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**CHILDREN’S OUT-OF-SCHOOL EXPERIENCES AND ASSOCIATED BEHAVIORAL
OUTCOMES IN ADDIS ABABA: THE MEDIATING ROLE OF FAMILY AND
COMMUNITY ENGAGEMENTS**

BY

MANAYE ADELA ALAMIREW

ADDIS ABABA UNIVERSITY

COLLEGE OF EDUCATION AND LANGUAGE STUDIES

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Children's Out-Of-School Experiences and Associated Behavioral Outcomes in
Addis Ababa: The Mediating Role of Family and Community Engagements

By

Manaye Adela Alamirew

Advisor: Belay TeferaKibret (Professor)

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Declaration

I, the undersigned, declare that “*Children’s Out-of-School Experiences and Associated Behavioral Outcomes in Addis Ababa: The Mediating Role of Family and Community Engagements*” is my own original work PhD dissertation research work under my supervisor Prof. Belay Tefera. All the sources that I have used or quoted have been acknowledged by means of complete reference and that this work has not been submitted for any degree at any institution.

Candidate:

Manaye Adela

Name

Signature

Date

Addis Ababa University

College of Education and Language Studies

School of Psychology

Approval of Board of Examiners

This is to certify that the dissertation prepared by Manaye Adela Alamirew entitled: “*Children’s Out-of-School Experiences and Associated Behavioral Outcomes in Addis Ababa: The Mediating Role of Family and Community Engagements*” and submitted to partial fulfillment of the requirements for the degree of philosophy in Applied Developmental Psychology complies with the regulations of the university and meets the accepted standards with respect to originality and quality.

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Head,Department	Signature	Date

Addis Ababa University

College of Education and Language Studies

School of Psychology

The dissertation work entitled: “*Children’s Out-of-School Experiences and Associated Behavioral Outcomes in Addis Ababa: The Mediating Role of Family and Community Engagements*” has been prepared under my supervision as a university advisor and I recommend that it is accepted as it fulfills the necessary requirements.

Belay TeferaKibret(Professor)

Name

Signature

Date

Contents	Page
Declaration.....	ii
Table of Contents.....	iii
List of Tables.....	v
List of Figures.....	vi
List of Graphs.....	vii
Acknowledgements.....	viii
Acronyms and Abbreviations.....	ix
Abstract.....	11
Chapter 1: Introduction.....	12
1.1. Background.....	12
1.2. Statement of the Problem.....	17
1.3. Research Questions.....	24
1.4. Significance.....	25
1.5. Delimitation/Scope.....	25
1.6. Operational Definitions.....	26
Chapter 2: Review of Related Literature.....	28
2.1. Overview.....	28
2.2. Theoretical Justification.....	28
2.2.1. Bronfenbrenner's Ecological Systems Theory.....	29
2.2.2. Social Cognitive Theory.....	32
2.2.3. Developmental Niche Model.....	33
2.3. Children's Out-of-School Experiences in Context.....	34
2.3.1. Family engagements in child experience.....	35
2.3.2. Children's Out-of-School Engagement.....	43
2.4. Child Behavioral Outcomes.....	53
2.5. Empirical Justification.....	63
2.6. Conceptual Framework.....	67
2.7. Summary and Implications.....	68
Chapter 3: Research Methods.....	75

3.1. Study Design.....	75
3.2. Locale and Participants.....	76
3.3. Samples and Sampling Techniques.....	78
3.3.1. Sampling Procedure.....	78
3.3.2 Sample size.....	80
3.4. Data Gathering Tools and Data Collection Procedures.....	81
3.4.1. Measuring Instrument and Construction.....	82
3.4.2. Validation of Tools.....	86
3.4.3. Administration.....	90
3.5. Methods of Data Analysis.....	91
3.6. Ethical Considerations	94
Chapter 4: Data Analysis, Findings and Discussion	95
4.1. Introduction.....	95
4.2. Response Rate.....	96
4.3. Respondents' Background.....	96
4.4. Child Out-of-School Engagement.....	98
4.5. Family Engagement.....	107
4.6. Community Engagement	114
4.7. Child Behavioral Outcomes.....	121
4.7.1. Self regulation.....	122
4.7.2. Social competence	125
4.7.3. Academic achievement.....	129
4.8. Mediating Role of Family and Community Engagement.....	129
4.9. Discussion.....	133
Chapter 5: Summary, Conclusion, and Recommendations	140
5.1. Summary.....	140
5.2. Conclusion.....	143
5.3. Recommendations.....	146
References.....	148
Appendices	

List of Tables

Table	Page
Table 3.1 Population (in focus) of the study and sample selected.....	80
Table 3.2 Sample size from sub-cities	81
Table 3.3 Tools for data collection	82
Table 3.4 Chronbach Alpha of variables	89
Table 4.1 Respondents' demographic characteristics.....	97
Table 4.2 Descriptive of children's out-of-school experiences	99
Table 4.3 Descriptive on parental physical availability, care, and support	108
Table 4.4 Descriptive on guidance and follow up	110
Table 4.5 Descriptive statistics of peer interaction	115
Table 4.6 Descriptive statistics of neighbourhood relationship	118
Table 4.7 Descriptive statistics of self-regulation	123
Table 4.8 Descriptive statistics of social competence	126
Table 4.9 Correlation coefficient of variables	130
Table 4.10 Model summary of the variables.....	131
Table 4.11 Analysis of variance	131
Table 4.12 Coefficients of variables	131

List of Graphs

	Graph	Page
Graph 2.2. Conceptual framework.....		71
Graph 3.1 Histogram that shows normality of the distribution		93
Graph 3.2 Linearity between the dependent and independent variables		94

List of Figures

Figure	Page
Figure 2.1. The child and the environment containing systems.....	35
Figure 3.1. Convergent Parallel Mixed Methods Design.....	77
Figure 3.2. Map of Addis Ababa, with Sub-Cities.....	79
Figure 3.3. Respondents' category and sampling procedure.....	80
Figure 3.4. Instrument Validation Procedure	89

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Acronyms and Abbreviations

AMOS	Analysis of Moment Structure
ASOS	Aftercare and School Observation System
AcaAch	Academic Achievement
CBO	Child Behavioral Outcome
CBOSC	Child Behavioral Outcome – Social Competence
CBOSR	Child Behavioral Outcome – Self Regulation
CCI	Child-Child Interaction
CE	Community Engagement
CFA	Confirmatory Factor Analysis
COSE	Child Out-of-School Experiences
CPR	Community - Peer Relation
CRPR	Child-Rearing Practices Report
CS	Condominium Sites
ECC	Early Childhood Care
ECCE	Early Childhood Care and Education
ECD	Early Childhood Development
EFA	Exploratory Factor Analysis
FCaS	Family Care and Support
FDES	Family Dynamic Environment Scale
FE	Family Engagement
FES	Family Environment Scale
FFI	Family-to-Family Interaction
FGuF	Family Guidance and Support
FPPA	Family or Parental (Guardian) Physical Availability
GLM	General Linear Model

HEI	Home Environment Inventory
HSQ, HSQ-R	Home Situations Questionnaire
NCR	Community – Neighborhood Relation
OSE	Out-of-School Experiences
OuP	Outdoor Play
PACHIQ	Parent-Child Interaction Questionnaire
PACQ	Parent Adult-Child Relationship Questionnaire
PCA	Principal Component Analysis
PCI	Parent-Child Interaction
PCRI	Parent-Child relationship Inventory
PPMLS	Pre-primary Primary and Middle Level School
SEM	Structural Equation Modelling
SPSS	Statistical Package for Social Sciences
TV	Television
UNCRC	United Nations Convention on Rights of the Child
VIF	Variance Inflation Factor

Abstract

Out-of-school experiences refer to the practices and activities in which children engage during their out-of-school time. The main purpose of this study was to examine the out-of-school experiences of children in Addis Ababa and the associated behavioral outcomes, as well as the mediating role of parents, and the community. The study employed a convergent parallel mixed methods design. Child participants (n = 460) from primary schools were selected using simple random sampling and were asked to complete a questionnaire with assistance of data gatherers. Interview respondents/parents and observation settings were selected using purposive sampling. The tools used for data collection included Likert-type three-point scale questionnaires, interviews, and observation check-lists. The questionnaire contained items that measure out-of-school experiences, family engagement, community engagement, and behavioral outcomes. Quantitative data analysis was conducted using SPSS 25, while path analysis in structural equation modelling was performed using AMOS software. Qualitative data analysis involved a case-by-case thematic analysis approach. The findings revealed that a great deal of number of children spend a considerable amount of time engaged with screens, watching TV and playing mobile games. This excessive screen time confines their social interaction and negatively impacts their self-regulation. According to the findings of this study, unmonitored out-of-school experiences have a detrimental effect on behavioral outcomes, including social competence, self-regulation, and academic performance. Overall, the results of the study indicate that out-of-school experiences significantly influence children's behavioral outcomes. Family engagement was found to mediate the relationship between out-of-school experiences and behavioral outcomes. While neighborhood engagement was found to be correlated with the variables under investigation, its influence on behavioral outcomes was not statistically significant, despite the finding that interview responses indicated as community engagement plays a crucial role. As per the findings, it is recommended that COSEs should be monitored. Empowering children to plan their outside school activities is helpful to make positive experiences as part of their daily practices. Screen time must be monitored with goodwill of children and parental guidance or support.

Key Words: Out-of-school experience, screen time, mediation, family engagement, community engagement, self-regulation, social competence, academic achievement

Chapter 1: Introduction

1.1. Background

Children's behavior is shaped not only by their experiences at school but also by their activities, environments, and interactions outside of school. This implies that childhood experiences are part and parcel of combination of various factors that influence children's development. The in and out of school experiences of children have significant impact on their behavior. Research has shown that children, who have positive experiences and interactions with their environment, including activities outside school, tend to exhibit better behavioral change. These positive experiences can include participating in play, sports, music, art, or clubs, which can enhance their social, emotional, and cognitive development. By engaging in such activities, children can improve their self-regulation, confidence, cooperation, and problem-solving skills, ultimately leading to better behavioral outcomes (Fauth, Roth & Brooks-Gunn, 2007; Ingoldsby & Shaw, 2002). Conversely, negative experiences, such as being exposed to neglect, and violence, bullying, gambling, or abuse, can have adverse effects on children's behavior and disrupt their optimal development. These experiences can result in emotional and behavioral problems, such as unease, lack of self-control, aggression, and misbehavior.

The quality of out-of-school experiences is crucial in determining children's behavioral outcomes. It is essential to provide children with opportunities for positive experiences that allow them to explore their interests, develop new skills, and meaningfully interact with people in their environment where they live. By doing so, adults can promote healthy development and help children reach their full potential (Rogoff, 2003). This indicates that childhood experiences in general and out-of-school experiences of children in particular, have a significant influence on

children's behavioral outcomes. However, the type and level of influence varies based on the nature of experiences.

OSEs, and children's interactions that occur outside of formal educational settings, can include playing with friends, participating in community events or sports clubs, attending religious services, and many other types of extracurricular activities. Studies conducted by Beckett et al. (2009); Coley, Morris, and Hernandez (2004); Mahoney, Vandell, Simpkins, and Zarrett, (2009); and Vandivere et al. (2003) show that these experiences can greatly impact CBOs. Children who regularly engage in positive OSEs tend to have better social skills, higher self-esteem, and more positive attitudes toward school and learning. On the other hand, children who are deprived of access to adaptive experiences may be at a higher risk for mental health issues, academic difficulties, and behavioral problems.

In the out-of-school experiences, various environmental factors, including family-related factors such as parenting and daily practices, interactions with friends like play, and other socio-cultural determinants, can influence children's socio-emotional development. In this regard, parenting is a critical or influential factor that significantly affects children's development. Positive parenting practices, such as showing care, warmth, and support, promoting healthy disciplining, and encouraging children's interests, create a nurturing environment that fosters optimal behavioral outcomes. Conversely, negative parenting practices like neglect, harsh or inconsistent discipline, and lack of emotional support can have harmful effects on children's development (Barbakoff & Yo, 2002; Fauth, Roth & Brooks-Gunn, 2007).

Peer interaction through play has a significant role in children's development. As part of influence, play provides opportunities for children to learn social skills, such as sharing,

cooperation, and conflict resolution. Furthermore, play significantly contributes for development of cognitive and physical skills, leading to better social, emotional, and behavioral outcomes (Ingoldsby & Shaw, 2002; Ladd, 2005; Nsamenang, 2006). These factors are influential in the early years when children are in a situation of interacting and forming relationships that impact various aspects of changes, including social, emotional, behavioral, academic, and moral development (e.g., Neighborhood Support Child Care Project - NSCCP, 2004).

Children initially gain early experiences through interaction with family members, then as they grow older; their interactions extend to include neighbors. These experiences encompass practices that occur within different contexts, such as at home and in the community. These are known as out-of-school experiences (OSEs). These contexts, which integrate children with family and community engagements, influence behavioral outcomes (Ray & Jat, 2010; Shaffer & Kipp, 2014; Search Institute, 2009).

Children's experiences and relationships form the groundwork for a broader variety of afterward developmental outcomes that are essential for self-regulation and academic achievement. Moreover, children's ways of interacting influence behavioral outcomes such as self-regulation, including their ability to control aggressive impulses and resolve conflicts non-violently. This encompasses their ability to differentiate what is right or what is wrong, acceptable or unacceptable, helping or harming, and to develop and maintain casual friendships and intimate relationships with others (National Scientific Council on the Developing Child, NSCDC, 2004).

During OSEs, contexts are viewed as environments or settings that espouse children, their family, and the community which influence behavioral outcomes. These contexts involve social

interaction and relationships. According to Bronfenbrenner (1994), a child is at the center of a system composed of circles of context within the overall environment. In such contexts, there are individual differences in the types and levels of experiences.

Different levels and types of everyday experiences within children's living environments are associated with behavioral outcomes, such as self-regulation and social competence (Smyke et al., 2007). The out-of-school environment, which influences behavioral outcomes, includes interactions with peers, family, relatives, and community members (Ingoldsby et al., 2012). The nature or type of living environment is therefore crucial for determining the experiences to which children are exposed. Based on the type of setting, experiences can have positive or negative impacts. Positive experiences have a constructive advantage for behavioral outcomes, while negative experiences are destructive. For instance, Kardefelt-Winther (2017) has shown that children's engagement with digital technology is increasing globally, but there are concerns whether such engagement is helping or harming. Constructive child engagement is crucial for overall positive development, especially in terms of behavioral outcomes such as self-regulation, social competence, and academic performance.

Eminent OSEs encompass all activities, interactions, services, protections, and provisions offered and acquired (Lamb, Bornstein & Douglas; Belsky in Belay & Hawaz, 2015). It is important to note that quality early experiences are socially constructed, culturally bound, and context-specific (Arnold indicated Belay & Hawaz, 2015; Ingoldsby & Shaw, 2002; Smyke et al., 2007). Salkind (2002) highlights the critical role of OSEs in developing social skills. Salkind also mentions that there are over 28 million children whose parents work outside the home or far away from home. As a result, these children engage in activities at home after school.

Positive OSEs, along with supportive and caring familial and neighborhood roles, contribute to adaptive social competence and better self-regulation (Search Institute, 2009; Smyke et al., 2007). The literature suggests that children who receive support from both family members and neighbors experience positive changes in their behavior.

Childhood OSEs, family and community engagements (such as parental level of availability, peer interaction, and neighborhood support and follow-up) play a pivotal role as part of the context in which children grow. Previous studies (e.g., Heikamo, Trommsdorff & Fasche, 2013; Salkind, 2002) have indicated that these factors have a significant influence on behavioral outcomes; like social competence, self-regulation, and academic achievement in school-age children. Though previous researchers and theoreticians unanimously acknowledge that early experiences are crucial for learning and development, the impact of out-of-school experiences of children and the mediating role of family and community engagements in these experiences in Addis Ababa are not well-known. To date, there has been no comprehensive scientific research conducted on this topic, particularly among school-age children. It is important to note that the out-of-school context is fluid, dynamic, and less formal (Ingoldsby, Shelleby, Lane & Shaw, 2012; Smyke et al., 2007), which may expose children to both positive and negative influences on their behavior. Given this context, it is imperative for parents to be involved and for neighborhoods to provide a positive environment that can affirmatively contribute for children's behavioral outcomes.

At global level, children have various forms of exposures and experiences in their pertinent environment. Very many literatures (such as Bansal, Thind & Jawsal, 2006; George & Rajan, 2012; Kane, 2004; Leff & Lakin, 2005; Roche, Astone & Bishai, 2007) focused on after school

institution based on experiences in the Western context. In the African and Ethiopian context, it is not very common to have institutions for afterschool time rather collective care giving and socialization are common in most African settings (Nsamenang, 2006).

1.2. Statement of the problem

Out-of-school environment is expected to support the overall development of children by promoting their emotional, social, physical, and intellectual well-being. However, several researchers (Fauth, Roth, & Brooks-Gunn, 2007; Ingoldsby et al., 2006; Leventhal & Brooks-Gunn, 2003; Luthar, 2003; Morales & Guerra, 2006) have found that the complex nature of these environments, in conjunction with the family and community, makes it challenging to achieve desired behavioral outcomes in children.

Child out-of-school environment involves interactions between children, families, and the community, including peer interactions, neighborhood involvement in child guidance, and follow-up. The interactions of children with the environment should include sensitivity and responsiveness to the child's needs, positive affection, frequent communication, and cognitive stimulation through play (Atkins-Burnett et al., 2015).

The communication and interaction between the home and childhood settings are crucial as they create a positive and engaging environment for the child. This is demanding of a meaningful and ongoing relationship between the family and the childhood environment, which directly or indirectly impacts the child's behavioral outcomes. For instance, Blerta (2019) highlights that parental involvement and friendships play important roles in predicting social competence.

Additionally, child-peer and child-adult relationships also contribute to the child's behavioral outcomes (Atkins-Burnett et al., 2015).

Previous studies have shown that sharing information between family members and the community allows parents to better understand their children and provide them with supportive experiences. The experiences and interactions within the child's ecology, including the family and community, are crucial for ensuring positive behavioral outcomes and overall development. The child's relationships with the community play a vital role in their social and emotional development and can serve as predictors of their future behavior. At the same time, children actively construct their own understanding and benefit from initiating and monitoring their own learning activities, as well as engaging in play with their peers (Buhl, 2007; Fauth, Roth & Brooks-Gunn, 2007; Grusec, 2015). The quality environmental context refers to striking a balance between children's positive engagement with family and community support and guidance. Children of all ages need interactions that stimulate academic activities outside of school, nurture social competence, and encourage self-regulation. These interactions include consistent responsiveness and a high level of availability from parents and neighbors. Therefore, it is essential to create an environment of trust that provides a safe and familiar place with predictable patterns of things, people, and events, supporting adaptive and positive experiences for children (Atkins-Burnett et al., 2015).

Parke and Buriel (2008) emphasized that family, media, and peers are key agents that influence child behavior outcomes. They also pointed out that these parties function collectively rather than as separate or independent influences. While they acknowledged the critical role of families in nurturing and supporting children, they did not address the mediating role. In this

sense, Parke and Buriel did not explore how families mediate child experiences and interactions, despite children actively constructing their experiences (e.g., Santrock, 2006; Lindon, 2012).

The physical availability of parents and their level of involvement in supporting and following up with their children have a significant influence on various aspects of their behavioral outcomes (Carl, 2007). It is important to note that positive engagement and exposure to age-appropriate experiences align with the developmental expectations of children. This includes how a family helps children manage their behavior.

The impact of family engagement, such as parental physical availability and level of involvement, on child behavioral outcomes is influenced by the type, extent, and conditions of parents' and family members' work or employment (Englund, Luckner, Whaley & Egeland, 2004; Hornby & Lafaele, 2011). Particularly for children of working parents, especially those who work outside the home, returning to an empty home after school is a common experience (Salkind, 2002). Studies have shown that uncontrolled or less supervised out-of-school activities, such as watching television or playing computer games, are less beneficial compared to structured and monitored engagements (Chung, 2000). Chung emphasizes the advantages of after-school programs in terms of providing a safe environment and improving academic performance, self-confidence, and social skills. However, in countries like Ethiopia where after-school programs are not available, it becomes crucial to investigate how children spend their time outside of school, given the absence of structured settings in the Ethiopian context.

The development of children's social, emotional, and self-regulation skills requires favorable engagements both at home and outside the home. The community, particularly the

family, plays a vital role in nurturing children by providing guidance and facilitating positive behavioral outcomes such as social competence and self-regulation (Ingoldsby et al., 2012).

Understanding the role of parent involvement in activities outside the family is essential to create conducive settings for child behavioral outcomes. Active family engagement in children's out-of-school contexts acts as a protective mechanism. However, little research has examined the extent of parents' availability, guidance, and follow-up related to their children's exposure in specific contexts, as well as their strategies for structuring and monitoring these experiences. For instance, how frequently do parents allow their school-age children to play outside the home? Do parents actively safeguard their children from negative influences by enrolling them in positive out-of-school activities?

Access to positive community resources, such as cooperative values and trust among neighbors, plays a crucial role in protecting children from conduct problems and promoting positive behavior. However, it is important to understand the level of interaction and trust parents have with their neighbors. Conversely, if parents are overly protective in keeping their children safe during out-of-school experiences, it can affect the protective effect of parental involvement in relation to the link between neighborhood quality and behavioral outcomes (Supplee, Unikel & Shaw, 2007).

Social and environmental factors, such as the communities in which children live and grow, significantly impact children's behavioral outcomes during out-of-school experiences. Therefore, it is vital to explore and consider the relationships between these factors and the contextual influences on children. Goldfeld et al. (2015) found that the community, particularly the neighborhood, has a significant influence on childhood behavioral outcomes.

