negative correlation with emotional intelligence ( $r=-0.394, p=0.000$ ). This means the more a person is exposed to neglectful parenting style in his/her upbringing the less

he/she is able to understand and manage his/her emotions and those of others.

➤ Regression Analysis

Table 11 Model Summary

Adjusted R Square	Adjusted R Square	Adjusted R Square
.370	.370	.370

The study sought to examine the combined effect of all predictor variables on the dependent variable Table 11 shows that the overall  $R^2 = 0.399$  which indicates 39.9% percent of the variation in the dependent variable is explained by the independent variables measures that are included in the model. The remaining 60.1% variation in the dependent variable is explained by other factors not included in the model.

Table 12 Anova<sup>a</sup>

Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	547.7	4	136.9	14.0	.000 <sup>b</sup>
Residual	826.6	85	9.7		
Total	1374.4	89			

The regression analysis results provide valuable insights into the relationship between the predictors and the dependent variable. The sum of squares (SS) for the regression model indicates that it explains a total of 547.701 units of variation in the dependent variable. The degrees of freedom (df) for the regression model are 4, indicating that there were 4 independent pieces of information used in the analysis. The mean square (MS) for the regression model is calculated by dividing the sum of squares by the degrees of freedom, resulting in an average variation of 136.925 units explained by each predictor. The F-statistic, which measures the significance of the relationship between the predictors and the outcome variable, is found to be 14.078. The p-value (Sig.) associated with the F-statistic is very close to 0 (.000b), indicating that the regression model's relationship is highly statistically significant. This means that the predictors in the model have a significant impact on the dependent variable. Moving on to the residuals, the sum of squares for

residuals represents the variation that is not explained by the regression model. In this case, the residuals account for 826.699 units of unexplained variation.

The degrees of freedom for residuals are 85, representing the number of data points minus the number of predictors in the model.

The mean square for residuals is calculated by dividing the sum of squares for residuals by the degrees of freedom for residuals, resulting in an average unexplained variation of 9.726 units per data point. This residual variation represents the extent to which the model does not capture the full complexity of the data. The degrees of freedom for the total sum of squares are calculated as the total number of data points minus 1. The mean square for the total sum of squares is calculated by dividing the total sum of squares by the total degrees of freedom, representing the overall

variation per data point. In summary, The ANOVA results suggest that the regression model, which includes the independent variables (predictors), is statistically significant in explaining the variation in the dependent variable (outcome). The predictors collectively account for a significant amount of variation (547.701 units) in the dependent variable. The F-statistic is significant ( $p < 0.05$ ),

further supporting the model's significance. However, there is still some unexplained variation (residuals) in the dependent variable, as indicated by the residual sum of squares (826.699 units). Overall, the model explains a substantial portion of the total variation (1374.400 units) in the dependent variable.

Table 13 Regression Coefficientsa

Model	Unstandardized Coefficients		Standardized Coefficients		t	Sig.
	B	S.E	Beta			
(Constant)	B	S.E			1.34	.183
Authoritative style	7.40	5.51	.513		4.22	.000
Authoritarian style	.39	.09	.078		.69	.487
Permissive style	.07	.10	-.001		-.01	.992
Neglectful style	-.001	.10	-.245		-2.06	.042

The table displays the results of a multiple regression analysis, providing information about the unstandardized coefficients, standardized coefficients, t-values, and significance levels for each predictor variable.

Unstandardized Coefficients (B): The unstandardized coefficients represent the change in the dependent variable for a one-unit change in the predictor variable while holding all other predictors constant.

The constant (intercept) has a coefficient of 7.408, indicating the predicted value of the dependent variable when all predictor variables are zero.

The coefficient for the predictor variable "Authoritative style" is 0.395. It suggests that for every one-unit or degree increase in "authoritative style," the dependent variable is expected to increase by 0.395 units, holding all other predictors constant.

The coefficient for the predictor variable "authoritarian style" is 0.071. It indicates that for every one-unit or degree increase in "authoritarian style," the dependent variable is expected to increase by 0.071 units, holding all other predictors constant. The coefficient for the predictor variable "permissive style" is -0.001. It implies that for every one-unit increase in "permissive style," the dependent variable is expected to decrease by 0.001 units, holding all other predictors constant.

Deviation increase in "Neglectful style" is associated with a 0.245 standard deviation decrease in the dependent variable.

T-values: The t-values represent the significance of the coefficients, indicating how many standard errors the coefficient is from zero. Larger absolute t-values suggest a more significant relationship between the predictor variable and the dependent variable.

The t-value for "authoritative style" is 4.226, indicating a highly significant relationship between "authoritative style" and the dependent variable ( $p < 0.001$ ).

The t-value for "authoritarian style" is 0.698, indicating that the relationship between "authoritarian style" and the dependent variable is not statistically significant ( $p = 0.487$ ).

The t-value for "permissive style" is -0.010, also suggesting that the relationship between "permissive style" and the dependent variable is not statistically significant ( $p = 0.992$ ).

The t-value for "neglectful style" is -2.069, indicating a significant relationship between "neglectful style" and the dependent variable ( $p = 0.042$ ).