Family engagement is essential in providing children with access to positive out-of-school experiences. By communicating, supporting, and actively participating in their children's lives, families can ensure that children have opportunities for enriching activities that positively affect their overall development. Highlighting the importance of out-of-school experiences and family involvement in nurturing learning, thinking, and academic achievement, Zimba (2011) recommended that families and parents in particular, foster responsibility in their children's development. This can be achieved by assigning household chores such as cleaning bedrooms, taking care of the yard, looking after younger siblings, and washing dishes. Zimba added, "These chores should be utilized as tools for development and learning" (p. 145). However, Zimba did not specify the level or extent of engagement with household chores. Identifying enabling and protective factors in diverse contexts can support families through mentoring and follow-up, aiding in preventive measures and providing support. Few studies have observed similar characteristics of intra-familial contexts across multiple out-of-school settings, and these contextual factors have been associated with child behavioral outcomes (Fauth et al., 2007). Previous researchers have noted the challenges and complexity of measuring contextual factors. Despite these challenges, prior research has shown that constructive family interaction and the neighborhood environment have a positive impact on children's development. Unlike in Western countries, where most research is conducted, in Ethiopia the majority of families live in a collectivistic manner (Belay & Dawit, 2015). Due to this cultural difference, conducting a study in Addis Ababa, a city with diverse cultures and socioeconomic backgrounds, is crucial according to the researcher's experience.

According to studies, many authors focus on institution-based practices, especially after-school care-related practices, when discussing out-of-school environments or settings (OSEs).

These studies do primarily address the socio-cultural and socio-economic backgrounds in developed countries. However, it is believed that the situation may be different in developing countries. Therefore, this research was aimed at exploring OSEs, mediating role of family and community engagement, and related issues in Addis Ababa.

A large number of research endeavors supports the need for further investigation into OSEs and contexts in relation to children's behavioral outcomes, such as social competence, self-regulation, and academic achievement (Ingoldsby et al., 2012). Unlike school experiences, OSEs are less formal and lack structured follow-up and supervision. As part of outside school experiences, investigating children's engagement with screen (such as TV and gaming), and interaction of children with media environment are worthy due to the swift change in such settings (Bethlehem & Yekoyealem, 2023). Therefore, this study aims to uncover the nature and extent of child OSEs, family and neighborhood engagements, and their influence on behavioral outcomes. Getalem and Armaye (2015) have indicated that the Western media play a critical role in eroding behavior and maintaining social competence. Although their study focuses on the youth, they found out that watching satellite TV can have a negative influence on any member of the community. However, they did not explore this specifically in middle childhood.

OSEs have varying effects on behavioral outcomes, such as social competence, self-regulation, and academic achievement. These experiences are influenced by factors such as the extent to which parents, children, and playmates in the neighborhood initiate free play activities. Although many studies emphasize the role of early experiences in child development, the attributes and features of these experiences remain contested, particularly in terms of the mediating role of family and community in shaping the context. This study focuses on the

contribution and hindrances of out-of-school experiences (COSEs) on child behavior outcomes, particularly self-regulation, academic achievement, and social competence. It also examines the mediating role of family and community engagements. Specifically, the study looks at parental/guardian availability, the child's positive and negative experiences, and family and community interactions.

Child behavioral outcomes encompass social competence, academic achievement, and self-regulation. However, the specifics of the type, level, and influence of children's out-of-school experiences on their behavioral outcomes still require further research.

There are several gaps in the current understanding. First, the various characteristics of out-of-school contexts result in unique forms of experiences. Second, there is a lack of research on afterschool care provision centers, particularly in developed countries. Third, previous research on out-of-school experiences in Addis Ababa, Ethiopia has been limited. Existing studies have primarily focused on children's schooling and academic engagement, rather than their out-of-school activities and engagements. Therefore, this study aims at investigating the role of out-of-school experiences, perceived family and community engagements, and their impact on child behavioral outcomes within a specified theme. Additionally, there is limited knowledge about the type, level, and role of out-of-school experiences among children in Addis Ababa.

One of the key motivations for this study is the concern of many parents regarding the safety and security of outside school settings during out-of-school hours. Hence, it is vitally important to investigate how children spend their time and in what activities they are engaged in to prevent harmful or irrelevant experiences and thereby play or promote positive roles in suitable activities.

With regard to the inquiry into the mediating and moderating effects of family and community engagements, there are different arguments. For example, Galindo and Sheldon (2012) studied the mediating role of family involvement in school-home connection and academic achievement. They indicated that family involvement has an impact on learning outcomes. Carlson (2006) also studied the mediating role of parents in the family structure and behavioral outcomes. On the other hand, Beauchaine, Webster-Stratton, and Reid (2005) studied the mediating and moderating effects of parents on children's conduct. Although there are different studies considering family involvement as either a mediating or moderating variable, this study focuses on the mediating role of family and community engagement.

1.3. Research Questions

The research questions of the study are the following.

- ✂ What are the; a) children's out-of-school engagements (type, quality, and level), b) family and community engagements in managing children's out-of-school experiences, and c) associated children's behavioral outcomes?
- ✂ How do these variables relate with one another?
 - a. How is children's out-of-school engagement related to their behavioral outcomes?
 - b. How do family and community engagements shape children's out-of-school experiences?
 - c. How are family and community engagements related to children's out-of-school engagement?
- ✂ What is the mediating role of family and community engagements in the relationship between children's out-of-school experiences and children's behavioral outcomes?

1.4. Significance

This study is important for policy makers, practitioners, researchers, and organizations that prioritize children's wellness. It aims to uncover the current experiences of children in non-school settings. The study has significant implications for understanding the current situation of children's out-of-school experiences. It can also inspire further research on both positive and negative engagements, as well as the role of family and community engagement in mediating these experiences. Moreover, the study explores how these experiences influence the behavioral outcomes of children in urban settings. In general, it contributes to the existing knowledge on child out-of-school experiences, family and community interaction, and their impact on social competence, self-regulation, and academic achievement of children.

1.5. Delimitation/Scope

The scope of this study includes participants from sixteen selected primary schools (grades 3 to 6) in Addis Ababa. Specifically, it encompasses eight sub-cities: Addis Ketema, Bole, Arada, Kolfe Keraniyo, Gulele, Lideta, Kirkos and Yeka.

The inclusion criterion is children aged between nine and twelve years. Developmental psychologists (e.g., Salkind, 2002; Santrock, 2006) suggest that children in this range of age, during late childhood, have significant interactions with the external environment. Therefore, this study focuses on their experiences outside of school. Children aged seven to nine were excluded from the questionnaire analysis due to difficulties in gathering data.

The research specifically examines OSEs (positive and negative engagement), the mediating role of family and community engagements, and the behavioral outcomes (social

competence, self-regulation, and academic achievement) of children. These topics delineate the boundaries of the study.

1.6. Operational Definitions

A. Children's Out-of-School Experiences

Out-of-school: - refers to off school hours. It represents hours when students get back or come back from school, weekends, semester break and summer vacation. Out-of-school indicates the context where children stay for instance at home and/or out of home setting or milieu.

Out-of-school experiences: - incorporate daily activities or tasks that children do at home in a family (work for income, homework and study, home chores, TV watching, computer games, gambling, and even stealing) and community interaction. Out-of-school experiences encompass positive and negative engagements (*see:* positive engagements and negative engagements).

Positive engagements: contain children's engagement in home chores, work for income; homework and study; scheduled TV watching, monitored outdoor play and games;

Negative engagements: gambling, stealing, bullying, fighting, untailored home chores and overloading work for income; unmanaged TV watching, outdoor play and games

B. Family engagement

Family engagement: represents supporting children in their out-of-school experiences (by parents, guardians, elder siblings, and other family members). It refers to care, support, guidance, mentoring and follow up. It is measured by duration of physical availability and level of availability.

C. Community engagements

Community engagement: refers to level, type, and quality of interaction with peers, and neighbors' involvement in guidance and follow up of children based on perceived response of parents.

D. Child behavioral outcomes

Child behavioral outcomes: - represent self-regulation, social competence, and academic achievement. The behavioral outcomes are here representing boys and girls whose age is from seven to 11 years (students from grades one to four). The measurement is by using questionnaire adapted.

Self-regulation: - is the ability to appropriately respond to his/her environment and the child's ability to control his/her emotion in interaction.

Social competence: - positive, or negative and cooperative interaction with other children at play and relationship with neighbors.

Academic Achievement: - refers to average score of a student from all subjects during the very recent semester.

Screen time: - represents the number of hours spent on watching television, mobile gaming, and related exposure to gadgets. One hour exposure per day is maximum time and screen time is high when children spend more than this.

Chapter 2: Review of Related Literature

2.1. Overview

This section presents a review of related literature which focus primarily on out-of-school experiences (such as parental/guardian contribution or role, children's engagement, and neighborhood support) and their impact on behavioral outcomes (including the development of social competence in children, academic achievement, and self-regulation).

The purpose of this review is to clarify the issue at hand and discuss the existing research. This is achieved by consulting articles from journals, books, and other publications in hardcopy and electronic formats, as well as various sources. In order to better understand the variables and factors associated with the case in hand, relevant sub-topics are provided in this section of the proposal.

The researcher has included sub-headings such as theoretical framework, empirical justification, conceptual framework, and summaries thereof with expected predictable implications. These sub-headings are used to organize the literature review and highlight the researcher's understanding of the factors under investigation. Additionally, this section offers a broader perspective on early development and emphasizes the significance of contextual factors in shaping up children's behavioral outcomes.

2.2. Theoretical Justification

In this study, Bronfenbrenner's Ecological Systems Theory and Social Learning Theory are used as the foundation. Additionally, the study also considers the Developmental Niche Theory.

2.2.1. Bronfenbrenner's Ecological Systems Theory

Ecological systems theory examines the links between the home/out-of-school environment and school in relation to children's behavior. In this theoretical framework, the child is at the center of the system, surrounded by the family and encompassed by the school, school policies, community, culture, and so on. This system is comprised of various components with different influences on the child, depending on their proximity (from closest to furthest away): microsystem, mesosystem, exosystem, macrosystem, and chronosystem. This research focuses on the first two systems: microsystem and mesosystem (Bronfenbrenner, 1994).

All the influences that affect the child, whether at home or in school, are part of the microsystem. The mesosystem consists of interacting microsystems. The microsystem segment represents the nearest contexts in which the child lives, plays, and moves. The people and institutions that the child interacts with within this environment make up the microsystem. This can include immediate family members (parents, siblings, etc.), childcare and school teachers and peers, and possibly neighbors and local play areas, depending on the child's age. Schools and religious institutions or spiritual groups are also part of this system. In the early stages of childhood, the number of elements in microsystems is small. These microsystems exist within the mesosystem layer (Bronfenbrenner, 1994). It is important to research how children experience these different settings, especially in out-of-school situations, which are often unstructured and lack follow-up.

Within the mesosystem, the family and school structures, parents and caregivers interact to contribute to a child's academic, social, and emotional development. The mesosystem signifies the interconnections between two or more settings in the entire system, where the developing

child is an active participant. When there is a supportive relationship with mutual trust, a positive point of reference, and open communication between the settings, the developmental potential of both the home and school is enhanced (Bronfenbrenner, 1994). The child's experience becomes positive when caregivers and parents work together to engage in inclusive communication and positive interactions that consider the child's needs (Lerner, Easterbrooks, Mistry, & Weiner, 2003). Bronfenbrenner (1994) identified that child behavioral outcomes are the result of multifaceted and reciprocal exchanges between individuals and interconnected ecological contexts, as well as multiple interactions within and between these contexts (Lerner et al., 2003). Therefore, participation in childcare can be expected to significantly influence the development and promotion of behavioral consequences, such as social competence, due to the complexity of family systems (Lerner et al., 2003).

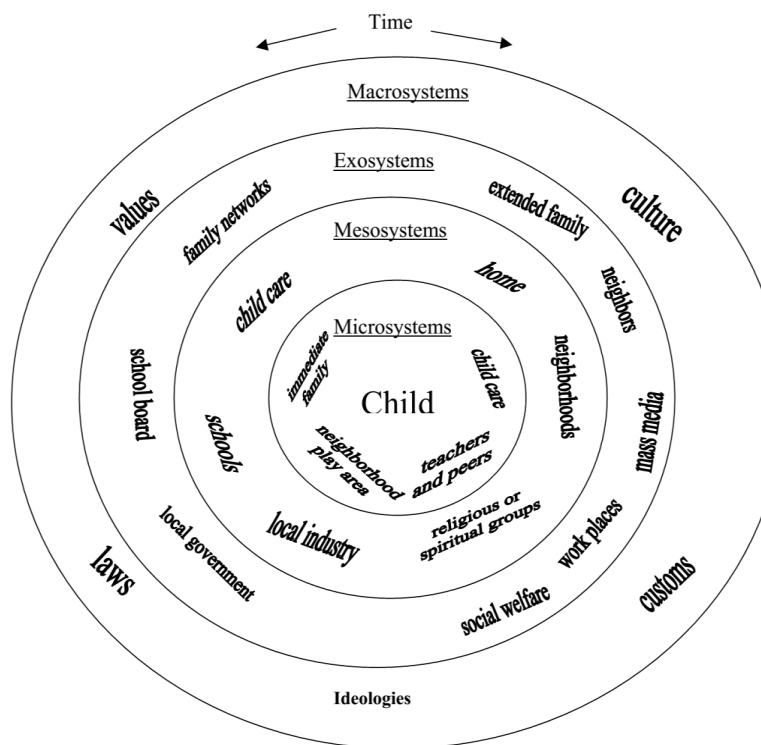
During the early years, Lerner and colleagues (2003) noted that children learn whether their environment is supportive and predictable based on the convenience of the context in which they interact. This increases the likelihood of the child experiencing a stable, consistent, and secure environment. The mesosystems, as part of the theory, refer to the interactions individuals have with others, such as parents with childcare providers or neighbors with each other in microsystems. Previous literature has indicated that although the child is not directly involved in the mesosystems, they are still influenced by them.

According to the ecological model, environmental components are interrelated and interact with each other. This interrelationship creates a complex setting in which the child grows. It has been underscored that the child is not a passive recipient of their surroundings but s/he is rather at the center of the model, interacting directly and having interdependence with individuals in the

microsystems. The effects of this interaction appear to be bidirectional, as people influence the child and vice versa. Additionally, nothing remains unchanged, and therefore the child, systems, and environments are continuously shifting. As time passes, the child grows, and contexts change, milestones and life events occur. Therefore, ongoing research on this progression is necessary.

Figure 2.1

The child and the environment containing systems



Source: (Bronfenbrenner, 1994).

The above graph shows the relationship of the child with environment and the elements in the environment where they learn, live, play, and lead their daily life. Those parts of the environment which are closer to the child have more influence at this age. The setting where children play, and stay have different forms and levels of impact.

2.2.2. *Social Cognitive Theory*

According to social cognitive theory (Bandura, 1986), individuals learn many social behaviors by observing others (Rice et al., 2011; Torres, Howard-Hamilton & Cooper, 2003). The authors also note that this theory assumes that all behaviors, whether socially competent or incompetent, are developed and maintained through three regulatory systems that create a reciprocal interaction between the person and their environment.

Children learn by observing the behavior of others and the outcomes of those behaviors. The second principle is that learning can occur without a change in behavior. Thirdly, behaviorists argue that learning must be represented by a permanent change in behavior. In contrast, social learning theorists state that because people can learn through observation alone, their learning may not necessarily be evident in their performance. Literature has also added that learning may or may not result in a change in behavior, and cognition plays a role in individual learning (Rice et al., 2011).

Social learning theory is considered a link or transition between behavioral and cognitive learning theories. Individuals' behavior is influenced by their awareness and expectations of future reinforcements or punishments. Therefore, it is necessary to research parents' availability, involvement, and role in creating positive learning experiences for children in order to promote beneficial behavioral outcomes (Bandura, 1986).

Bandura's Social Cognitive Theory, formerly known as social-learning theory, emphasizes the motivating and self-regulating role of cognition in human behavior. It includes observational learning, which is the most important mechanism through which human behavior changes.

Observational learning, as part of the social cognitive theory, refers to changes in behavior that occur by observing the behavior of others. Human agency, self-efficacy belief, and reciprocal determinism are key aspects of social-cognitive theory.

Human agency refers to the ways in which people deliberately exercise cognitive control. Reciprocal determinism, on the other hand, represents the mutual influences among the person, the person's behavior, and the environment (Bussey & Bandura, 2004). Social cognitive researchers have explored children's concepts of self, others, minds, and social interaction.

2.2.3. Developmental Niche Model

The Developmental Niche considers the cultural aspects of child rearing and childcare in child development, bringing together three components: the physical and social settings in which the child lives, child-rearing and child care practices, and the psychology of caregivers (Super & Harkness, 1986).

Super and Harkness emphasize that the developmental niche is a theoretical framework for understanding the cultural guidance of a child's micro-environment, and it aims to describe the child's experience of the environment to better comprehend the developmental process. This model addresses the living environments and child-rearing practices. While age-specific influences are not explicitly indicated, the Developmental Niche model recognizes the importance of settings and practices that should be studied across different human contexts.

2.3. Children's Out-of-School Experiences in Context

Out-of-school experiences of children occur in various contexts and involve different individuals and groups. Children engage with other children through play and shared responsibilities. They also interact with parents at home and as a matter of fact, the availability of parents plays a role. Additionally, children have experiences with movies, playing materials, and objects. They interact with neighbors and relatives as well. This section of the review discusses the existing research on this topic and highlights what has and has not been done by previous researchers in relation to these themes.

Electronic media, including radio, video games, television (TV), movies, mobile phones, and computer games, play significant roles in children's daily lives. Media has the potential to profoundly impact the behavior of children, both positively and negatively. It is widely acknowledged that media can have negative effects on child well-being, such as promoting violence, bullying, obesity, fighting, drug abuse (such as tobacco and alcohol), and risky sexual behaviors. However, media can also have positive effects on child behavior. It is important for families to find ways to optimize the role of media in society by harnessing its positive attributes and minimizing its negative impact. Ultimately it's good here to pinpoint that parents need to gain a better understanding of how to counteract the negative effects of media and make it a more positive influence (Ray & Jat, 2010). This research supports the idea of mediating the involvement of family and community in children's media engagement.

2.3.1. Family involvement in children's experiences

The child's context includes family members (such as parents, siblings, maid, and other close relatives), neighbors, and any other institutions in the surrounding community. Understanding children's development requires considering their family, school community, and the larger community at large. Children should be encouraged and supported to explore new cultural and relational experiences while still maintaining their ties to their family's cultural background. Early childhood settings should respect and reinforce the interactions and cultures children have at home (George & Rajan, 2012).

According to the developmental-ecological theory proposed by Bronfenbrenner (1994), a child's behavior is influenced by environmental factors and interpersonal processes that occur in a multiple of contexts. In infancy and early childhood, children's experiences are primarily limited to the settings and relationships closest to their caregivers, such as their home and family. Parents play a significant role in organizing and structuring children's exposure to both their home environment and out-of-home settings. However, as children transition into school age, their environment expands rapidly (Ingoldsby et al., 2012). According to Zimba (2011), parents or guardians should play a role in fostering the responsibility and development of children by allowing them to do household chores. However, it is unclear whether these roles are being carried out in the study area being proposed. Additionally, previous studies do not adequately indicate the extent and duration of activities for children.

George and Rajan (2012) have shown that family members, especially parents, have various roles such as acceptance, punishment, protectiveness, responsiveness, rewarding, understanding, encouragement, rapport, and emotional affiliation. On the other hand,

maltreatment such as non-criticalness, permissiveness, and extreme behavior may occur in response to child engagement.

Acceptance refers to considering the child as satisfactory and welcoming. Parents should unconditionally accept their children regardless of their behavior, but this does not mean they should be lenient without any follow-up. The way children feel accepted or rejected is directly related to how parents behave towards them, and this difference in parental acceptance is sure to affect the behavior of the children.

Parental engagement is essential for the protection and discipline of children. Discipline is seen as a way to punish undesirable behavior and prevent or discourage such behavior in the future. However, discipline is now being viewed more positively as providing needed structure and guidance for children. It is seen as similar to the outcomes they will face in the real world based on their behavior (George & Rajan, 2012).

According to Desforges and Abouchaar (2003), parental involvement encompasses a wide range of activities. To understand the influence of different forms of spontaneous involvement, it is important to focus on the specific type of involvement that leads to desirable behavioral outcomes. Therefore, it is reasonable to conduct a study on the mediating role of parents in facilitating out-of-school settings where childhood experiences primarily occur.

A healthy relationship is a characteristic of a good enough family. This relationship helps structure the out-of-school setting for children (George & Rajan, 2012). In turn, this may instill desirable qualities in children and help them achieve success in developing desirable behavioral outcomes. Participatory rule-making and decision-making with children are also characteristic of

family engagement. This can make children feel a sense of worthiness and protect them from negative out-of-school engagements. It also develops interpersonal skills, leading to better interactions with peers and making children more socially adept and likable (George & Rajan, 2012). The out-of-school environment, which encompasses the physical, social, and psychological conditions in which a child grows, plays a crucial role in their development. Right from the start, a child's home is their primary place of learning. As a vital agent of socialization, the home environment significantly influences the effective communication of values and culture to the child. Insufficient support in terms of child mentoring and care within the home may lead to confusion for the child and potentially negative behavior outcomes. The home environment, consisting of both physical and emotional components, collectively shapes a child's experiences and outcomes (e.g., Nsamenang, 2006).

As stated by Ingoldsby and colleagues (2012), during the school-age years, children spend approximately half of their awoken hours in school, while also engaging in various activities outside of school where parents, peers, and other adults play prominent roles. Additionally, children gradually begin spending more time in their neighborhoods and other public places. This expanded social landscape serves as a facilitator for children's social, emotional, and behavioral development, as they acquire essential interaction and self-regulation skills through various relationships and settings.

Research results by Bansal, Thind, and Jaswal (2006) and Ingoldsby et al. (2012) show that positive engagement in out-of-school experiences, including neighborhood settings, is associated with better long-term developmental outcomes, particularly in terms of social competence and self-regulation. However, the transition to school can also lead to the emergence of adjustment-

related problems for children. This period of entering new extra-familial environments introduces additional developmental tasks and situational demands which may increase the likelihood of challenges in socio-emotional development and the formation of relationships.

Out-of-school hours provide children with important opportunities to develop relationships and engage in various activities outside of their families (Mahoney et al., 2009). Families have choices in terms of the settings, activities, and level of supervision for their children during after-school hours. Some settings focus on academic enrichment, skill development (such as arts), and physical activities (Ingoldsby et al., 2012).

While high-quality out-of-school experiences can lead to positive outcomes, children may also face risks in unstructured environments (Durlak & Weissberg, 2007). Family members, especially parents, play a crucial role in protecting children from these risks. During unstructured time, children have the opportunity to engage in leisure activities, interact with peers, develop problem-solving skills, explore different interests, and build self-confidence (George & Rajan, 2012).

According to Ingoldsby et al. (2012), if children spend their out-of-school time in highly unstructured environments without adult supervision, they may be more likely to engage in deviant or problematic behavior. However, the specific types of problematic or maladaptive behaviors were not detailed in their study. Negative engagements could include destructive behavior, engaging in gambling, or stealing.

Informal adult care, such as community or neighbor's care, as well as home-based care provided by relatives or non-relatives (such as sitters or nannies), is experienced by children in

their residential area while they are out-of-school (Sarampote et al., 2004). Few studies have examined the structural features and activities in informal adult care settings during the preschool and school years or linked these factors to child development challenges. However, it has been suggested that children in informal adult care may spend more time watching TV and engaging in solitary unstructured activities, and less time interacting with peers (Ingoldsby et al., 2012). Self-engagement and self-care: Self-care involves a child taking care of themselves, either alone or with older or younger siblings. According to Smith (2002), children in developed countries spend an average of 6-9 hours per week in self-care. However, this research mostly focuses on individualistic cultures. It is important to study self-care in developing countries, such as Africa and Ethiopia. While self-care can promote responsibility and autonomy in certain cases, it has more negative outcomes when experienced at younger ages. Self-care is particularly challenging for children in disadvantaged contexts, as they may be exposed to higher rates of deviant behavior among peers and adults in their neighborhood (Ingoldsby et al., 2012).

Although self-care is rarely directly examined, studies show that low supervision poses risks. The amount of unsupervised time out of school is related to behavior problems, including vulnerability to maladaptive behavior and substance abuse (Coley, Morris, & Hernandez, 2004). These associations are stronger among low-income children (Ingoldsby et al., 2012). Consequently, this study aims to explore negative aspects of unsupervised out-of-school time.

Children who frequently have unsupervised time out of school during early elementary years have lower social skills compared to children who are supervised (Pettit and colleagues cited in Ingoldsby et al., 2012). However, the structure of the self-care arrangement can impact socio-emotional wellbeing. Among children in self-care, those whose parents require them to

stay at home after school are less likely to engage in undesirable behaviors than children who are allowed to spend time alone at home with a peer or sibling, or those who are allowed to go out with peers away from home (Ingoldsby et al., 2012). On the other hand, being the only child alone at home can have negative consequences for a child's behavior and social competence. Some parents do not allow their children to interact with adults or peers during after-school hours, limiting opportunities to develop social, emotional, and behavioral skills.

Parent-Care: School-age children are cared for by a parent or guardian during their out-of-school hours (NSCCP, 2013). However, there is little research on the structural characteristics or children's activities when being cared for by their parents during these times. This information could provide valuable insights about the qualities of this setting. An important factor in understanding how out-of-home factors and experiences affect children's behavioral outcomes is the availability and involvement of parents. From an ecological perspective, as children spend more time in out-of-home contexts, parents play a key role in structuring and managing the social environment to promote their children's success. This includes ensuring quality child care, follow-up, and engagement in pro-social activities with peers and adults (Dishion & McMahon, 1998).

Parental involvement, which includes monitoring, networking with adults and other families, acquiring child-centered resources, gathering knowledge of children's activities and relationships, and participating in the child's community, has been shown to be strongly associated with behavioral outcomes, particularly social competence in early childhood, and acts as a protective factor against maladaptive behavior (Dishion & McMahon, 1998). However, there has been relatively little research on issues such as parents' physical availability, level of

availability, active engagement, and monitoring in out-of-home contexts during the transition to school-age.

Adults can help enhance positive behavioral outcomes, particularly social competence, in children by minimizing negative experiences such as aggression and bullying, and structuring the context to maximize learning and development of positive social skills. Low levels of adult supervision during out-of-school hours may increase opportunities for deviant behavior among peers. The quality and quantity of adult supervision during out-of-school hours have been linked to behavior problems in the present and the future (Ingoldsby et al., 2012) across various out-of-school contexts.

Pierce and colleagues (cited in Ingoldsby et al., 2012) found that children who experienced low levels of adult supervision during out-of-school hours frequently had lower social skills, lower pro-social behaviors, and higher levels of child-reported misconduct compared to children in other out-of-school arrangements. In low-income school-age children, transitioning from more formal to unsupervised out-of-school care resulted in an increase in externalizing problems (Roche, Astone & Bishai, 2007). It is important to note that adult monitoring within out-of-school contexts is a significant yet understudied factor.

In informal out-of-school settings, adults often provide remote forms of surveillance (e.g., monitoring out-of-school activities through telephone). However, distal supervision has been found to be associated with increased exposure to negative influences from peers and others (Ingoldsby et al., 2012).

Out-of-school quality and relationships with adults and peers: The core aspect of out-of-school quality is associated with a reduced risk of problems; it is the presence of caring relationships between parents/guardians or other caretakers and children (Eccles & Gootman, 2002). Most of the research has been conducted with preschool-age children in center-based care or with older children in structured after-school programs, although there is some evidence that this association is found across different types of settings. For example, poor qualities in the child care-provider and child relationship (e.g., high conflict, low closeness) predicted problematic behavior (NSCCP, 2013).

Parent-child and peer relationships in childhood are distinguished by their degree of role asymmetry, with the former characterized by complementarily and the latter by more equalitarian or reciprocal exchanges. On the other hand, sibling relationships involve both kinds of roles (Ingoldsby et al., 2012). Although sibling relationships are peer-like in some ways, age and birth order differences mean that older siblings may assume the role of caregiver and/or model. Indeed, in childhood, as children spend increasing amounts of time outside the family, older siblings are often looked to as sources of information, guidance, and advice (e.g., on peer experiences, play) in areas where parents have less monitoring role (Lerner et al., 2003).

With the exception of examining distal supervision in self-care settings, there has been little empirical study of parent involvement in after-school contexts (Caspé, Traub & Little, 2002). In relation to neighborhood contexts, there is evidence to suggest that high parent involvement and restricted exposure to deviant peer groups in the neighborhood (Ingoldsby et al., 2006) can reduce behavioral problems in disadvantaged neighborhoods, but perhaps only up to a certain threshold of community-level threat (Tolan et al., 2003). How does collective

parenting come into play, especially when there is high acquaintance and interaction in the neighborhood?

There may be culturally based differences in how families make decisions regarding contextual experiences that may impact the extent of a child's socio-emotional development. However, the literature examining the potential mediating effects of background diversity on the association between extra-familial contexts and conduct problems is sparse, with little consensus on the mechanisms of effects and mixed results with respect to the directionality of findings (McLeod & Nonnemaker, 2000).

In summary, the type, structure, and activities of care and support in the residential area and surrounding of a child appear to be important contributors to the behavioral outcomes of the child, but findings need to be considered within socio-demographic contexts. Previous findings suggest that low structure and supervision within after-school settings may occur more often among low-income children and may be more strongly related to problem behavior than for children living in middle- or high-income families. This proposed research will investigate the contributors and determinants from the parents' side, child engagement, and behavioral outcomes of children following out-of-school experiences.

2.3.2. Children's Out-of-School Engagement

In the out-of-school experiences, child engagement could occur at home or out-of-home environment. In addition, the context of activities that children perform matters in determining their behavioral outcomes. The activities that children execute may be home chores, work for income, doing homework and study, watching TV/movie, computer/mobile games, outdoor play, gambling, and/or stealing. Those tasks and engagement facets could be constructive or

destructive; positive or negative; promotive or detrimental; helpful or harmful; acceptable or unacceptable; and for pleasure or productive depend on the type of activity, structure, and planned nature. This part of the review shows research gap in view of the theme and locale of the research.

Neighborhood Contexts: Various research works indicated the importance of neighborhood environments in bold for child development and family roles in child rearing (Ingoldsby et al., 2012). Neighborhood represents important contexts for family socialization and support, as they are where children receive social, health, and educational services, learn about cultural practices, and explore relationships with other families (Ingoldsby et al., 2012). Literatures added that in early childhood, children's direct exposure tends to be relatively infrequent, and the impacts of neighborhood on development are likely to be mediated through effects on parents.

The frequency of exposure to out-of-home environment in after-school experiences increases, as children grow older. Through the increase in age, children's perception of and contact with neighborhood expands, and neighborhood influences become more direct. With school entry, children spend greater amounts of time in direct contact with neighborhood children and others in neighborhood spaces (e.g., in transit from home to school, at bus stops, outdoor play time, and the like). Thus, neighborhood contextual factors are expected to play an increasing role as children experience more independence and mobility in the context of less direct parental monitoring (Ingoldsby et al., 2012; Ingoldsby & Shaw, 2002). Consequently, parental follow up becomes very demanding to know where the child is passing the after-school time.

Children spend time with friends in the neighborhood, through rates increasing with age (NSCCP, 2013). It is difficult to obtain an accurate picture of the range of activities and relationships young children have in the neighborhood. While a few qualitative studies of families' experiences (Ingoldsby et al., 2012) and perceptions of neighborhood characteristics have been conducted, few studies have examined these environments and/or children's experiences in the neighborhood directly (Kohen, BrooksGunn, Leventhal & Hertzman, 2002). When parents perceive their neighborhoods to be safe, they allow children to spend more time in this context (Furstenberg, indicated in Ingoldsby et al., 2012).

Different research articles examined the impact of neighborhood contextual factors and children's social, emotional, and behavioral adjustment (e.g. Ingoldsby et al., 2012). Neighborhood characteristics have been linked to behavioral problems as challenges, but the majority of research has been conducted with adolescents (e.g. Leventhal & Brooks-Gunn, 2000; Eccles & Gootman, 2002; Mahoney et al., 2009). Increasingly, research with elementary school age children indicated that this may be a critical period of risk for both neighborhood exposure and socio-emotional development (Ingoldsby & Shaw, 2002), especially in the context of family and individual child. Thus, it is critical to identify key neighborhood characteristics, timing, and effects of exposure to assets, challenges from adverse neighborhood factors, and mechanisms by which these factors influence child experiences.

A number of investigations (such as Kohen et al., 2002) have focused on child and family developmental risks resulting from neighborhood structural factors such as disadvantage, ethnic and other socio-demographic compositional components, residential stability, and geographic characteristics associated with residential contexts (Brody et al., 2001; Ingoldsby & Shaw, 2002).

Hence, further study is required with inquiry of assets and opportunities on childhood out-of-school experiences in intra-familial tie and inter-familial relationships.

Previous findings indicated that children from higher-quality neighborhoods experienced improved wellness and proper behavior (Leventhal & Brooks-Gunn, 2003). On the other hand, some studies have demonstrated a protective effect of living among more affluent neighbors for young children experiencing family-based risk factors such as single-parent status (Leventhal & Brooks-Gunn, 2000). In a related way, previous works added that the longer a child lives in a disadvantaged neighborhood, the greater the risk of growth in conduct problems. The other side of the findings needs to be researched in similar circumstances.

Extra-familial monitoring and follow up helps to bring neighborhood quality. Community-level social processes, such as collective monitoring, have been shown to be a critical component of neighborhood effects on child social development/adjustment and it in turn influences levels of collective efficacy. Neighborhood interaction influences residents' levels of positivity, trust, and shared values with neighbors (Ingoldsby et al., 2012). Low collective efficacy has been posited to lead to passive transmission of community values that posit antisocial behavior, which has been associated with high rates of exposure to aberrant subculture for children, and increased pressure on families, which influences their child nurture practices (Tolan et al., 2003).

As children move to school age, they spend much more time in unsupervised neighborhood contexts, and parents may increasingly have confidence in neighbors, older siblings, and social institutions to help manage children's exposure to risks in their community such as deviant peers and engagement on jeopardizing type of play (Leventhal & Brooks-Gunn, 2000). However, few studies have examined relationship quality and involvement that preschool age children have

with neighbors, particularly in relation to risks for negative behavioral outcomes. It is reasonable to suppose that less supportive relationships with other adults in the neighborhood attenuate risk because of reduced levels of exposure, particularly for children living in disadvantaged or hazardous locales (Ingoldsby & Shaw, 2002). Neighborhood quality in social relationships is so relevant for child behavioral outcomes. In general, positive relationships with nurturing adults outside of the family play a protective function (Mahoney et al., 2009).

In summary, emerging evidence indicates that community engagement, neighbors' capacity to monitor, and reduced children's exposure to violence/ victimization play constructive role for bringing desirable behavioral outcomes. Helpful relationships of children with neighbors and peers are also predictive of child behavioral outcomes. Children's interactions with others in living contexts influence their social competence, self-regulation, and academic performance as well.

Studies of Multiple Contexts

Children from impoverished neighborhoods, Morales and Guerra (2006) found that child-reported level of discomfort with peers and neighborhood context (e.g., witnessing violence) were independent contributors to concurrent maladaptive social competence. This study of Morales and Guerra is limited in that it relied on children's self-report of contextual experiences and outcomes; thus, it is unclear at what level children truly experienced risks in these contexts from parents' views. A number of studies (e.g. Leventhal & BrooksGunn, 2000) primarily on older youth have shown effects of neighborhood context in interactive contextual models for behavioral outcomes.

As noted above, in general, research on the effects of after-school experience suggests that neighborhood factors amplify the effects of self-care versus center-based care, and fewer high quality out-of-school resources are accessible to families living in impoverished contexts. For example, Coley and colleagues (2004) studied longitudinal relationships between out-of-school experiences and behavioral problems among children at the age 10 to 14-year-olds from low-income urban families. They found modest associations between out-of-home cares and conduct problems when examined in isolation, but both supervised and unsupervised out-of-home care were strongly associated with serious delinquent behavior when parental monitoring and neighborhood efficacy were low. Similarly, school age children who had unsupervised interaction with peers after school, lived in more dangerous neighborhoods, and experienced low parental monitoring had higher externalizing problems compared to individuals living in other lower-risk contexts (Pierce, Bolt & Vandell, 2010).

In a longitudinal study of 9 to 12-year-olds in urban Chicago neighborhoods (Fauth, Roth & Brooks-Gunn, 2007), specific types of after-school activities (i.e., participation in sports, community-based clubs) were positively associated with initial levels and increases of delinquency and substance use over time, but these varied by neighborhood context. For example, church groups were protective for substance use, but only in non-violent neighborhoods, and participation in community groups decreased risks for behavior problems within violent neighborhoods. This study is principally essential since observational, FGD, and interview data will be used and findings emerged for contextual factors after controlling for individual and family characteristics in child after-school experiences in view of behavioral outcomes of children.

According to a study by Science and Ecology of Early Development (SEED) on setting characteristics and children's experiences in out-of-home contexts, the quality and organization of after-school and neighborhood play a direct and interactive role in the development of child conduct problems, and they explore parents' role in organizing and structuring these ecologies. It has been added that as children increasingly spend more time in out-of-home contexts during the transition to school age, key factors in these extra-familial arenas predict emergence and change of behavior, above and beyond what is predicted by early parenting and home environment factors (Dishion et al., 2008; Shaw et al., 2009).

Childhood Play as out-of-school Experience: Playing cooperatively, making friends, and sustaining friendships over time are not always easy. Any child with severely limited peer involvement is at considerable risk for significant adverse developmental consequences.

In rural Africa, the physical environment makes it possible for children to play in the village squares under the moonlight, and to be cared and monitored collectively by all adults in the village. The African maxim, '*it takes a village to raise a child*', was borne out of this concept of the whole village as a playground for the growing child (Nsamenang, 2006).

Childhood play is highly correlated with socio-emotional development. Socio-emotional development is, such a premium issue, with young children that incorporates various methods to address social skills was advocated by different authors and researchers. One of these methods for social development is childhood play. Hence providing play opportunities helps to promote social functioning in the appropriate way (Goldstein, 2003; Lynch & Simpson, 2010; Swindells & Stagnitti, 2006).

Previous articles indicated in Lynch and Simpson (2010), during playground time, centers, and other play activities, encourage the children with strong social skills to invite a child with less mature social development to join them. It has been added that choices should be limited, safe, and appropriate to the child's age and to the activity. Choice making helps children adjust to the social demands of a group setting and promotes responsibility. Playing and acting cooperatively than competitively within the group becomes increasingly important as children move into childhood stage.

Provision of large enough playing area is essential for creating an intimate setting for social interaction among children. Toys that promote cooperative play as well as isolate play are always available to facilitate social skill development. At home, materials that encourage cooperative play include pretend cars and trucks, blocks, imaginary food and cooking props, and puppets should be provided at preschool age. Parents should select toys and activities that promote cooperation, helpfulness, positivity, and generosity, rather than those that are competitive (Lynch & Simpson, 2010; Swindells & Stagnitti, 2006).

As indicated in Goldstein (2003), virtually every aspect of the growing child's life is affected by play. Early play experiences set the stage for all subsequent developments. Children benefit most by varying their play activities, sometimes playing alone and/or with others as the case may be playing quietly on the floor as well as actively outdoors. In order to stimulate and prolong play, adults should support and encourage it by providing sufficient space in which to play, and a broad assortment of toys and other play objects to enable the broadest range of play possibilities.

Parent-Child Play: Obviously, parent-child play is good for children—they spend enjoyable time whilst they learn. On the other hand, this play is also good for parents, who learn more about their children and at the same time can guide them in life's lessons. Children yield most by variety in play and in playmates. At the beginning, the children's first playmates are parents, but once children reach school age, they spend most of their playtime with age-mates. However, parents need never stop playing with their children. It is of benefit to all especially for the child's social competence and self-regulation. Children and parents tend to have fun in spending time together, and get to know one another in the pressure-free atmosphere of play (Goldstein, 2003). In play; parents directly affect the development of their young children. Moreover, it is good to know that playful parent-child interactions are correlated with the security of children's emotional tie. Fathers and mothers play a great role in playing unique contributions to make their children's play important for their mental change.

Parents directly affect the behavior of their young children when they engage with children in play. When playing with parents, infants' and toddlers' behavior is more attached, more conventional, of longer duration, and more symbolic than when playing with peers, siblings, or alone. At times when parents play with infants and young children, the complexity of children's behavior increases substantially; both in the length of the social interactions, and in the developmental level of children's social behavior. Social development due to play helps in; establishing social relationships, facilitating social perspective-taking skills, facilitating self-regulation and control, and facilitating gender role development (Goldstein, 2003).

Play is useful for enhancing social functioning. Children learn a vast array of skills during play opportunities. From building with blocks and role-playing in the dramatic play area, for instance, children develop various skills. Play also provides a means and opportunity for children

to learn and improve their social skills (Barbakoff & Yo, 2002). For children who are socially isolated, play offers important occasions for social interaction and skill development.

Additionally, free play is an effective, spontaneous way for children to apply social skills that have been taught directly.

Different types of social interactions in which children engage mark the four stages of play: *onlooker*, *solitary*, *parallel*, and *cooperative* play. Each type of play elicits different types of social interactions. Parents should select toys that stretch each developmental play level to increase children's social learning opportunities. A well-stocked pretend play center is filled with: real objects, writing materials, play telephones, and dress up clothing. These items foster children's social development as they begin to interact with others uses social skills such as turn taking; sharing toys, listening, and using appropriate greetings (Barbakoff & Yo, 2002).

Various forms of play at different age have their own relevance for foundation of children's social skills. For example, onlooker play is a type of play in which the child watches other children play. It is the initial phase of engagement into play activities or practices. This helps children start approaching others and communicating with them (Barbakoff & Yo, 2002). On the other hand, solitary play is helpful for the child that the child plays alone and independently of others using his or her own playing materials. It enables the child to exercise and rehearse alone. Next to that, parallel play represents a type of play in which the child plays separately from others, but with toys like those who are using or in a manner that mimics their play. Parallel play and cooperative play pave way to get together with other children. Finally, cooperative play is the category of play that involves social interaction in a group with a sense of group identity and organized activity. The social learning that takes place during center time activities can be unlimited when best practices are implemented (Leff & Lakin, 2005). Various

literatures indicated that this type of play helps the development of social skills such as turn taking ability of children (e.g. Barbakoff & Yo, 2002; Blau & Currie, 2004).

The gains in socio-emotional activities of play encompass:- more interface with peers; better ability to take on the perspective of others; more empathy; better control of impulsive actions (self-regulation); better prediction of others' preferences and desires; better emotional and social adjustment; more innovation; more imagination; longer attention span; greater attention ability; and performance of more conservation tasks. Through play, children learn perspective taking-learn to consider and respect other children's points of view in addition to their own. Because of perspective taking, children make friends more easily and become accepted members of a group. They develop better peer interaction. As children interact with others, they also learn that everyone has different goals, ideas, and ways of doing things. Perspective taking allows social skills such as listening, taking turns, sharing, understanding others' emotion, and resolving conflict to develop (Leff & Lakin, 2005).