Significance (Sig.): The significance level (pvalue) represents the probability of observing the relationship between the predictor variable and the dependent variable by chance. A p-value less than the chosen significance level (usually 0.05) indicates a statistically significant relationship.

The significance level for "authoritative style" is 0.000 (represented as .000), indicating a highly significant relationship.

The significance level for "authoritarian style" is 0.487, which is greater than 0.05, indicating.

The coefficient for the predictor variable "neglectful style" is -0.223. It suggests that for every one-unit increase in "neglectful style," the dependent variable is expected to decrease by 0.223 units, holding all other predictors constant.

Standardized Coefficients (Beta): The standardized coefficients (Beta) represent the change in the dependent variable in standard deviation units for a one-standard deviation change in the predictor variable. The standardized coefficient for "Authoritative style" is 0.513. It indicates that a one-standard deviation increase in "Authoritative style" is associated with a 0.513 standard deviation increase in the dependent variable. The standardized coefficient for "authoritarian style" is 0.078. It suggests that a one-standard deviation increase in "authoritarian style" is associated with a 0.078 standard deviation increase in the dependent

variable. The standardized coefficient for "permissive style" is - 0.001, indicating that a one-standard deviation increase in " permissive style " is associated with a negligible change in the dependent variable. The standardized coefficient for "Neglectful style" is -0.245. It suggests that a one-standard that the relationship is not statistically significant.

The significance level for "permissive" is 0.992, also greater than 0.05, indicating a lack of statistical significance.

The significance level for "neglectful" is 0.042, indicating a statistically significant relationship. In summary, the regression analysis suggests that the "authoritative style" predictor variable has a highly significant positive relationship with the dependent variable. On the other hand, the "authoritarian style" and "permissive style" predictor variables do not show significant relationships. However, the "neglectful" predictor variable has a significant negative relationship with the dependent variable. The standardized coefficients indicate the strength and direction of these relationships in standard deviation units. These findings provide valuable insights into the impact of different parenting styles on the dependent variable and can guide decision-making and further research in the field.

## VI. CONCLUSION

In conclusion, this study has provided valuable insights into the effects of different parenting styles on project managers' leadership skills, particularly in the context of FERWACOTAMO – a Federation of Cooperatives of motorcycle drivers in Kigali City.

Regarding communication skills, the findings demonstrate that authoritative parenting positively influences project managers' communication abilities, while authoritarian and neglectful parenting styles have negative impacts. Individuals raised with authoritative parenting exhibit better communication skills, fostering open and constructive communication patterns within the family, which translates into enhanced interpersonal communication in the workplace. Conversely, those exposed to authoritarian or neglectful parenting may face challenges in effective communication, adopting topdown communication patterns or struggling to express themselves clearly.

For conflict management skills, authoritative parenting style once again shows a positive correlation, enabling project managers to solve conflicts effectively. In contrast, authoritarian parenting style has a detrimental effect on conflict resolution abilities, leading to challenges in solving conflicts. Permissive parenting style also shows a negative significant correlation, suggesting potential drawbacks in conflict management skills. The findings underscore the importance of recognizing the influence of parenting styles on managerial communication and conflict resolution, advocating for targeted training programs to enhance these skills among project managers.

In terms of decision-making skills, authoritative parenting emerges as a significant positive factor, empowering project managers to make effective decisions. Authoritarian and neglectful parenting styles, on the other hand, show negative correlations, indicating potential hindrances in decision-making abilities. Understanding the impact of parenting styles on decision-making skills can help develop support systems and training programs to bolster decision-making capabilities among project managers.

Lastly, the study explored emotional intelligence skills, and once again, authoritative parenting style shows a statistically significant positive correlation. Project managers who experienced authoritative parenting tend to understand and manage their emotions and those of others effectively. In contrast, authoritarian parenting negatively impacts emotional intelligence, leading to challenges in understanding and managing emotions. The findings emphasize the need to provide support and training to project managers who have experienced neglectful parenting, as it may impede their emotional intelligence development.

## RECOMMENDATIONS

➤ *Based on the Findings of this Study, Several Recommendations can be Made:*

- To organize Training and Development Programs focusing on enhancing communication skills of project managers.
- To organize Parenting Awareness Programs that educate parents about the impact of different parenting styles on their children communication skills.
- To organize Leadership Development programs emphasizing on different leadership skills and influence of parenting styles an incorporate emotional intelligence in these program.

## SUGGESTIONS FOR FURTHER RESEARCH

- To Conduct longitudinal studies to examine the long-term effects of parenting styles on communication skills, conflict management skills, decision-making skills, and emotional intelligence in project managers. By following individuals from childhood to adulthood, researchers can better understand the developmental trajectories and potential changes in these skills over time.
- To conduct Cross-Cultural Studies to Explore the influence of parenting styles on project managers' skills in different cultural contexts. Investigate how cultural norms and values may interact with parenting styles to shape communication, conflict management, decision-making, and emotional intelligence abilities. Comparative studies across diverse cultural settings can provide valuable insights into the universal and culturally specific aspects of these relationships.
- To Conduct qualitative research to gain a deeper understanding of the experiences, perceptions, and

subjective interpretations of project managers regarding the influence of parenting styles on their skills.

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