Social play represents plays that involve social interactions with other individuals. Generally, play is useful for holistic development such as for socialization, for teaching, and for therapy (play therapy), etc. Social characteristics of functions of play represent interacting with others and the like whilst the emotional characteristics includes; love, anger, trusting others, happiness, and caring for others.

2.4. Child Behavioral Outcomes

Studies reviewed to this point primarily focus on direct links between/among characteristics in childhood after-school experiences, out-of-home context and children's interaction with others. However, children grow and are reared in multiple contexts, and from an ecological-

developmental perspective, it is anticipated that there are cumulative and interactive effects of contextual influences on child behavior outcomes.

There are relatively few investigations that examined interactive associations among extra-familial settings (such as neighborhood, outdoor playmates, and other adults), particularly childhood out-of-school experiences at preschool and school age. Examining protective and risk factors together, and identifying mechanisms in how they contribute to child developmental outcomes (Luthar, 2003) is so vital for intervention. However, these types of investigations begin to address an important question- *“can risks experienced in one setting be offset by positive experiences in another?”*

In this section, literatures reviewed on child behavioral outcomes are amalgamated. As per the theme in concern, three sub-topics are combined in viewing behavioral outcomes. These are social competence, self-regulation and academic achievement.

Social competence

The socio-emotional development incorporates changes in the child's relationships with other people, managing emotion, and changes in personality (Santrock, 2006). According to Lynch and Simpson (2010), children need to learn appropriate social skills, which are the core of social competence. They have defined social skills as behaviors that promote positive interaction with others in the living environment or context. The skills included are: - being empathetic; taking part in group activities; showing kindness; neighborliness; communicating with others; bargaining; and problem solving.

Social competence is the capability to meet personal goals within social interactions while keeping up to maintain positive relationships with others (Shaffer & Kipp, 2014). It is a multi-

dimensional quality that represents children's positive peer interactions (Rubin, Bukowski & Parker, 2006), emotional self-regulation, understanding emotions (Denham, 2006), and adaptive behaviors across social settings (Brophy-Herb, Lee, Nievar & Stollak, 2007). Different researchers such as Junttila, Voeten, Kaukiainen, and Vauras (2006) have categorized social competence into two key aspects as prosocial behavior and antisocial behavior. Prosocial behavior encompasses socially desirable behaviors, including cooperativeness, sharing and caring, helping others, solving social problems, and participating in group activities (Denham, 2006; Junttila et al., 2006). These behaviors typically promote peer acceptance, facilitate positive relationships with adults and enhance learning of the children (Garner & Waajid, 2008).

Negative engagements of children bring about antisocial behavioral outcomes. Antisocial behaviors represent negative, undesirable, detrimental, and destructive behaviors which are unacceptable ways of promoting negative behavioral activities among children. These mainly include malice such as gambling, stealing, physical and verbal aggressiveness, low emotional regulation and poor emotion expression skills; which are typically related to lower academic skills and negative social outcomes, including peer pressures and coercive interactions with adults (Denham, 2006). Regarding social competence, the absence of antisocial behavior (i.e., the inhibition of impulsive and disruptive behavior) is desirable. Consequently, for a child to be socially competent, s/he should display high levels of pro-social behavior and low levels of antisocial behavior (Junttila et al., 2006).

Children who are in the context of social competence development are imperative to progress of the child. As noted by Carl (2007), physical nurturing that is part of warm peer interaction is very critical to healthy growth. Studies indicated that children feel most secure when their adults (parents and/or caregiver) are nearby while they are in the outdoor setting. This

indicates the contribution of physical availability of parents for children's social competence. While children are seeking independence, they need to know that the family member is physically accessible to them when they need comfort. Hence, the very question '*How out-of-school experiences are affecting social competence of children?*' needs research.

For children at preschool and/or school age, social competence is manifested in selecting and using behavioral strategies that are effective in achieving interactional goals, such as peer group entry, turn-taking, conflict resolution, maintenance of play and related pro-social behaviors (Guralnick, 2010). In the early years, children acquire these skills from parents and other adults including other older children in their environment who model and explain the way they behave in circumstances (Ladd, 2005). The social skills that children learn when they are young serve constructive role for subsequent relationships that they develop in later ages (Ladd & Burgess, 2001).

Inducing social skills can include several techniques, including direct instruction, learning from peers, avoidance of predicament behaviors, and proving helpful stories through children's books. Great deals of social behaviors are better learned among age mates through play and other ways of contact (Ladd, 2005). According to Ladd (2005), in child development the social domain integrates promotion of pro-social behavior/social emotional learning; or social competence; relationship with families and others; cultural competence; and other positive engagements in interaction.

Social competence is an inclusive construct with different characteristic features that refer to interpersonal, emotional, motivational, and behavioral aspects (Merrell, 2008). Children's social competence is described as the ability to effectively make and maintain positive social

outcomes by organizing one's own personal and environmental resources. Social competence is the capability to achieve personal goals in social interaction while simultaneously maintaining positive relationships with others through time and across situations.

Social competence during early childhood is conceived as children's successful involvement in social interactions, achieving social goals, establishing and maintaining friendships, and getting accepted by peers (Brophy-Herb et al., 2007; Chen & French, 2008; Rubin, Bukowski & Parker, 2006). In addition, social competence develops in multiple contexts, in both formal (e.g., pre-school institutions and schools) and informal learning through out-of-school experiences (e.g., family education, sports and other leisure groups, peer activities). To cover these sources of impact, a number of settings and variables should be considered. This is why this study incorporates child engagement, families' contribution, and social competence into account in the view of behavioral outcomes.

Children, who are socially competent, have the ability to identify, respond, and interpret cues and information in their social environment (Kemple cited in Bierman & Welsh, 2000). Bierman and Welsh (2000) have indicated that socially competent children attract other children and they get positively engaged; demonstrate good communication skills, and abilities to participate in pretend play, share playing materials, and control affect and behavior when required.

For children in the early ages, positive peer interactions offer acceptance, sustenance or support, and nurturance. Appealing in to interactions that are socially competent help imparting important skills like caring and sharing that bring about facilitation of success in activities and academic related motivation (Hampton & Fantuzzo, 2003).

The literature reviewed (such as that of Swindells & Stagnitti, 2006) depicted that social competence is a reflection of social adjustment, the skills of relationship in social situations, or the behaviors and thought processes that reflect successful social functioning. In childhood stage, social competence is conceived as the ability to meet social goals, being able to enter established play groups, the capability to initiate play, and the capacity to respond appropriately to peers. Social competence is an individual attribute in group/s that depends on the developmental status of the child (Swindells & Stagnitti, 2006; Vaughn et al., 2000).

In the out-of-school experiences of the child, keeping child near socially competent peers helps to enhance social competence of that child (Ladd, 2005; Lynch & Simpson, 2010; Vaughn et al., 2000). In the aforementioned sources, there is emphasis that being near to more socially competent children can both increase positive interaction and reduce behavioral problems. They recommended that adults can encourage this close contact by making sure that planned activities are meaningful and fun for all children by giving children time and attention when they are playing together. Positioning children can also help encourage interaction through appreciating togetherness. Instead of having two children stand next to each other side by side, adults shall create platform to face each other and enable him/her to see what the other child is doing.

Broad cultural attitudes on social competence are related to specific parental child-rearing beliefs, and practices (Lerner et al., 2003). One of the most important values related to child experiences that transcend specific national norms is the emphasis placed on the independence or interdependence of children with their family members (Lerner et al., 2003) and others too. Early social competence development must be viewed within the context of the specific cultural values and goals that guide child experiences. However, many aspects of early socio-emotional growth, such as forming close attachments to caretakers, are broadly observed in different social contexts

and appear to be universal features of psychosocial development based on adaptation (Lerner et al., 2003).

An important challenge to children's socio-emotional development, therefore, is how to study broadly generalizeable processes of social and emotional growth; while respecting individual differences (Lerner et al., 2003). This is doable in how the developmental processes are realized requires intensive study of the impact of diversity in parenting and child out-of-school experiences, and practices as they play out in the realities of desired placements in non-parental settings.

Self-regulation

Self-regulation is an impulse control capacity that represents strategies for managing emotions or adjusting emotional arousal to an appropriate level of intensity. A child with a better skill of emotional regulation has the ability to adjust his/her temperamental or temporal experience. In addition, the child with better regulation has the ability of expression of emotional arousal in an appropriate level of intensity to successfully achieve his/her communication goals.

Developmental psychologists indicate that emotional self-regulation begins by the end of the first year of age (Shaffer & Kipp, 2014).

Self-regulation is viewed as the deliberate modulation of behavior in circumstances where there is a discrepancy between what children tend to do and what they are supposed to do to adjust to their social context (e.g. Heikamp, Trommsdorff & Fäsche, 2013; Lunkenheimer, Kemp, Lucas- Thompson, Cole, & Albrecht, 2016). Previous writers (such as Heikamp et al., 2013; Hofmann, Schmeichel, & Baddeley, 2012) have stated as self-regulation depends on three components: the first is the comprehension of social standards to which the child is expected to

adjust his/her behavior; second, the individual's motivation to behave according to those standards; and third the individual's capacity to behave accordingly.

Plata-Caviedes (2018) argued that compliant and noncompliant behaviors enlighten about self-regulation development in children; and these behaviors show differences in self-regulation, depending on the level of independence of children, their motivation, and the emotional instigation they express when disobeying. Plata-Caviedes (2018) has recommended further study via suggesting use of different methodologies to assess each of these factors. Though parental control and caretaker related factors were addressed, Plata-Caviedes did not show the details of out-of-school experiences of children.

According to Ward and Dahlmeier (2004), providing spacious opportunities for choice is very important when working with young children in order to guide self-regulation. In the case of low-preference activities such as naps, moving or so, the choice making can give children a sense of autonomy, enabling them to settle into a routine that otherwise might be problematic. For instance, at rest time, a parent/guardian might give a child the choice of sleeping, or of sitting quietly and playing with a toy or reading a book, etc.

Children exercise and develop self-regulation whilst playing together with their age mates and learn generally how to get along with other children or adults. Studies disclosed that playful children have better self-regulation, and are popular, well accepted by others, and pleased. Psychosocial development in young children is accelerated by play as part of childhood experience (Kalb & Loeber, 2003).

Emotional self-regulation (impulse control) is developed through social play. Social desirability play is especially beneficial for highly impulsive children. In fact, impairment or

defective play skills may result in later adjustment problems. Positive control promotes the ability of children to internalize norms and parental values by explaining the reasons for their parents' demands and compliance, thus it becomes easier in generating greater confidence between parents and children (Kalb & Loeber, 2003).

In play, children learn how and when to express or control their emotions. Even play fighting (competition) requires a good deal of self-control and self-indulgence, serving as practice for exercising restraint in more serious contexts. Fantasy play allows children to work through conflict and painful feelings (Goldstein, 2003). In a similar fashion, other forms of child engagement and parental involvement in children's after-school experiences influence self-regulation. This study investigates the magnifying, and detrimental roles of types of child out-of-school experiences on behavioral outcomes in general, and self-regulation in particular.

Articles stated that sensitive and responsive parenting practices in the early years provide the basis for the development of child self-regulation skills. If parents follow effective strategies, through tailoring activities to their child's individual needs, children's self-regulation gets outshined (Elias & Berk, 2002).

Academic Achievement

Positive out-of-school experiences lead to successful school adjustment through positive relationships with others. A child, who is able to have adaptive relation with others, is inspired to learn and can be able to regulate his or her emotions. As a result, he/she will be ready to learn and experience success in academic achievement at school performance (Garner & Waajid, 2008). On the other hand, Denham (2006) indicate that antisocial behaviors are typically related

to lower academic skills and low academic achievement resulting coercive interactions with peers and teachers.

Gaining a better understanding of children's out-of-school experiences over time can assist in predicting which young children may be at risk for impaired peer relations. Knowing childhood out-of-school exposure in the context enables to take proactive action against lower academic achievement. Children who experience greater peer acceptance and friendship tend to feel more positively about the school experience and perform better in the classroom (NSCDC, 2004); but this premise did not address the out-of-school experiences in contexts of varied customs.

Play is a foundational process for academic achievement, as is self- regulation, representational competence, and attachment or relationship building, other building blocks served by play during the early childhood care education years (Ritchie, Maxwell, & Bredekamp, 2009). Parental involvement is an important educational component, and in many cases, researchers argued that it is a predictor of students' academic achievement, behavioral success, and engagement in learning (Delgado- Gaitan, 2004; Domina, 2005; Englund, Luckner, Whaley & Egeland, 2004; Hornby & Lafaele, 2011; Sheldon, 2002). Parental involvement enhances children's academic achievement; in addition, parental involvement creates a long-lasting effect that benefits children. Still parental/guardian physical availability, level of availability, extent of care and support, mentoring, guidance, and follow up should be researched. This study will address these variables.

Similar with Vygotsky's point of reflection, Rogoff (2003) underscored that individual cognitive skills derive from children's engagement in socio-cultural activities. At preschool and

lower grades of primary education, academic achievement mainly centers on numeracy and literacy. In addition, academic achievement includes competence in performing after learning in class.

2.5. Empirical Justification

Average family size in urban is less than the national average of five members (CSA, 2007). As family size decreases, quality of life is expected to be better for behavioral outcomes (Grusec, 2015). In addition, improved relationship among family members is anticipated due to manageable size of family (Bansal, Thind, & Jaswal, 2006; Caspe, Traub, & Little, 2002).

Hare, Marston, and Allen (2011) have identified that parental acceptance as a concurrent correlate of behavioral outcomes especially self-regulation. This acceptance plays protective role against behavioral problems. When there is lack of parental acceptance, children withdraw from intra-familial interaction.

In various forms of children's engagements, different studies (such as Tigist, 2016) indicated parental concerns about the way how children expend time outside school. Tigist (2016) indicated that vast majority of the parents have moderated concern about inappropriate television content. She also stated that 54% of parents have mediated their children's TV watching and the remaining 46% did not supervise or monitor at all. Co-viewing is highly (80%) used mediation strategy. Yekoyealem et al. (2021) have indicated that school age children watch television for an average of 2:32 hr and parents concern about the negative impact of television is mediocre.

Reese and Roosa (in George & Rajan, 2012) stated that children privileged enough to grow up in comfortable, stable, and supportive families, usually have desirable social competence, and

virtuous self-regulation in their behavioral outcomes. On the contrary, children who are reared in violent, impoverished, disadvantaged, neglecting, or emotionally abusive families are at expressively higher risk of developing serious behavioral and emotional problems. This leads them to negative engagements in their out-of-school experiences. Although data from Ethiopia is limited, in India as to Ray and Jat (2010), a significant portion of children also have considerable TV viewing per day i.e. more than two hours per day. For a child this appears to be too much though it may vary from country to country. As children devote much more time to watching TV, in turn, they give a significantly shorter amount of time for friends as compared to those who do not. Consequently, watching television causes poor peer relationships and as a result it increases the risk of social isolation, anxiety disorder, and negative engagement which brings about antisocial behavior, including aggression, bullying and involvement in misbehavior (Ray & Jat, 2010).

In longitudinal research of Leventhal and Brooks-Gunn (2000) among low-income urban families, boys as young as 8 years old reported spending frequent unsupervised time with older neighborhood peers. Boys living in more disadvantaged and hazardous areas reported higher levels of neighborhood peer deviant behavior than boys living in relatively lower risk environments. On the other hand, how is the case due to COSES in a collectivist and multicultural setting such as in Africa and Ethiopia specifically in Addis Ababa?

The study by Lisanework (2015) indicated that the overall resident satisfaction with the physical features of housing arrangement showed that 36% of the respondents reported as highly dissatisfied or are unhappy with the external environment. There is less satisfaction with the level of relationship with neighbors and the level of relationship. In the social environment features a few respondents are satisfied in their relationship with neighbors ($M = 3.4$). In the

neighborhood adverse condition, there are reported harmful activities such as drug addiction, robbery, sexual harassment & similar others that affect relationship. These and other undesirable practices are challenges as threats of neighborhood in Addis Ababa. This neighborhood condition has influences on children's after-school experiences and their behavioral outcomes, which are to be investigated in this research since Lisane-work, and other previous researchers did not focus on after-school experiences. Lisane-work (2015) has indicated that there are challenges in the neighborhood such as social insecurity due to unfamiliar residents who rent houses, lack of privacy due to neighborhoods trouble like excessive sounds pollution, chewing chat, sexual harassment and so and so forth.

As indicated by Lisane-work (2015), social environment conditions within the housing area are characterized by very limited community relationships. Due to its momentary nature, renting houses becomes barrier of communication with community, as it needs long time to build relationships with community.

Previous research articles revealed that off-the-school settings have relationships with contextual factors and use of different care arrangements: structured care settings (e.g., recreation programs, playground centers, etc); primary caregiver concern; non-parental adult care; and sibling care. In the out-of-school, setting rates of non-parental care are higher (Sarampote et al., 2004). On the other hand, there may be vulnerability to maladaptive practices or negative engagement of the child in unsupervised setting.

Community menace and diverse community settings (such as environments, different cultural backgrounds), parent involvement in out-of-home contexts, and family and individual factors are critical to provide a comprehensive understanding of the role of ecological settings in

child development (Ingoldsby et al., 2012). Ingoldsby and colleagues (2012) have conducted a study among urban residents on ethnically diverse school age children. Their finding has revealed that children who were from low-income families and in childcare tend to spend more time watching TV and playing video games than in structured, supervised peer or cognitive enrichment activities, which may lead to challenge into all rounded change.

Results from previous studies showed that good quality of family, community, and living environment, where child out-of-school experiences occur, had more significant positive correlation with high level of child behavioral outcomes. Thus, it can be concluded that child out-of-school experiences and family engagement play pivotal role in a child's behavioral outcomes (Kendra, 2008). Nevertheless, Bansal and colleagues (2006) have done their study on high achiever urban female adolescents. Though it has been indicated that quality of home and neighborhood environment provided to children has influence or impact on child's future developmental achievements in behavioral outcomes (Bansal et al., 2006), the scenery of out-school context appears to be potential area of research due to the dynamics through time and culture related diversity.

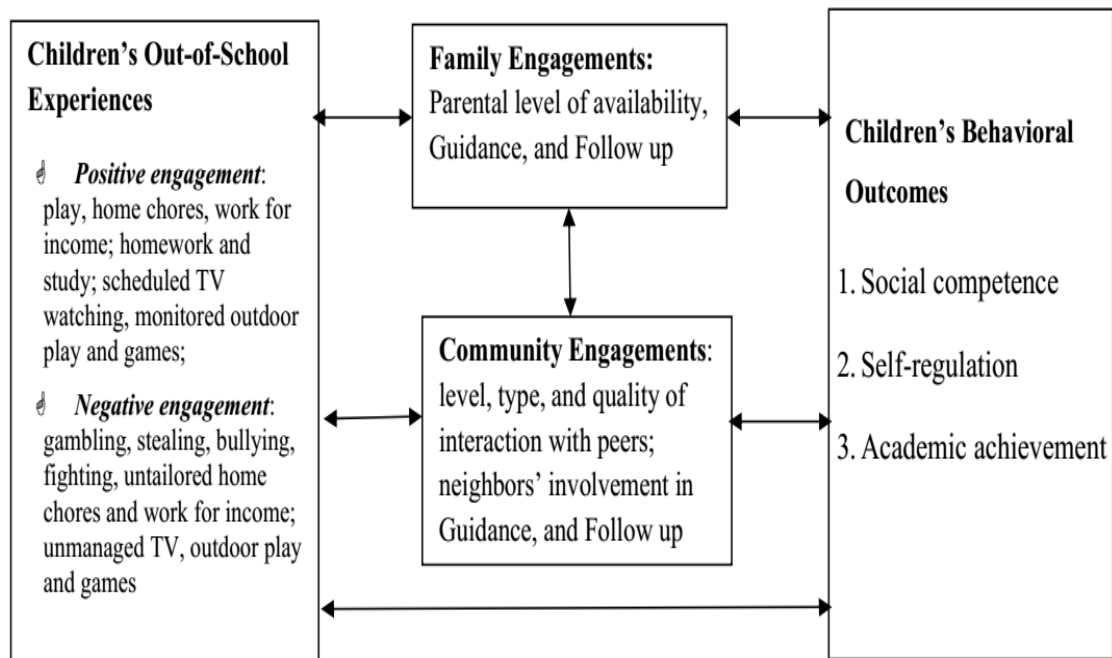
In conclusion, environmental factors such as family-related factors, peer interactions, and socio-cultural determinants can significantly influence children's development. These factors impact children's social, emotional, behavioral, intellectual, and moral development, emphasizing the importance of providing healthy and positive environmental conditions conducive to optimal development.

2.6. Conceptual Framework

Hereunder is the conceptual framework of the study prepared by the researcher in line with reading literatures to show the relationship among variables.

Graph 2.2

Conceptual Framework of the study



As it is depicted in the framework, which is prepared based on theoretical and empirical review, the study will mainly investigate the influences and/or contributions of the independent variable (children's out-of-school experiences categorized as positive engagements and negative engagements) and mediating variables (family engagements, and community engagements) on dependent variable behavioral outcomes with the corresponding sub-categories in each. Even though they did not show the mediation role of family and community for behavioral outcomes, Harkness and Super (1983) stated that childhood experience is seen as independent variable influencing behavioral outcomes.

Various previous articles have shown the bidirectional influence in indicating bivariate relationships between children's out-of-school experiences and family engagement; and between children's out-of-school engagement and community engagement. For instance, Knafo and Galansky (2008) indicated that children have influence on their parents' values and family. This is in support of the argument on the conceptual framework provided on top. The independent variable, mediating variables, and dependent variable are depicted.

2.7. Summary and Implications

The literature review has demonstrated the crucial importance of context in understanding children's behavioral outcomes. Previous research has shown that carefully arranged and maintained environments can have a significant impact on positive peer interactions, social competence, self-regulation, and overall behavioral outcomes.

Several studies have suggested that excessive parental control and supervision can result in children becoming overly reliant on others. When children perceive that their parents are not exerting forceful control over them, they are more likely to comply with requests and perceive their parents' requirements as reasonable and fair. These children tend to develop stronger self-regulation skills and have higher levels of social competence. However, determining the appropriate level of parental control and supervision is a subjective matter.

It is important to consider the family relationship as the foundation for interaction, as strong family support and intra-familial ties play a significant role. Previous researchers have recommended various approaches to childhood care and developmentally appropriate parenting, as well as considering contextual factors such as out-of-school experiences. The available

literature suggests that there are several enabling and protective factors in children's out-of-home ecological contexts that contribute to their behavioral outcomes. For example, Ingoldsby et al. (2012) found that out-of-school arrangements (e.g., tutorial centers, play, sports, TV/movies) and community involvement (e.g., interactions with extra-familial individuals or other adults) are directly associated with children's social competence, self-regulation, and academic achievement.

Parents vary in their responses to children's desires and in how they control their behaviors. Providing high-quality care, characterized by a sensitive, cognitively stimulating, and moderately controlling approach, is crucial for children's development and safety. Many of the skills children acquire during their early years are strongly influenced by the quality of their interactions with parents and other adults. Previous findings have highlighted the positive impact of high-quality out-of-school experiences and extracurricular activities on children's social and behavioral outcomes. However, it is worth noting that most studies on this topic have focused on structured after-school care and have been dominated by Western perspectives. This research aims to explore children's out-of-school experiences while also considering the mediating role of family and community engagements.

Children with greater assets, such as positive family attributes, have been found to exhibit greater social competence, self-regulation, and academic achievement. Research has shown that children with positive out-of-school experiences tend to be more socially engaged with their peers. Previous findings suggest that positive family attributes play a protective role in preventing children from responding disruptively or aggressively to maladaptive situations. These attributes, which include the quality of the parent-child relationship, the effectiveness of

family communication, the parents' understanding of the child's needs, and the overall level of parental involvement, contribute to a child's overall competence.

Prior investigations have primarily focused on children's experiences in customary contexts, such as care-giving centers, family dynamics, and child behavior at home. However, there is a need for research on child out-of-school experiences in disadvantaged contexts, especially in developing countries and multicultural settings, to better understand their impact on children's behavior. This study aims to address this research gap.

A variety of factors influence children's behavioral outcomes. In light of this, this research aims to thoroughly investigate predictors such as parental availability, level of support, guidance, and follow-up, parenting practices, family engagement, child engagement through play, and other ecological factors that contribute for the holistic child development and behavioral outcomes in particular. Previous research on out-of-school experiences has mainly focused on adolescents, children with developmental adversities or social disabilities, and developed countries. Therefore, it is essential to conduct research on physically growing and mentally developing children to identify and maximize positive aspects, which this study seeks to achieve.

Numerous earlier studies have highlighted the importance of parental availability, guidance, follow-up, and similar factors in shaping up positive qualities in children and in parent-child interactions. Most of the existing literature focuses on after-school childcare centers in institution-based settings, which are most prevalent in developed countries. However, there is a lack of studies on children's out-of-school experiences, especially in Africa, particularly in Ethiopia, where children often spend their out-of-school time working or assisting their parents.

It is important to consider the contextual relevance of after-school experiences in research conducted across different settings.

Chapter 3: Research Methods

This chapter includes sections on research methods such as the research design, population of the study and sample, sampling procedure, data collection instruments, data gathering procedure, and data analysis.

3.1. Study Design

In this study, a mixed approach is used in order to take advantage of both quantitative and qualitative data. A mixed approach is preferred because either type of data alone is insufficient to address the research questions.

The research follows a convergent parallel mixed methods design (QUAN+QUAL). The capitalization here signifies equal weighting for quantitative and qualitative data, analysis, and interpretation. It demonstrates that both qualitative and quantitative data are equally emphasized (Creswell & Plano-Clark, 2007). Quantitative data usually consist of closed-ended responses, while qualitative data refer to open-ended responses without predetermined choices. The collection of both types of data helps to mitigate the weaknesses of each form (Creswell, 2015). The research theme seeks data in both numerical and verbal forms, giving relatively equal weight to each. Furthermore, the methodological review of articles in this study revealed gaps in the use of mixed methods in the thematic area.

Figure 3.1.

Convergent Parallel Mixed Methods Design

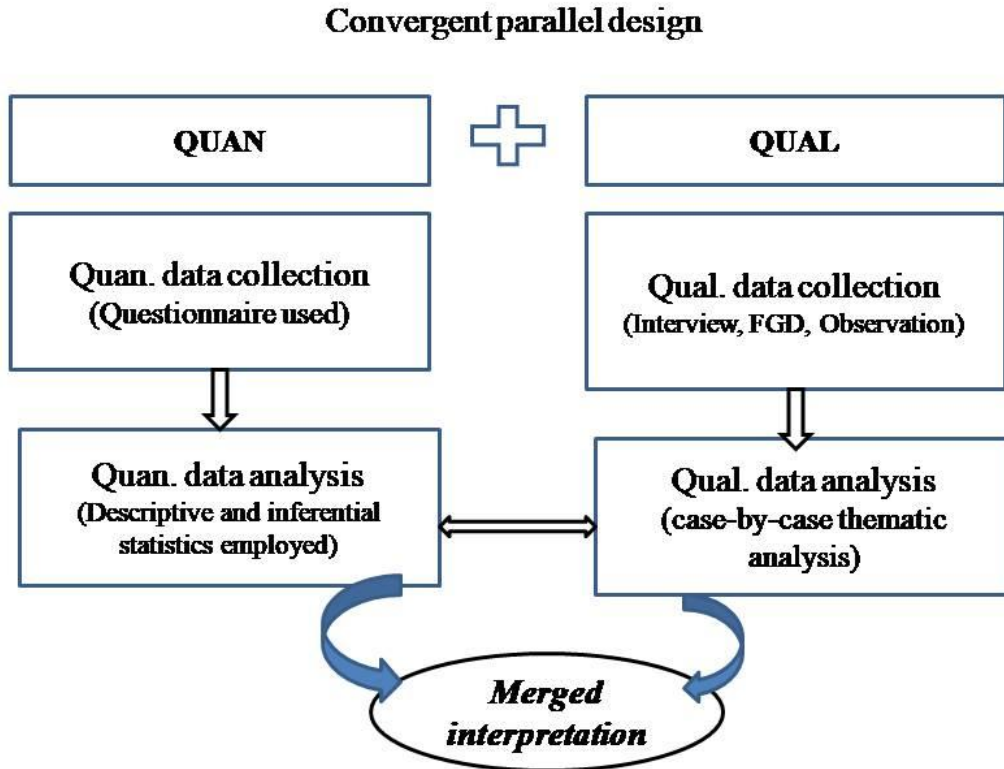


Figure 2: Convergent parallel mixed methods design of COSEs
(Source: Adapted from Creswell, 2005)

The rationale for using a mixed methods approach is that it allows for the combination of qualitative results and quantitative findings, leading to additional insights that cannot be gathered from either qualitative or quantitative findings alone (Creswell, 2015; Greene, 2007; Tashakkori & Teddlie, 2010).

3.2. Locale and Participants

The study takes place in Addis Ababa for three main reasons. Firstly, Addis Ababa offers a diverse context in terms of parental backgrounds and a variety of exposures. This means that children in this city have opportunities to engage in various out-of-school experiences both at

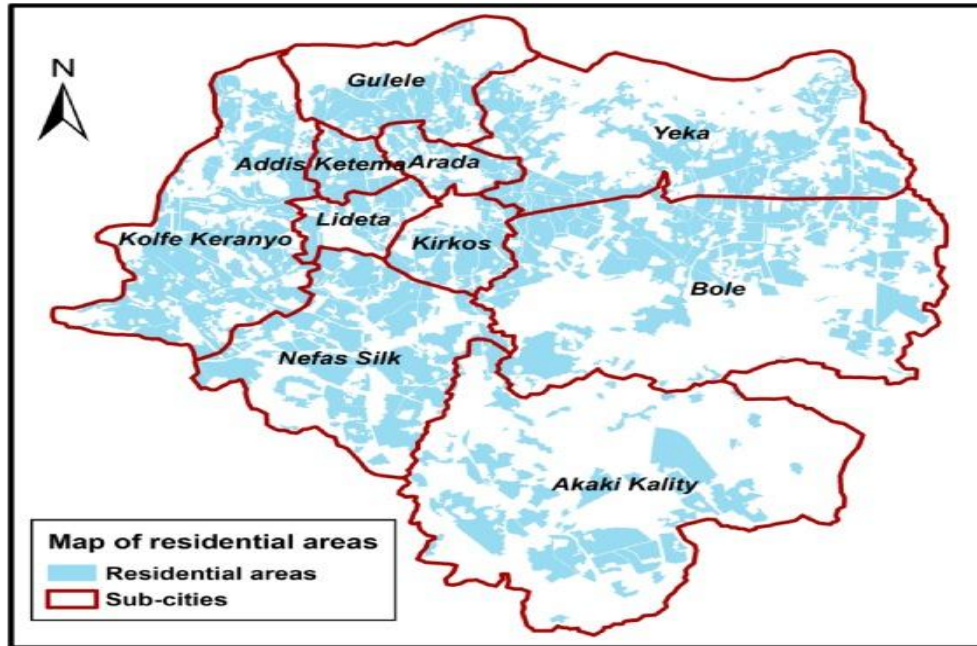
home, such as playing computer games and watching TV, and outside the home, like outdoor playing games, such as football, and merry go-go-round elsewhere.

Secondly, Addis Ababa is the largest and most populous city in the country, known for its cultural and economic diversity. The city is home to residents from different cultural backgrounds, as noted by Tolon (2008) and UN-HABITAT (2008).

Lastly, the researcher has a personal understanding and exposure to the childhood experiences in Addis Ababa. The city provides a range of conditions that can lead to both positive experiences, such as play and access to electronic materials, and negative engagements, like bullying, stealing, gambling at play stations, fighting, and unmanaged and uncontrolled TV watching.

In Addis Ababa, a variety of exposures and stimuli contribute to the overall platform of childhood experiences. The study focuses on parents and school-age children (grades 3-6) living in Addis Ababa. The sample is recruited from primary schools located in seven sub-cities and selected woredas. Therefore, the participants of the study primarily consist of parents and school-age children in grades 3-6.

Figure 3.2. Map of Addis Ababa, with Sub-Cities



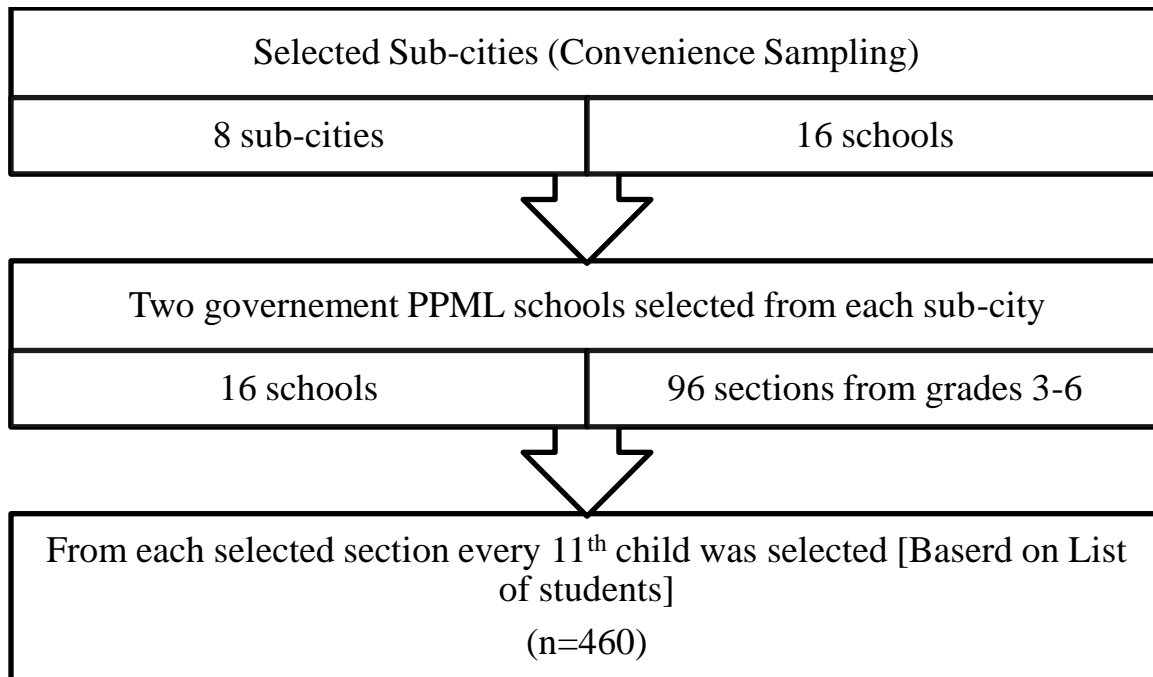
Source: Ethio GIS

The eleventh sub-city is Lemi Kura. This sub-city is from Bole and Yeka sub-cities. During consideration of population of the study, the investigator has taken primary schools from Bole and Yeka are in to consideration.

3.3. Samples and Sampling Techniques

3.3.1. Sampling Procedure

The respondents were selected using both random and non-random sampling techniques, depending on the design (e.g. QUAN+QUAL). Simple random sampling was used to recruit participants for data collection.

Figure 3.3*Respondents' category and sampling procedure*

Firstly, the investigator selected sub-cities, and then to woredas are fixed whereby schools are located.

To generalize with respect to the entire population, it is important to ensure that the majority is represented in the sampling. Random sampling is a method used to ensure that the sample is as representative as possible and that each member of the population has an equal chance of being selected (Schmidt & Teti, 2005). In this study, the researcher employed randomization by referring to database residents in Addis Ababa city administration at the *woreda* level. This approach is consistent with the information obtained from schools. In addition to random sampling, non-random or non-probability sampling techniques were also used to recruit respondents for the interviews.

3.3.2 Sample size

In order to ensure representativeness, it is important to ensure that the sample size is adequate to allow for findings to be inferred back to the population from which the sample is taken. When the sample is drawn from a known population, the sample size can be calculated using Yamane's formula for determining sample size (Adam, 2020; Belay & Abdinasir, 2015). Therefore, the researcher used Yamane's formula, shown below, to determine the sample size:

$n = \frac{N}{1+N(e)^2}$ Where n = is the sample size, N = is the population size, and e = is the level of precision (0.05).

Table 3.1

Population (in focus) of the study and sample selected

Sex	Ni	ni
Male	258,563	184
Female	306,159	216
Total (N)	<u>564,722</u>	<u>400</u>

Source: *Federal Democratic Republic of Ethiopia - Ministry of Education (2018)*

The calculated result is determined to be 400(+60). In male and female groups, 60 respondents (30 in each gender category) are added and finally, 214 males and 246 females are taken as part of the sample. Then for the sake of avoiding errors 15% was added and the number of questionnaires distributed was 460.

Table 3.2*Sample size from sub-cities*

SR	Sub-city	Schools	Male	Female	ni
1	Gullele	Medihanialem PPMLS Addis Ababa No. 2 PPMLS	25	27	52
2	Kirkos	Ediget Behibiret PPMLS National/Beherawi PPMLS	30	35	65
3	Kolfe Keraniyo	Bruh Tesfa (Ayer Tena) PPMLS Ewuketie Wogenie PPMLS	31	35	66
4	Addis Ketema	Bisrat PPMLS Gulele Fana PPMLS	24	26	50
5	Lideta	Lideta Limat PPMLS Shimelis Habte PPMLS	30	35	65
6	Bole	Hidase PPMLS Bulbula PPMLS	29	30	59
7	Arada	Arbegnoch PPMLS Minilik PPLMS	23	29	52
8	Yeka	Kokeb Tsibah PPMLS Dej. Wondirad PPMLS	22	29	51
Total			214	246	460

“ni”- number of respondents from sub-city. 460 children were participants for filling the three point scale questionnaire prepared for each group. The differences are based on the proportion of number of students in public primary schools.

3.4. Data Gathering Tools and Data Collection Procedures

Data were gathered using a questionnaire, an interview, and observation. The questionnaires were carefully adapted and prepared to collect the relevant information on the variables being investigated. During the interviews, the investigator followed a specific procedure and sought answers to a set of questions through semi-structured and unstructured interviews. Additionally, an observation checklist was used to gather qualitative data through direct contact. Kothari (2004) recommends that researchers should select one or more of these methods for data

collection, taking into consideration the nature of the investigation, the objective and scope of the inquiry, financial resources, available time, and the desired degree of accuracy.

While the primary source of data was the leading source, the study also incorporated and considered secondary sources. Examples of secondary data include academic achievements or previous-semester average results.

3.4.1. Measuring Instrument and Construction

Initially, the data gathering tools were prepared by adapting instruments that had been previously constructed and used. To adapt these tools and items, the investigator reviewed instruments that had a similar construct to the theme of this research. For example, self-regulation was measured by asking how well children control their emotional expressions and how they express their emotions. This theme was used to prepare items on emotional self-regulation and its relation to children's social competence in the setting. Social competence was measured by assessing children's cooperativeness, interaction, and sensitivity to the feelings of their peers.

Table 3.3

Tools for data collection

SR	Type of Instrument	Purpose	Target	Remark
1	Questionnaire	Measure the variables (Construct)	Children	
2	Interview (Semi-structured)	Get parents response	Parents	28
3	Focus Group Discussion (FGD)	Discussion among parents for disclosing others practices	Parents (site – condos)	4 FGDs with five members each
4	Observation	To see outdoor experiences or practices of children	Condos	Play grounds and others

Varieties of instruments were employed for the purpose of overcoming limitations in each aspect. For instance, questionnaire was not given to parents instead interview was used.

A. Questionnaire

To gather data, questionnaires were created by adapting and modifying items from various sources and literature. The questionnaire was designed as a rating scale and includes sections on parental demographics, child OSEs (positive and negative engagements), family and community engagements, and behavioral outcomes (self-regulation and social competence).

Child OSEs: To measure children's out-of-school experiences, items about positive and negative engagements were developed and added to the rating scale questionnaire.

Family and community engagements: Family and community engagements were measured using a total of twenty-seven items divided into three subcategories: parental physical availability, care and support, and guidance and follow-up. To develop these items, we referred to instruments like the "SSQC (Social Support Questionnaire for Children)". One of the instruments we thoroughly reviewed was the SSQC, which is a rating scale containing 50 items that assess children's social support from various sources, including parents, relatives, non-relative adults, siblings, and peers. The SSQC has shown good psychometric characteristics, such as internal consistency and factorial validity (Gordon et al., 2015).

Items to measure community engagement were included in the questionnaire, to be completed by both children and parents. Additionally, interviews were conducted with older adults and community/neighborhood leaders or influential adults to understand the roles they play in influencing child behavioral outcomes.

Child behavioral outcomes: 32 items were constructed to measure self-regulation, drawing from the Fast Track Project Child Behavior Questionnaire (Bandy & Moore, 2010). The questionnaire also consulted the Child Self-Regulation and Behavior Questionnaires to add more items. Finally, 32 items were used for this study. For measuring social competence, the investigator consulted or reviewed the tool named as Perceived Social Competence II (Anderson-Butcher, Iachini, & Amorose, 2008). From these sources, 20 items extracted for rewriting and expert judgment. Additionally, academic achievement in the behavioral outcomes section was measured based on the average score of all subjects in the most recent semester. The average scores were then converted to a standard score (Z score) for analysis with the other mentioned outcome variables.

B. Interview guide

A semi-structured interview guide was prepared with items that mainly emerged from research questions. Parent respondents were asked about children's experiences outside-of-school and their engagement with family and community to understand their contributions to child behavioral outcomes. Additionally, the investigation included how parents act and interact with the community regarding their child.

Twenty eight interview sessions were conducted as part of the study. After agreeing to participate in the interview, respondents were asked about their language preference. All respondents chose to conduct the interview in Amharic, because of which all the sessions were conducted in Amharic.

On average, each interview session took one hour and fifteen minutes. This does not include the approach or the interviewer's self-introduction and warm up session. The interviewees were parents of children between the ages of nine and fifteen, selected to align with the study's purpose.

C. Observation checklist

The investigator designed an observation checklist to assess children's outdoor experiences during their time outside-of-school. Observations were mainly conducted in residential areas and communal playgrounds. The Parent-Child Checklist (PCC) and the Family Interaction Observation Checklist were consulted to prepare the checklist. Selected items with "yes" or "no" alternatives were also integrated into the observation checklist.

Detailed observations were conducted of the neighborhood surrounding the child's residence and the child's out-of-school activities (Kohen et al., 2002). The main purpose of the observation was to assess the effectiveness of this data-gathering technique and learn lessons for future research on children's outside school experiences, family, and community engagement.

The type of observation used was inventory. It focused on children's play and outdoor experiences, particularly in the area surrounding their home. The observation was not participatory but rather a form of naturalistic observation. Parents gave consent allowing the observer to gather data.

The observations were conducted in the living areas of *Lideta* sub-city (*Sebategna*) and *Kolfe-Keraniyo* (*Zenebework and Birchiko Fabrika*). These areas were chosen because the investigator had frequent exposure to them. Observations were conducted in areas where

children frequently play, based on information provided by one of the residents. After receiving this information, Sunday was chosen as the designated observation day.

Prior to each observation, preliminary views were conducted to select the area where most children played so that it was possible to coordinate with assistants from that area. A total of three Sunday afternoons were chosen for the observations. The first observation took place on 24/08/13 E.C. from 10:05-11:15 local time at *Zenebework*. The second observation occurred on 09/08/13 E.C. from 9:25-10:50 local time. The final observation took place on 15/09/13 E.C. from 10:00-11:10 local time. Each observation lasted for an average of 1 hour and 10 minutes. It should be noted that during this time, some children would return home while new children would arrive, resulting in a fluctuation in the number of children on the playground. While these sessions may not have been sufficient, they provided valuable insight to go ahead with the subsequent tasks.

The investigator served as the observer, with one assistant assigned to each of the respective areas. The observed groups consisted of children, who were noted to be diverse in terms of age according to the assistants living in the corresponding areas. Each area underwent a single observation session.

3.4.2. Validation of tools

According to Moos and Moos (as cited in Currie, 2009), when considering the use of an instrument with respondents identified within a specific setting, the following steps are recommended to ensure the appropriateness and reliability of assessment instruments. First, determine if the content of the test and the norm or comparison group are appropriate for

respondents who differ linguistically, ethnically, or culturally. Second, evaluate the available data to determine if test performance variations among respondents may be attributable to test characteristics. Thirdly, establish the reliability and validity of instruments that have been translated and adapted into another language (in this case, Amharic). Finally, select assessment devices that have been developed with the intention of being as fair as possible, in other words, reliable and valid.

To collect data, the researcher finalized the tool after reviewing other instruments related to the variables under study. Following the preparation of the questionnaire, a pre-pilot trial was conducted before the pilot study, during which modifications were made.

The questionnaire underwent expert inspection, with experts providing judgments to ensure the content validity of the instruments. The content validity ratio (CVR) was calculated using the Lawshe formula. The Amharic version of the instrument was prepared with the assistance of professionals from Department of Ethiopian Languages and Literature in Addis Ababa University.

The under-mentioned figurative illustration shows the validation procedure.

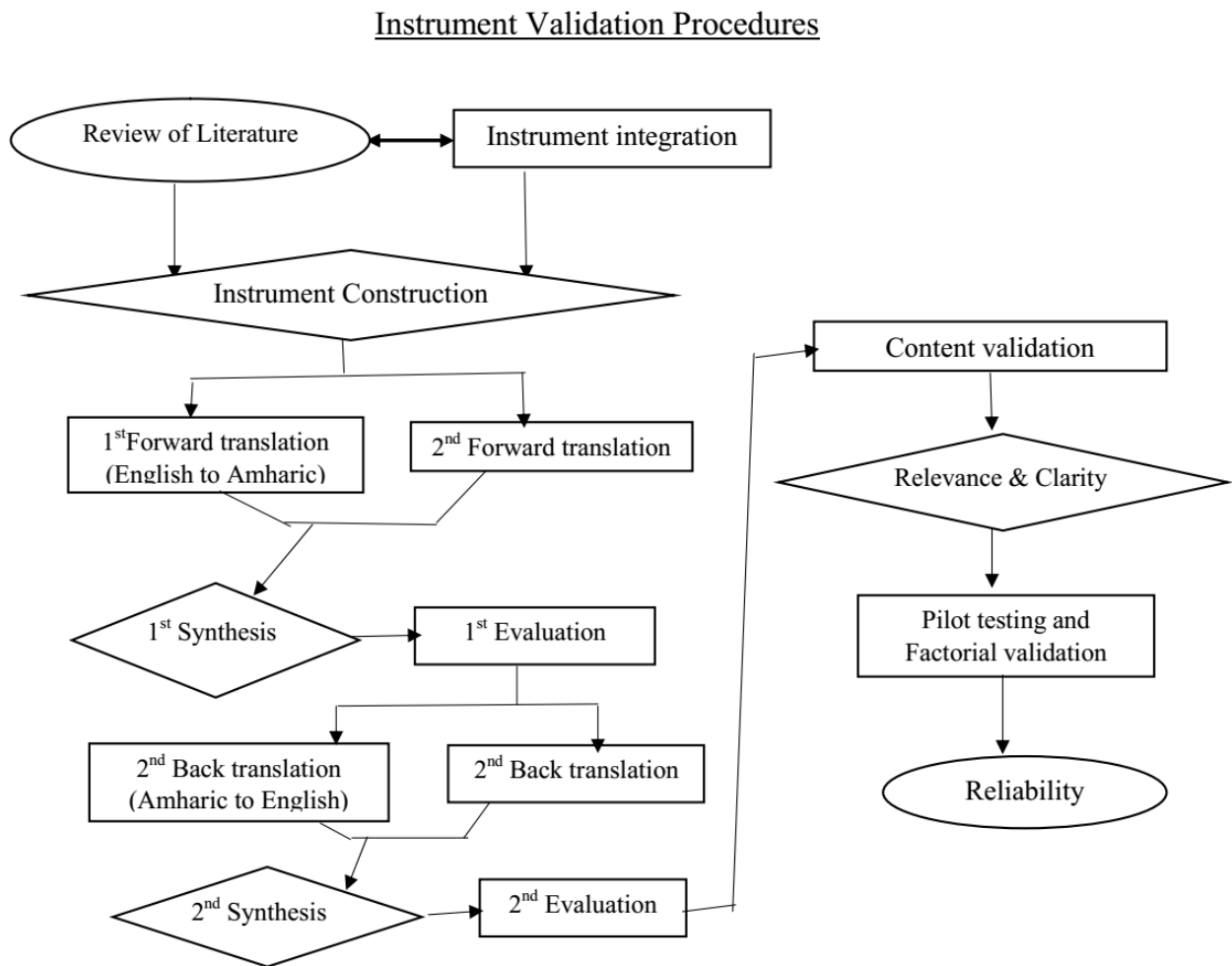
Figure 3.4:*Instrument Validation Procedure*

Figure 3: Validation and Pilot-testing Procedures of the Questionnaire (Borsa,Damasio, & Bandeira, 2012)

Review of literature was used for item construction. Forward and backward translations were performed during each synthesis, and evaluation was conducted. Content validation was then carried out to check the relevance and clarity of the items in the instrument. Finally, the investigator conducted a Principal Component Analysis (PCA) which was reported during proposal upgrading phase.

The reliability of the total items in the instrument was Cronbach Alpha 0.84, which is good.

Table 3.4

Chronbach Alpha of variables

SR	Variable	Number of Items	Chronbach Alpha	Remark
1	Child out of school experiences	10	0.79	Good
2	Family Engagement	12	0.85	Good
3	Community Engagement	15	0.83	Good
4	Self-regulation (SR CBO)	14	0.81	Good
5	Social competence (SC CBO)	11	0.8	Good
Total		62	0.84	Good

After the pilot study and validation, the number of items was reduced from 74 to 62 due to children's short attention spans and difficulties in responding to questions. This reduction was carefully done to ensure that it does not affect the validity and reliability of the instrument.

Most of the proposed items in the instrument for measuring variables were included in the main study. However, items with poor correlation and eigenvalues less than in the component analysis were not included.

A principal component analysis was performed on child ratings of out-of-school experiences, while a common factor analysis was performed on the items in the questionnaire. A Promax rotation, which allows for a relationship between factors, was utilized to account for the possibility of overlap between potential factors.

In addition to the Scree plot and eigenvalues, the pilot study confirmed that the Bartlett Test of Sphericity and Kaiser-Meyer-Olkin (KMO) Measure of Sampling Adequacy met the

necessary criteria. According to Kline (1994), if $KMO > 0.6$, it can be concluded that there are a sufficient number of correlations in the matrix to warrant factor analysis.

Parallel analysis was used to determine the number of factors. In this analysis of pilot study, eigenvalues generated from the data were compared to eigenvalues from a sample of 138 respondents. This was the method used to validate the instrument.

3.4.3. Administration

Recognizing the reading difficulties faced by primary school children (Kassahun, Sandvik, and Moges, 2024), primary school teachers were recruited and employed as part of the data collection team. They served as readers and assistants when children needed help. Trained assistant data collectors administered the questionnaires. After obtaining consent from parents, child respondents provided their responses to the questionnaire. During the administration process, the assistant data collectors read the questionnaire aloud when necessary.

Gathering data from children using questionnaires proved to be the most challenging part of the process due to their difficulties in reading and filling out the forms on their own. To address this challenge, the data collectors playfully read the questions to the children, creating a comfortable environment. The data collectors then recorded their responses accordingly. The researcher distributed questionnaires to parents and children to gather information on children's out-of-school experiences (including family and perceived community engagements) and child behavioral outcomes (self-regulation, social competence, and academic achievement). Forty parents were also interviewed. Additionally, observations were made of the playing areas in which children engaged to gain insights into the out-of-school settings within the context of their

residence areas. Observations of Children's Out-of-School Context: A unique aspect of the Ecological Study (ES) is its focus on collecting comprehensive observational data across various contexts and settings to identify processes that impact child behavioral outcomes. This method is particularly significant for identifying adaptive, risky, and protective factors that occur in less structured settings. While designing their study, Leff and Lakin (2005) encountered a challenge in finding an observational system that assessed the full range of factors and could be applied across different types of settings, as noted by other researchers (Leff & Lakin, 2005).

3.5. Methods of Data Analysis

After data collection, the researcher has gone through such as coding, data entry, and analysis. According to Kothari (2004), data analysis involves several closely related operations, including establishing categories, coding raw data, tabulating the data, and drawing statistical inferences.

Quantitative data analysis was conducted using SPSS version 25 and AMOS 23. SPSS version 25 offers additional analysis options compared to previous versions. AMOS 23 is a tool for conducting path analysis in structural equation modeling for mediation tests.

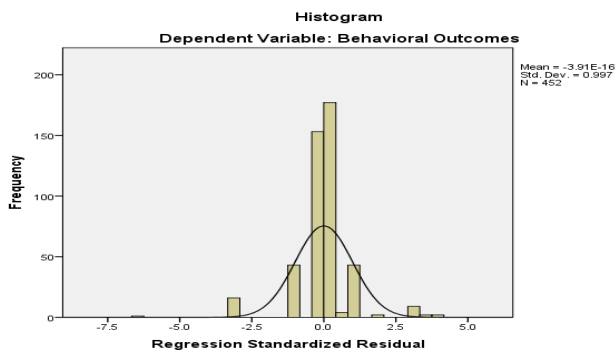
The extensive data was condensed into manageable groups and tables for further analysis. The raw data was classified into purposeful and usable categories, and coding was used to make the data suitable for tabulation and counting. Editing, as defined by Belay and Abdinasir (2015), involves checking the precision, utility, and completeness of the collected data. This process improves the quality of the data by ensuring proper completion of responses. Tabulation is a technical procedure in which the classified data is organized into tables for further analysis.

After coding and tabulation, the data was entered into Excel. Finally, quantitative data was analyzed using SPSS version 25, aligning with the variables. Additionally, data from observations and interviews were qualitatively analyzed using thematic analysis (case-by-case), which involved repeated reading of notes and listening to oral responses collected during fieldwork.

The researcher conducted bivariate analysis and stepwise multiple linear regression to examine the influence of predictor variables such as child experiences (e.g., childhood play, home chores, work for income, homework and study, TV watching), parental availability (including care and support), community engagement, and behavioral outcomes (social competence, self-regulation, and academic achievement). The assumptions of multicollinearity have been checked, and the Variance Inflation Factor (VIF) was found to be at an acceptable level of tolerance. Normality was assessed through the use of a histogram and found to be normally distributed. The linearity between the dependent and independent variables, as well as the assumption of heteroskedasticity, were also checked. All of these assumptions have been met, allowing for further analysis to be conducted.

Graph 3.1

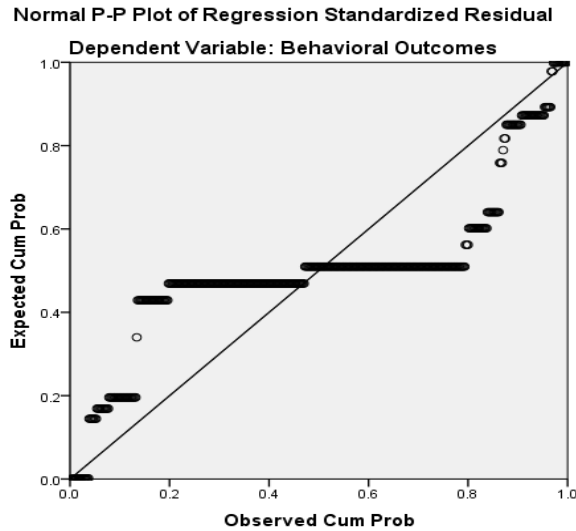
Histogram that show normality of the distribution



The bell shaped curve shows that the distribution is normal.

Graph 3.2

Linearity between the dependent and independent variables



The P-P plot shows linearity between the dependent and independent variables.

Since the study includes mediating variables, the investigator used AMOS for structural equation modeling. According to Kaplan (2000), structural equation modeling combines path analysis with confirmatory factor analysis. In this study, the researcher first conducted a measurement model test or confirmatory factor analysis to reduce the number of items for each variable and eliminate items with low path weights. Next, the researcher examined the overall structural model of the conceptual framework to determine the level of interactions among the variables and the significance of those interactions. Finally, we conducted path analysis to assess the impact of COSE on family and community engagements and child behavioral outcomes.

This report presents the analysis of 452 questionnaires. The researcher integrated qualitative data collected from parents as needed.

3.6. Ethical Considerations

In terms of ethical considerations, the research adheres to the APA ethical guidelines for conducting studies. In order to include child participants, the investigator obtained informed consent from their parents. Moreover, the questionnaire ensures the protection of privacy, confidentiality, and anonymity of the data obtained. The assistants involved in the study were trained to prioritize ethical concerns during data collection.

Consent form was sent to parents. The informed consent was done by informing parents about the purpose, the expected data gathering duration, and the procedures of the research. In addition, the participants were informed about the right to decline and to withdraw from participation even after the study is started. In addition, children were asked for their willingness to get ascent. Participants were informed about the purpose of the study.

Overall, the researcher faithfully follows the scientific procedure for conducting the study. This is accomplished by properly acknowledging sources and gathering authentic data from the study area.

Chapter 4: Data Analysis, Findings and Discussion

4.1. Introduction

This part of the dissertation presents the analyses and findings processed from the questionnaire responses, interviews, and observations, in line with the primary data collected and analyzed.

The subsections include: response rate, COSEs, parental involvement (covering physical availability, level of availability, care, support, guidance, mentoring, and follow-up), child engagement (including subcategories such as home chores, income-generating activities, homework/study, watching TV/movies, computer/mobile games, outdoor play, gambling, and stealing), neighborhood, and finally, statistical analysis is presented to display the relationship between determinants and outcome variables. This chapter also includes the analysis and results of the study on behavioral outcomes, such as social competence, self-regulation, and academic achievement.

The analysis is organized in a thematic order, with the aim of addressing research questions and indicating the descriptive data, relationships, or correlations among the study variables, as well as the mediating role of family and community engagements.

Preliminary analyses were conducted to examine the factor structure of the child-rated OSEs, as well as the associated behavioral outcomes. Subsequently, structural equation modeling is employed to investigate whether family and community engagements mediate the relationship between the children's out-of-school experiences and associated behavioral outcomes.

4.2. Response Rate

With the support of data gatherers, 452 out of 460 questionnaires were completed and returned by child participants. This indicates that 8% of the questionnaires fall under the non-response category, either due to failure to return or because they were defective and could not be included in the analysis. Administering questionnaires to children proved to be challenging due to their short attention span and limited reading ability. In order to overcome these challenges, the sentences in the questionnaire were made short with simple use of language. The data collection process was designed to be engaging and playful in order to encourage child participants to complete and respond to the questions with assistance of the trained data gatherers. In most cases, the data gatherers read the questions to the children.

4.3. Respondents' Background

Demographic characteristics include the age of child participants, their gender, grade level, number of siblings, and family size. These factors provide information about the participants.

Table 4.1
Participants' Demographic Characteristics

SR	Variable	Sub-category	f	%
1	Age of child participants	Below 10 years old	35	7.7
		10-11 years old	265	58.7
		12-13 years old	152	33.6
		Total	452	100.0
2	Gender of participants	Male	211	46.68
		Female	241	53.32
		Total	452	100.0
3	Grade level of child participants	Grade 3-4	172	38.0
		Grades 5-6	280	61.9
		Total	452	100.0
4	Number of siblings	None	88	19.5
		1-3	157	34.7
		3-5	122	27.0
		Greater than 5	85	18.8
		Total	452	100.0
5	Number of family members	Below 4	123	27.1
		4-6	189	41.9
		6-8	121	26.8
		Above 8	19	4.2
		Total	452	100.0

In this study, the majority of child participants (59.3%) are between the ages of ten and eleven years old. In terms of gender, it is relatively balanced, although the number of female participants (53.32%) is slightly higher than that of boys (46.68%). Additionally, 364 participants (80.5%) have siblings, and 310 participants (68.7%) come from families with sizes of 4–8 or more family members.

Regarding the educational level of parents, more than half of the participants (60.7% or 274) come from families where the parents have a diploma or lower educational qualification. On the other hand, 39.3% (178) of the participants have parents with a first degree or above.

When asked about their perceived socio-economic status, 60.4% (273) of the participants indicated that they come from low-income families, while 22.3% (101) indicated that their families have a middle-income status. The remaining 17.3% (78) of participants stated that they come from high level socio-economic status families.

4.4. Child Out-of-School Engagement

This part of the analysis focuses on showing the patterns of children's engagement and activities as per their exposure in the outside of school time.

The main purpose of this section is to portray out-of-school experiences of children, which is related to the first research question of the study. The analysis incorporates responses from interviews and observations that are relevant to this theme. The section begins with descriptive statistics, including frequencies, percentages, mean, and standard deviation.

In this analysis section, the responses to COSEs are presented. The questionnaires administered here were completed and rated appropriately. The analysis integrates responses from interviews and observations, providing descriptive statistics such as frequencies, percentages, means, and standard deviations.

Table 4.2
Descriptive of Children's Out-of-School Experiences (n=452)

Qn	Item		Alternatives		
			Not at all	Rarely	Often
1	Work to get money	f	272	159	21
		%	60.2	35.2	4.6
<i>M = 1.44: SD = 0.58</i>					
2	Support the family in home chores.	f	7	326	119
		%	1.5	72.1	26.3
<i>M = 2.25: SD = 0.47</i>					
3	Doing homework, and study education	f	21	133	298
		%	4.6	29.4	70.0
<i>M = 2.61: SD = 0.57</i>					
4	Play with friends	f	4	332	116
		%	0.9	73.5	25.7
<i>M = 2.25 : SD = 0.45</i>					
5	Study with friends	f	30	282	140
		%	6.6	62.4	31.0
<i>M = 2.24: SD = 0.45</i>					
6	Watch Television (film)	f	19	229	204
		%	4.2	50.7	45.1
<i>M = 2.41 : SD = 0.57</i>					
7	Play mobile game	f	35	146	271
		%	7.7	32.3	60.0
<i>M = 2.52: SD = 0.64</i>					
8	Betting games by allotting coin/money	f	425	23	4
		%	94	5.1	0.9
<i>M = 1.11: SD = 0.4</i>					
9	Quarrelling in group	f	374	73	5
		%	82.7	16.2	1.1
<i>M = 1.23: SD = 0.49</i>					
10	Being in groups, we sicken, and mock at passersby	f	298	112	42
		%	65.9	24.8	9.3
<i>M = 1.84: SD = 0.56</i>					

*1= Not at all; 2= Rarely; 3= Often

Work for Income

Only a few number of children, 21 (4.6%), work to earn money, while 272 (60.2%) do not work for money and 159 (35.2%) are rarely engaged in such activities. During the interviews, parents mentioned that sometimes children perform miscellaneous tasks to earn money, but the money is

given to the parents. Some children work as "*Jebilo*" which involves delivering shopping goods such as tissue papers, masks, roasted grain (*kolo*), and other commodities or services such as shoe-shining in exchange for money.

Home Chores

A large number of children, 326 (72.1%), rarely support the family with home chores, while 119 (26.3%) often do and only 7 (1.5%) provide regular support such as buying goods from shops. The mean score is closer to the "rarely" option on the scale ($M = 2.25$; $SD = 0.47$). Home chores are one of the activities in which children are engaged, according to parents and child participants. Parents mentioned that home chores are an important part of children's involvement in COSEs. A mother of an 8-year-old girl said:

"My child is very helpful at home. When we work, she attentively watches and assists. According to her abilities, she takes part in home chores. The most important thing is her interest..." [LMI2]

Home chores and supportive practices provide children with valuable experiences at home to acquire skills which help them in their future. For example, ordering a child to wash a sibling's legs, feeding, and taking care of family members. During the interviews, parents mentioned that assigning home chores based on a child's abilities fosters responsibility. These activities at home help children develop a sense of capability and teach them self-care skills such as personal hygiene (brushing teeth, washing hands and body, etc.), dressing themselves, and cleaning utensils.

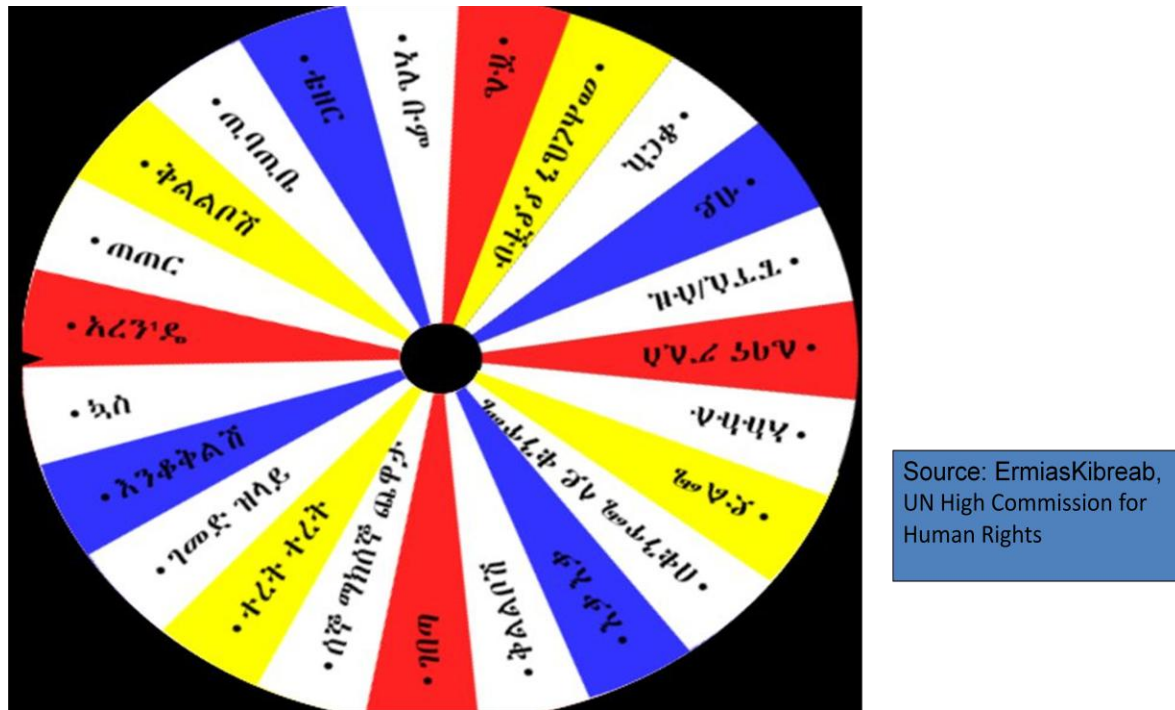
Homework and Study

Regarding educational activities, 298 (70%) of children often engage in doing homework and studying different subjects outside of school. On the other hand, 133 (29.4%) rarely do education-related activities, and 21 (4.6%) chose not to do them at all, stating that they complete their homework before returning home. However, some parents mentioned that their children rush to finish their homework in order to get permission to play outside or watch TV. Generally, a significant number of participants mentioned that children have enough time to study and do their homework.

Outdoor Play: Children were asked how often they play with friends. In light of this, 116 (25.7%) participants responded that they often play, 332 (73.5%) chose rarely, and 4 (0.9%) indicated that they do not play outside of home. When it comes to outdoor play, most children play outside home after getting permission from their respective parents/guardians or caretakers. Some of the types of play that children engage in the outside home time include football, "Eqaqa", "Abarosh", "Lieba ena police", "Segno-Makisegno", "Dibibikosh", and "Tiba-tibie". There are differences between parents and children in determining the duration of time they can play outside.

Children are engaged in various forms of play. Very many forms of play are found to be more interactive one another. The interaction has a form of child-to-child relationship. Such relationships are based on peer interaction or neighborhood.

Graph 4.1. Types of play



From observation of children's playgrounds, the investigator noticed that children tend to engage in cooperative activities with their close friends and competitive activities with unfamiliar/new children. Additionally, when parents call children to get back to home, they often become irritated and insist on playing with the other children around them. While outdoor play offers constructive and encouraging experiences for children from different households, there are also challenges that these children face. Some of these challenges include limited space on the playground, playing in muddy areas where there are debris that could harm the presence of sharp materials and spiky / prickly objects in their surroundings. These problems are related to playground availability, lack of playing materials, and an unsafe environment.

As part of their out-of-school experiences, 140 (31%) children often study with friends, 282 (62.4%) rarely do so and 30 (6.6%) do not study with their friends. Children engage in educational activities such as studying with friends who live nearby as neighbors.

TV watching (screen time):

Children engage in various activities such as watching TV, gaming, and social interactions, which shape their social competence. Many children in Addis Ababa spend a significant amount of time through watching TV, which can provide entertainment, education, and exposure to different cultures and ideas. However, excessive TV watching can lead to a sedentary lifestyle, reduced physical activity, and potentially negative effects on academic performance since such engagement is time consuming which would have been used to study or work for their education.

204 (45.1%) of participants often watch TV. 229 (50.7%) rarely watch TV, and the remaining 19 (4.2%) do not watch TV at all. This indicates that children spend a significant amount of time watching TV. Regarding TV watching, one of the interviewees gave the following response. A mother of a 10-year-old child gave the following response: -

"Even though I do not know whether it is helpful or not, he watches Arab movies. He seems to understand what the actors are saying and tries to talk about the story. He often watches cartoon films, kana, tom-and-jerry, etc. His excessive TV watching has made it difficult for him to communicate with us..."

A father of a nine-year-old child also says: ".....we have forbidden the child from watching TV. However, I have noticed that sometimes when we are at work, he still watches....."

This response indicates a lack of compliance with parental orders, especially when the parent is

away for various reasons such as work. On the other hand, some parents stated that scheduled TV watching is good, especially for programs specifically designed for children.

Another interviewee indicated that children spend much time watching TV. She stated the following.

“In my opinion, children spend around 2-3 hours a day watching TV. It seems like TV is a big part of their daily routine. They often watch cartoon shows, sometimes even movies. Watching TV has become a common way for children to entertain and relax themselves after school or during weekends, and summer/kiremt.”

This response was supported by other respondents emphasizing that children spend much time by watching TV. There were responses indicating that TV watching habits among children vary from one family to another due to different factors such as economic status, family structure, parents' employment, and the like. For example one respondent was indicating that *“If there is not TV at home due to poor economic condition, then the children may not be exposed to watching TV”*. Moreover, in the case of many children, there is exposure not only to TV but also to different online games, YouTube and Tiktok videos.

Gaming:

It was found that gaming is popular among children in Addis Ababa, offering opportunities for problem-solving and other skills. However, it is generally believed that excessive gaming leads additive usage, social isolation, and interference with schoolwork and real-life social interactions.

The majority of children, 271 (60%), often engage in mobile and related games, while 146 (32.3%) rarely engage in gaming, and 35 (7.7%) do not engage in this game at all. This indicates

that there is high tendency of playing mobile games. Parent participants expressed that children are very enthusiastic about mobile games. For example, one informant, the mother of an eight-year-old boy, mentioned that mobile games are used as a form of bribery. She believes that this kind of manipulation deprives the child of a sense of responsibility. She stated:

“In our home, we (parents) use games as a means of enticing our child to do something. This practice is also common among my neighbors and other parents I know. For example, if we want our child to go to the store, we may buy him/her chewing gum or chocolate as a reward. Similarly, to motivate our child to study or read, we often say, ‘If you study now, you can play games later’.” [IRK03]¹

This approach is not only prevalent in our family but also in others'.

Parents, like the participant mentioned earlier, are aware of the consequences of using games as a means of enticement. They believe that this kind of treatment could spoil the child's behavior.

“...When a guest comes to home, our child rushes to ask the guest for a mobile phone. Then asks whether the mobile has game or not and demands him/her to play game. This makes us feel ashamed.... I think this is being addicted... It is when we forbid ours that the child request from guests...” [GPI6]

Parent participants indicated that children insist and persist towards games in uncontrollable way. It is becoming difficult to stop once they start gaming. Most children are developing addictive experiences in gaming. From the study it was unveiled that many parents are using games as techniques of enticement for making children do something ordered. The case seems exasperating as it was found from the qualitative data.

¹Respondent code

Bullying, Gambling, and Stealing

This section of the analysis includes responses regarding negative experiences of children. A large number of participants stated that they do not gamble by using coins or money, with only 23 (5.1%) rarely doing so ($M = 1.11$, $SD = 0.4$). 78 (17.3%) of participants reported that they engage in group quarrels, while 374 (82.7%) stated that they do not engage in such behavior. On the other hand, 154 (34.1%) participants admitted as they mock passersby and other children. On mother respondent, identified as [KKMI5], described the misbehavior of a boy as follows:

“...I found that once upon a time my child took penny and bought marbles (Biyi) and played with neighbor children. This is stealing/theft and gambling...”

Participants indicated that within a family, there are situations where the mother and father blame each other for their child's misbehavior. “አንቶንሽልጅንያበላሽሽው”;

“አንተነህአንጂልጅአንደልቡይሁንአያልክ”. During an interview, a participant stated that parents accuse each other because of their child's misconduct. This kind of behavior, which leads to a spoiled attitude, poses a risk to CBOs, particularly in terms of self-regulation and social competence.

Staying at home for a longer period of time, especially during semester break and annual vacation or “kiremit” vacation, parents have reported detecting misbehaviors at home. These behaviors include theft, hiding oneself in alcoves or pantries, “stealing” food instead of asking, and engaging in trivial gambling outside the home. A mother of two children, ages 11 and 6, specified the following.

“Though my child knows that I can give in request, I noticed that he repeatedly found eating the food we put in the alcove. I (parent) do not have guarantee that my child will go and steal from

Table 4.3*Descriptive on parental physical availability, care, and support (n=452)*

Qn	Item		Alternatives		
			Not at all	Rarely	Often
1	Parents observe/follow during eating	f	64	322	66
		%	14.2	71.2	14.6
			<i>M = 2.01: SD = 0.54</i>		
2	Parents ask children what problems they faced.	f	33	381	38
		%	7.3	84.3	8.4
			<i>M = 2.01: SD = 0.39</i>		
3	My parents stay with me physically for much time.	f	107	284	61
		%	23.7	62.8	13.5
			<i>M = 2.0: SD = 0.6</i>		
4	... check whether I have done my homework or not	f	48	376	28
		%	10.6	83.2	6.2
			<i>M = 1.96: SD = 0.41</i>		
5	... set time when to watch television	f	76	246	130
		%	16.8	54.4	28.8
			<i>M = 2.12: SD = 0.67</i>		

*1= Not at all; 2= Rarely; 3= Often

Physical Availability, care and support of parents: A significant number of participants indicated that their parents monitor their eating habits during mealtime. The findings revealed that parents are concerned about their children's food intake. During the interviews, parents mentioned that their children participate in school feeding programs, but outside of school, they take care of their children's snacks and dinner. It was reported that children sometimes go to sleep without eating dinner, especially when parents are working late.

The analysis also showed that many parents ask their children about any problems they may be facing. In response, children express concerns about their classmates, teachers, and other school-related issues. Interviewees mentioned that they receive information about the challenges their children face during school hours. Furthermore, children also share information about their peer and neighborhood interactions with their parents.

Out of the child participants, 76.3% indicated that their parents spend time with them physically. However, 23.7% were unsure ($M= 2.00$; $SD=0.6$). In contrast to the questionnaire responses, parents mentioned during the interviews that there are gaps in spending time with and engaging with their children. The majority of respondents (89.4%) stated that their parents or guardians check whether they have completed their homework. Additionally, 83.2% of participants mentioned that their parents or guardians set specific times for watching television, while 16.8% stated that their parents do not do so. However, despite the responses regarding TV time, children often insist on watching television when their parents are not around, and they also watch with their parents once they return home from work.

Family Guidance and Follow up

In order to gauge the family guidance, and follow up, there were seven items in the questionnaire. Table 4.4 below presents the responses of participants.

Table 4.4
Descriptive on Guidance and Follow up (n=452)

Qn	Item		Not at all	Rarely	Often
1	(My) parents give to tutorial	f	166	230	56
		%	36.7	50.9	12.4
			<i>M = 1.73: SD = 0.65</i>		
2	... show me how to do tasks.	f	47	343	62
		%	10.7	75.9	13.7
			<i>M = 2.03: SD = 0.49</i>		
3	... advise me.	f	19	87	346
		%	4.2	19.2	76.6
			<i>M = 2.72: SD = 0.53</i>		
4	... encourage me to be smart.	f	40	287	125
		%	8.8	63.5	27.7
			<i>M = 2.19: SD = 0.57</i>		
5	... look after me when I play outside home	f	219	175	58
		%	48.5	38.7	12.8
			<i>M = 1.64: SD = 0.69</i>		
6	... stop me when I do something harming	f	8	106	338
		%	1.8	23.5	74.8
			<i>M = 2.73: SD = 0.48</i>		
7	...punish me	f	92	242	118
		%	20.4	53.5	26.1
			<i>M = 2.06: SD = 0.68</i>		

**1= Not at all; 2= Rarely; 3= Often*

Only 56 (12.4%) of parents often give tutorials to their children, while half of the participants indicated that their parents rarely give tutorials. 166 (36.7%) responded that their parents do not give tutorials.

A large number of parents (89.6%) show their children how to do things, but 47 (10.7%) said that their parents do not show how to do things. This implies that there are efforts of guiding children to acquire adaptive skills.

The vast majority of participants indicated that their parents advise them. 125 (27.7%) stated that their parents encourage them to be smart, while 287 (63.5%) rarely do so and 40 (8.8%) chose not to at all.

Two hundred nine (48.5%) of the participants indicated that their parents do not look after them when they play outside of home, while on the other hand 175 (38.7%) responded that their parents rarely look after them, and 58 (12.8%) often do so.

Almost all child participants indicated that their parents stop them from doing something harmful. More than half of the participants, 242 (53.5%), indicated that their parents rarely punish them, 118 (26.1%) chose that their parents often punish them and the remaining 92 (20.4%) chose the alternative of no punishment at all. Many child participants showed that their parents/guardians believe that physical punishment, such as flogging or hitting, is an appropriate method of discipline.

It is observed that maids are serving as substitutes or proxies for employed/working parents. This has implications for the limited amount of care and support from parents as well as the limited right of the maids at home.

Some parent interview participants indicated that they often rebuke their children for guidance to do the right thing in a positive way. However, rebuking for remedial action may lead to negative emotional reactions and arguments.

A 53-year-old merchant father raised concerns about communication and compliance issues between families, especially between parents and a 10-year-old child. The father expressed the following, translated from Amharic to English:

"...our child watches English movies, operates and manipulates mobile phones, and is capable of doing things that we can't do. We (parents) are not able to speak English '...እኛ ከገጠር የመጣን ነጋዴዎች ነን ልጆቻችን አዲስ አበባ ነው ተወልደው ያደጉት፣ በመካከላችን ብዙ ልዩነት እንደለ ይሰማኛል... ልጆቻችን እራሳቸውን በከተማነት አስበው በተለየ መንገድ ባህርያትን ያሳያሉ...'. He is alienated from the family members. At first, I thought something went wrong, but he is okay."

As mentioned earlier, there are barriers in communication and understanding between parents and children. The father indicated that they (parents) often feel confused by the display of strange behavioral changes from their child from time to time.

In terms of parental guidance and mentoring, most informants mentioned using exemplary children with pro-social, virtuous, and decent behavior in the neighborhood. However, a few respondents expressed that doing so may make them feel inferior to their peers. Various insights from the interviews indicate that family-related issues in parenting and disciplining child behavior require the intervention of professionals. Parental involvement in children's experiences is primarily focused on monitoring their activities both at home and outside the home. Parents often try to monitor their children's play, video game usage, TV watching, and other activities.

While parents do show support for academic activities, their level of involvement is influenced by factors such as their employment and educational background. Some parents opt to hire a home tutor to assist their children with studying and homework.

Participants mentioned that their parents or guardians do not consistently check if they have completed their homework at night. Occasionally, parents will ask if homework has been done, but if the answer is "yes," they simply leave it at that point without checking further. Some parents may leave comments or sign their children's communication book in an effort to communicate with teachers. However, these practices vary, and parents do not always delve into the details.

In general, many parents in Addis Ababa do not spend much time with their children due to physical unavailability when they return home. However, responses from interviews and questionnaires reveal that parents employ diverse strategies to compensate for this limited availability, such as making phone calls or hiring a maid.

In Addis Ababa, parents play a crucial role in shaping their children's experiences and influencing their behaviors. They guide their children's activities by monitoring their TV watching habits, setting limits on gaming time, and facilitating social interactions. By providing guidance and support, parents can help their children make informed choices, develop self-regulation skills, and effectively navigate challenges. However, there are still gaps in actively monitoring children's activities, screen time, and social interactions to ensure a healthy balance. Effective communication between parents and children builds trust, enhances social competence, and reduces the risks associated with excessive TV watching or gaming.

Parental involvement and role modeling can further enhance parents' participation in their children's activities. They can engage in joint TV watching or gaming sessions and serve as positive role models for the development of acceptable social behaviors. Such involvement strengthens familial bonds and sets an example for healthy media consumption and social interactions.

Parents in Addis Ababa face limitations in receiving support and resources to enhance their parenting skills and understanding of the impact of media on their children. Empowered parents can implement strategies to address challenges, support their children's development, and create a nurturing environment for healthy growth. In conclusion, parents in Addis Ababa play a crucial role in shaping their children's experiences and behavioral outcomes related to TV watching, gaming, and social competence. Through active engagement, guidance, and building positive relationships, parents can effectively address challenges and promote healthy development in their children.

4.6. Community Engagement

This section of the study focuses on the analysis of the mediating role of community engagement in shaping COSEs and disciplining and helping children. Community engagement refers to the interactions between peers and neighborhood relationships which impact children's experiences. As a mediating variable, community engagement comprises of two sub-categories: peer relations and neighborhood interactions.

The main objective of this analysis section is to assess the mediating role of community engagement. The analysis is divided into two sub-categories: peer relations and neighborhood

interactions. The analysis integrates responses from interviews and observations that are relevant to the theme.

Child Peer Interaction

Peer Related Factors: Child-to-child interaction in the outside school environment is important for all rounded development of a child. As part of the mediating variable, community engagement, in the measurement tool, there are ten items related with peer interaction. Based on the gathered data, the following analysis presents the responses.

Table 4.5
Descriptive statistics of peer interaction (n=452)

Qn	Item		Alternatives		
			Not at all	Rarely	Often
1	I have good friend	f	15	40	397
		%	3.3	8.8	87.8
			<i>M = 2.85: SD = 0.44</i>		
2	My friend entices me when I feel bad.	f	12	39	401
		%	2.7	8.6	88.7
			<i>M = 2.86: SD = 0.42</i>		
3	My friend supports me	f	9	44	399
		%	2.0	9.7	88.3
			<i>M = 2.87: SD = 0.39</i>		
4	My friend appreciates me	f	12	92	348
		%	2.7	20.4	77.0
			<i>M = 2.74 : SD = 0.49</i>		
5	I am happy when I am with my friend	f	15	82	355
		%	3.3	18.1	78.5
			<i>M = 2.75: SD = 0.5</i>		
6	My friend and I always meet to play.	f	11	267	174

		%	2.4	59.1	38.5
			<i>M = 2.36: SD = 0.53</i>		
7	My friend and I study together	f	18	228	206
		%	4.0	50.4	45.6
			<i>M = 2.42 : SD = 0.57</i>		
8	My friend and I compete	f	39	268	145
		%	8.6	59.3	32.1
			<i>M = 2.23: SD = 0.59</i>		
9	I do not feel comfortable when there are elders in areas where we play	f	29	233	190
		%	6.4	51.5	42.0
			<i>M = 2.35 : SD = 0.59</i>		
		f	197	216	39
10	Often feud with friends	%	43.6	47.8	8.6
			<i>M = 1.65: SD = 0.63</i>		

*1= Not at all; 2= Rarely; 3= Often

437 (96.7%) of the respondents stated that they have good friends whom they rely on, while only a few (3.3%) indicated that they do not have friends ($M = 2.85$; $SD = 0.44$). Many child participants indicated that their friends support them when they feel bad. Similarly, 98% of the participants indicated that their friends provide support. More than half of the respondents stated that their friends appreciate them. It is also indicated that there is cooperation among them, especially during play.

More than half of the participants showed that they rarely meet to play, while 38.5% often meet to play. Observation data gathering sessions confirmed similar findings. Half of the participants expressed that they rarely study with friends. Children rarely compete with others in terms of their academic results, on the playground, and in terms of their possessions. Many children do not feel comfortable when there are elders in the areas where they play. Half of the respondents do not have conflicts with their friends.

Even though many children have positive relationships with their peers, respondents in the interview indicated that there are negative influences which result from their relationship.

"ከአህያጋርየዋለችጊደር

...ምንትስተምራትመጣለችእንደሚባለውነው::ከጎረቤትየሚያዩትንአድርጉልኝይላሉ፤

አብረዋቸው የሚውሏቸው አንዳንድ አሉታዊ ተፅዕኖአላቸው...."

This is meant in Amharic, literally translated, “a heifer which spent time with a donkey learns much farting, and hence, our children who spend their time with unmonitored and harming others demand us things that we cannot afford. Therefore, their relationship with negative conditions has some negative impacts.”

During out-of-school time, children become exposed to disruptive settings. They imitate maladaptive behavior that they observe from adolescents and adults.

Neighborhood Relationships

The other part of community engagement as a mediating variable is the neighborhood-related factor. The main purpose of this analysis section is to explore the roles of the neighborhood. The beginning provides descriptive statistics including frequencies, percentages, mean, and standard deviation. Responses from interviews, focus group discussions (FGDs), and observations related to the theme are integrated in the analysis.

Table 4.6*Descriptive statistics of neighbourhood relationship (n=452)*

Qn	Item		Alternatives		
			Not at all	Rarely	Often
1	I go to neighbors' house	f	168	233	51
		%	37.2	51.5	11.3
			<i>M = 1.74: SD = 0.65</i>		
2	Our neighbors give me care and support	f	147	249	56
		%	32.5	55.1	12.4
			<i>M = 1.79: SD = 0.63</i>		
3	They entice me when I feel bad.	f	110	220	122
		%	24.3	48.7	27.0
			<i>M = 2.03 : SD = 0.72</i>		
4	They advise me.	f	111	194	147
		%	24.6	42.9	32.5
			<i>M = 2.08 : SD = 0.75</i>		
5	They show me how to do tasks.	f	116	243	93
		%	25.7	53.8	20.6
			<i>M = 1.95: SD = 0.68</i>		

*1= Not at all; 2= Rarely; 3= Often

Nearly half of the respondents (i.e. 51.5%) agreed that they rarely go to their neighbors' houses. Children seldom receive care and support from neighbors, especially when parents of these children are not around. In rare cases, neighbors may entice children. The findings highlighted that neighbors seldom provide advice to children or show them how to do things. The participants stated that their parents or guardians become worried about their well-being when they stay at neighbors' houses for too long. Interviewees affirmed that it is difficult to trust anyone.

Participants expressed that living in close proximity to others makes it challenging to have freedom and do what they want, as they prioritize mutual safety.

Below is a summary of a case about a seven-year-old named Haybe²:

"Haybe is 7 years old and spends the entire day wandering around the neighborhood until his age mates and playmates return from school. His parents leave him in the care of others because they trust that the community will look after him, including providing him with meals. According to the respondents, Haybe is easygoing and visits various homes in the area."

Respondents unanimously highlighted a lack of confidence in allowing children to play outdoors.

They agreed with a statement made by one of the respondents named Alem, who stated:

"When children are playing outside home with their peers and parents/family members hear noise outside, they move out and call for their child to come inside. This interrupts their playtime. It shows a lack of confidence in the environment..."

Although there is cooperation within families, parents lack confidence in the well-being of their children while they play outside. This leads parents to interrupt their child's playtime with friends and bring them inside. Restricting the child from participating and interacting with other children is not a viable solution to ensure their care.

² *Name changed (surrogate name used) for ethical reasons.*

A 37-year-old mother of 10-year-old child stated that the neighborhood relationship is unreliable. She added that her family leaves home early in the morning and returns late in the evening. The respondent expressed the following: "...*I don't even know our neighbors properly. They live their lives and we live ours... That's it....*" Neighbors, a group of different parents in the neighborhood, create opportunities for children to gather through birthday celebrations, and other outdoor ceremonies with adults. Respondents have claimed that this approach allows children to develop social competence with the close follow-up and supervision of parents. This custom seems constructive.

There were parent participants who stated that their children enabled them to form close relationship with their neighbors because their children played together on the playground or in the play-yard. A 54-year-old father from Kolfe Keranyo explained:

"...It is because of the relationship and interaction among our children that we have become close friends to our neighbors. When we watch our children play outside, we [parents] start talking about how our children behave at home. These and other commonalities have brought us closer and improved our discussions about child-rearing practices..."

The responses from the questionnaires support the point mentioned above. Interactions between families happen as a result of the shared experiences of their children.

In the COSEs and outside home experiences, one of the FGD participants in Bole Bulbula indicated the following.

“...ልጆቹ ወላጆቻቸው ጎረቤቶቻችን ናቸው። አንድ ቀን ትምህርት ቤት አልነበረም እንደለመዱት ከቤታቸው ደጃፍ እየተጫወቱ እና ወክ እያደረጉ እርቀው ሄደው መንገዳቸው ጠፍቶባቸው ልጆቹ እራሳቸው አላውቁም ከሰፈራቸው መራቃቸውንም አላውቁም ነበር። ነገር ግን የዛ ሰፈር ሰዎች ወላጆቻቸውን አፈላልገው መልሰዋቸዋል ። ገላብ ጉራ አካባቢ ነው ... በነገራችን ላይ ሰላም እና የተረጋጋ ሰፈር እንደሆነ አውቃለሁ”

The above quotation presents as children in the outside home experience could be in exposing condition that may make them to be vulnerable. The participant's saying shows that he has confidence in the peaceful neighborhood.

On the other hand, there were parent participants who indicated as social relations are negatively affected in certain neighborhoods due to a deterioration of trust among residents. They also asserted that renting houses or having occupants might lead to detrimental practices. Respondents indicated that adults around the child have a responsibility, regardless of blood relation. On the other hand, some respondents expressed frustration about the decline of this societal value.

When asked about disliked aspects of the neighborhood, most respondents expressed concerns about multi-story buildings, particularly regarding potential risks to children due to the questionable behavior of other adults. Other residents also mentioned that child sexual abuse has become nowadays than ever before a threat to families. The respondents indicated that the mixed complex living area poses more challenges and threats than benefits for childcare. The other potential challenge for COSE is the harmful exposure children may face. Liquor stores, bars, play stations, *Khat* shops, and similar establishments pose challenges for children in their out-of-school environments.

Community engagement is expected to play a vital role in shaping children's experiences beyond school. Some neighborhoods in Addis Ababa may lack adequate resources or facilities for children to participate in meaningful activities outside of school. Issues like traffic hazards, crime rates, and inadequate supervision can hinder children's freedom and limit their opportunities for community engagement. Socioeconomic disparities, cultural norms, and language barriers may also hinder inclusive community engagement and limit children's access to diverse experiences.

The qualitative data unveiled that engaging with the community helps children develop social connections, empathy, and cooperation and teamwork skills. However, the participants do not perceive the community at large or their neighbors in particular, as reliable guides and supporters in creating a better out-of-school environment.

4.7. Child Behavioral Outcomes

This section of the dissertation discusses the dependent variables, which include social competence, self-regulation, and academic achievement.

This section analyzes the responses related to social competence, self-regulation, and academic achievement. The main objective of this analysis is to demonstrate the impact of Child Behavioral Outcomes.

4.7.1. Self-regulation

This sub-section of the analysis focuses on the self-regulation of children. As mentioned a bit earlier in this paper, self-regulation refers to the ability of an individual to control their behavior,

emotions, and thoughts in order to achieve their goals. In the case of children, self-regulation is vital for their academic success, social and emotional development, and their overall well-being.

Table 4.7
Descriptive statistics of Self-regulation (n=452)

Qn	Item		Not at all	Rarely	Often
1	I often fight or bully children	f	252	176	24
		%	55.8	38.9	5.3
			<i>M = 1.49: SD = 0.59</i>		
2	...Persist with tasks until completed	f	150	217	85
		%	33.2	48.0	18.8
			<i>M = 1.86: SD = 0.71</i>		
3	...Fidget or squirm a lot	f	60	336	56
		%	13.3	74.3	12.4
			<i>M = 1.99: SD = 0.51</i>		
4	... Do things by oneself	f	8	113	331
		%	1.8	25.0	73.2
			<i>M = 2.72 : SD = 0.49</i>		
5	...Get over being upset quickly	f	54	272	126
		%	11.9	60.2	27.9
			<i>M = 2.16 : SD = 0.61</i>		
6	...Nervous or clingy in new situations	f	66	202	185
		%	14.4	44.7	40.9
			<i>M = 2.27: SD = 0.69</i>		
7	...Wait my turn in activities	f	71	259	122
		%	15.7	57.3	27.0
			<i>M = 2.11: SD = 0.64</i>		
8	...Often worried	f	208	196	48
		%	46.0	43.4	10.6
			<i>M = 1.65: SD = 0.66</i>		
9	...Often afraid or scared	f	149	234	19
		%	33.0	51.8	15.3
			<i>M = 1.82: SD = 0.67</i>		

10	...am shy when meeting new children	f	52	103	297
		%	11.5	22.8	65.7
<i>M = 2.54: SD = 0.69</i>					
11	...Often lose temper, has tantrums	f	75	311	66
		%	16.6	68.8	14.6
<i>M = 1.98: SD = 0.56</i>					
12	...am very excited	f	47	276	129
		%	10.4	61.1	28.5
<i>M = 2.18: SD = 0.59</i>					
13	...I have stubbornness	f	32	105	315
		%	7.1	23.2	69.7
<i>M = 2.63: SD = 0.61</i>					
14	...rush to do activities without analyzing them.	f	-	52	400
		%	-	11.5	88.5
<i>M = 2.88: SD = 0.32</i>					

*1= Not at all; 2= Rarely; 3= Often

While more than half (55.8%) of the participants responded that they do not fight or bully others, 38.9% said they rarely do so, and only 5.3% indicated that they often fight. In terms of perseverance, 48% of participants rarely persist with tasks until they are completed, while 18.8% often persist. However, 33.2% do not persist. When it comes to fidgeting or squirming, 74.3% of children rarely do so, whereas 13.3% never do, and 12.4% often do. This suggests that children may only fidget in response to specific stimuli.

The majority of participants (73.2%) stated that they prefer to do things by themselves, 25% rarely do so, and 1.8% responded negatively ($M = 2.72$; $SD = 0.49$). In terms of getting over being upset, 60.2% of respondents rarely have difficulty doing so, 27.9% quickly get over it, and 11.9% struggle to get over it ($M = 2.16$; $SD = 0.61$). The mean is closer to the "rarely" option. Regarding feeling nervous or clingy in new situations, 44.7% rarely experience this

emotion, 40.9% often feel this way, and the remaining 14.4% do not feel it at all ($M = 2.27$: $SD = 0.69$).

While 57.3% of participants rarely wait their turn in activities, 15.7% have difficulties ($M = 2.11$: $SD = 0.64$). During the interview, parents mentioned that their children have problems with turn-taking, but when adults are present, they obey even if they are in a hurry to get what they want. 46% of the participants stated that they are not often worried, 43.4% rarely experience this feeling, and 10.6% often feel worrisome ($M = 1.65$: $SD = 0.66$). Half of the participants indicated that they rarely get afraid or scared based on the nature of the stimuli.

A significant number of children participants (65.7%) mentioned that they feel timid and shy when meeting new children ($M = 2.54$: $SD = 0.69$); 22.8% rarely experience this, and 11.5% do not feel it at all. 68.8% of the participants stated that they rarely lose their temper or have tantrums. Additionally, 89.6% of the children mentioned that they get easily excited. 69.7% indicated that they can be stubborn at times when triggered by certain factors ($M = 2.63$: $SD = 0.61$). Finally, 88.5% of the participants stated that they rush to do activities without analyzing them.

4.7.2. Social Competence

In this study social competence represents children's ability to effectively interact with others. The way they communicate, respect, and empathetic capability of the child are considered as part of social competence. Social competence is by the same token a sub-category of Child Behavioral Outcomes.

Table 4.8
Descriptive statistics of Social Competence (n=452)

Qn	Item		Alternatives		
			Not at all	Rarely	Often
1	[I] respect others	f	4	176	272
		%	0.9	38.9	60.2
			<i>M = 2.59: SD = 0.51</i>		
2	[I] am sociable	f	28	244	180
		%	6.2	54.0	39.8
			<i>M = 2.34: SD = 0.59</i>		
3	[I] listen to others' feelings and points of view	f	20	199	233
		%	4.4	44.0	51.5
			<i>M = 2.47: SD = 0.58</i>		
4	[I] want to get along with others	f	13	78	361
		%	2.9	17.3	79.9
			<i>M = 2.77: SD = 0.48</i>		
5	[I] obey to orders	f	50	275	127
		%	11.1	60.8	28.1
			<i>M = 2.17: SD = 0.6</i>		
6	[I] am helpful to others	f	42	320	90
		%	9.3	70.8	19.9
			<i>M = 2.1: SD = 0.53</i>		
7	[I] share things with others	f	43	184	225
		%	9.5	40.7	49.8
			<i>M = 2.4: SD = 0.53</i>		
8	[I] am worried about people in problem	f	9	41	402
		%	2.0	9.1	88.9
			<i>M = 2.86: SD = 0.39</i>		
9	[I] try to resolve conflicts	f	124	246	82
		%	27.4	54.4	18.1
			<i>M = 1.91: SD = 0.67</i>		
10	I argue too much.	f	222	218	12
		%	49.1	48.2	2.7

		<i>M = 1.54; SD = 0.55</i>			
		f	194	231	27
11	People get angry on me	%	42.9	51.1	6.0
		<i>M = 1.63; SD = 0.59</i>			

*1= Not at all; 2= Rarely; 3= Often

This section presents the responses regarding the social competence of children. In the analysis, the investigator has integrated the responses from interviews and observations that are related to this theme.

The majority of participants (60.2%) responded that they respect others, while 38.9% were unsure ($M = 2.59$; $SD = 0.51$). Half of the respondents (54%) were undecided about their sociability, but 39.8% agreed that they are sociable. In terms of understanding others' feelings and points of view, 51.5% agreed, 44% were unsure, and 4.4% disagreed. Many participants indicated that they are very good at understanding other people's feelings. 79.9% of the participants stated that they want to get along with others, 17.3% were uncertain ($M = 2.77$; $SD = 0.48$).

28.1% of participants responded that they obey orders, while more than half (60.8%) were unsure, and 11.1% disagreed ($M = 2.17$; $SD = 0.6$). 19.9% of the participants are helpful to others, while 70.8% were unsure, and 9.3% disagreed ($M = 2.1$; $SD = 0.53$). Almost half of the participants (49.8%) responded that they share things with others, whereas 40.7% were unsure and 9.5% disagreed ($M = 2.4$; $SD = 0.53$). 88.9% agreed that they are concerned about people in need while on the contrary 9.1% were unsure ($M = 2.86$; $SD = 0.39$).

54.4% of participants rarely try to resolve conflicts with others (family or friends), 18.1% actively try to resolve conflicts, and 27.4% chose the "not at all" option ($M = 1.91$; $SD = 0.67$).

49.1% of respondents indicated that they do not argue much, whereas 48.2% rarely argue, and only 2.7% argue by asking questions ($M = 1.54$; $SD = 0.55$). The majority of the participants (51.1%) stated that people rarely get angry at them while 42.9% responded that it does not happen, and only 6% reported that people often get angry at them. There are positive responses towards items related to getting along with others, understanding others' viewpoints, sharing, and helping others. Additionally, more than half of the respondents try to understand other people's feelings.

Participants expressed that there are certain conditions that may negatively affect the child. For example, one interviewee who is the mother of an eight-year-old boy said the following:

“If you see the situation of our children, absence of convenient playing area has made them to be in hazardous setting and situation that could affect their behavior negatively. For instance if you go and look around the public square of our residential area, it is full of liquor houses and gambling places for adults such as ‘Karambula’³. These social problems definitely have negative influence upon our children.”

In the physical environment, where children play and pass time outside home, there are different negatively influencing situations. This is due to the availability of liquors, gambling houses, *khat* selling shops, etc. On the contrary, there are parents who indicated as there are positive aspects of Children's Out-of-School Experiences (COSEs) in the area of residence such as the opportunities that children get access friends and share play materials.

³Karambula is type of game that adults play. Adults often play it for gambling purpose.

4.7.3. Academic achievement

The academic achievement in the analysis was based on the semester average of the children in the 2023 academic year. The semester average was converted into a standardized score (Z score) for data analysis. The regression analysis has shown that COSEs have a statistically significant influence on the academic achievement of children, as 74% of the academic achievement is explained by COSEs. This percentage is compared to the factors considered in this study.

For example, the findings revealed a statistically significant negative correlation between academic achievement and screen time (TV watching/mobile gaming) ($r(452) = -0.17, p < .001$). As TV and gaming screen time increases, academic performance decreases. On the other hand, there is a statistically significant positive correlation between family engagement and academic achievement ($r(452) = 0.438, p < .001$).

4.8. Mediating Role of Family and Community Engagement

This part of the research examines the relationship between dependent and independent variables. The mean and standard deviation are presented to enhance the portrayal of this relationship.

A mediator variable is a variable that explains the relationship between the dependent and independent variables. Mediation involves causal role. In other words, it helps to elucidate the relationship between the dependent variable and the independent variable. Complete mediation refers to the complete intervention caused by the mediator variable. For the purpose of examining the mediation effect of family engagement and community engagement, the investigator performed linear regression and used AMOS.

In this study, the investigator examines the relationship between COSEs and CBOs. A mediating variable in this case espouses FE and CE, as the relationship between COSEs and CBOs differs depending on the mediation of FE.

Variable Relationships and Model Summary

This part of the analysis presents the relationship among variables. Correlation coefficients, model summary, and ANOVA are portrayed.

Table 4.9
Correlation coefficient of variables (N=452)

		Correlations			
		COSE	FE	CE	SC
FE	Pearson Correlation	.184**	1		
	Sig. (2-tailed)	.000			
	N	452	452		
CE	Pearson Correlation	-.233**	.037	1	
	Sig. (2-tailed)	.000	.427		
	N	452	452	452	
SC	Pearson Correlation	.777**	.354**	-.204**	1
	Sig. (2-tailed)	.000	.000	.000	
	N	452	452	452	452

** . Correlation is significant at the 0.01 level (2-tailed).

There is a statistically significant high correlation between COSE and social SE ($r(452) = 0.777$, $p < .000$). However, behavioral outcomes have a statistically significant but low correlation with family engagement ($r(452) = 0.354$, $p < .001$), and an inverse relationship with community engagement ($r(452) = -0.204$, $p < .000$). The correlation between family engagement and community engagement is not statistically significant.

Table 4.10*Model summary of the variables*

Model	Model Summary ^d								
	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.777 ^a	.604	.603	.252	.604	687.223	1	450	.000
2	.807 ^b	.650	.649	.237	.046	59.314	1	449	.000
3	.808 ^c	.652	.650	.237	.002	2.151	1	448	.143

a. Predictors: (Constant), COSE
b. Predictors: (Constant), COSE, FE
c. Predictors: (Constant), COSE, FE, CE
d. Dependent Variable: Social competence

The above model summary is based on stepwise multiple linear regression. As it is depicted from the table of the model summary, COSEs explained 60.4% of social competence ($R^2 = .604$, $F(1,450)=687.223$, $p<.000$); and both COSEs and FE explain 64.9% of SC ($R^2 = .649$, $F(2,449)=417.796$, $p<.000$). The addition of the third variable, community engagement (CE) does not bring statistically significant difference.

Table 4.11*Analysis of variance*

ANOVA ^a						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	43.745	1	43.745	687.223	.000 ^b
	Residual	28.645	450	.064		
	Total	72.389	451			
2	Regression	47.087	2	23.544	417.796	.000 ^c
	Residual	25.302	449	.056		
	Total	72.389	451			
3	Regression	47.208	3	15.736	279.961	.000 ^d

Residual	25.181	448	.056
Total	72.389	451	

- a. Dependent Variable: Social Competence
- b. Predictors: (Constant), COSE
- c. Predictors: (Constant), COSE, FE
- d. Predictors: (Constant), COSE, FE, CE

The above ANOVA table shows the statistically significant mean differences brought by the variables under investigation.

Table 4.12

Coefficients of variables

		Coefficients ^a												
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	95.0% Confidence Interval for B		Correlations			Collinearity Statistics		
		B	Std. Error				Beta	Lower Bound	Upper Bound	Zero-order	Partial	Part	Tolerance	VIF
1	(Constant)	.513	.065		7.910	.000	.386	.641						
	COSE	.761	.029	.777	26.215	.000	.704	.818	.777	.777	.777	1.000	1.000	
2	(Constant)	.155	.077		2.018	.044	.004	.306						
	COSE	.722	.028	.737	25.975	.000	.667	.777	.777	.775	.725	.966	1.035	
	FE	.206	.027	.219	7.702	.000	.153	.258	.354	.342	.215	.966	1.035	
3	(Constant)	.225	.090		2.491	.013	.048	.403						
	COSE	.712	.029	.727	24.859	.000	.655	.768	.777	.761	.693	.908	1.101	
	FE	.209	.027	.222	7.807	.000	.156	.261	.354	.346	.218	.959	1.042	
	CE	-.024	.016	-.042	-1.467	.143	-.056	.008	-.204	-.069	-.041	.939	1.065	

a. Dependent Variable: Social competence

The acronyms in the mediating variable represent as: FE – Family Engagement and CE – Community Engagement. The above model summary graph, a unit change in COSEs changes

CBOs by 0.761, a unit change of FE brings 0.206 changes in SC, and a unit change of CE brings change in SC -0.024. The CE does not play statistically significant mediating role.

As it is shown in table 15, the analysis showed significant effect of children's out-of-school experiences on behavioural outcomes ($\beta=0.761$, $CI=0.704, 818$, $\rho=0.000$). On the other hand, children's out-of-school experiences with family engagement explain 64.9% of behavioural outcomes ($\beta=0.722$, $CI=0.667, 777$, $\rho=0.000$), and ($\beta=0.206$, $CI=0.153, 0.258$, $\rho=0.000$). In view of community engagement, the coefficient appears negative value implying that there is decreasing effect but not statistically significant as the level of significant depicts in the table.

4.9. Discussion

This study has produced findings which differ from prior theories and research endeavors. Children spend a significant amount of time engaged in activities outside of school, such as playing, studying, home chores, and various other works. Children who are with more positive family attributes demonstrate higher levels of social competence, self-regulation, and academic achievement. It has been observed that children with positive out-of-school experiences are more socially engaged with their peers. Previous research indicates that supportive family and home attributes serve as a protective factor against children's disruptive and aggressive responses to challenging situations.

Very many parent respondents stated as play has both positive and negative influences depending on the type and level of engagement. It was found out that children spend substantial amount of time through playing. Especially children in their role play engagement; they impersonate the adult one whom they appreciate. In modeled behavior, such exercises are

important for self development. In the out-of-school experiences, role play has constructive advantage for showing and practicing benevolent behavior.

During the interview, parents indicated as competitive types of play influence feelings of children. A competitive type of play leads children to intimidation. However, when they compete in team such as football, the influence is as a team but individual based competitions negatively influence the feeling of a child. This is similar with the works of Barbakoff and Yo (2002); Bansal, Thind, and Jaswal, (2006); and Blerta (2019).

In the specific context of Addis Ababa, the availability and accessibility of OSEs vary based on several factors, including socio-economic status, parental involvement, family circumstances, and neighborhood safety. For instance, children from families who are highly involved may have more opportunities to engage in supervised activities like play or sports clubs, while children with less parental involvement may have fewer options and may instead spend more time watching TV or playing games. There similar finding with Qi, Yan, and Yin (2023) that there is increasing of screen time of children.

Findings related with spending much time on TV and digital (electronic devices) are similar with findings of Bethlehem and Yekoyealem (2023) who have indicated parental concern in this types of engagement of children. In this study similar findings with Yekoyealem et al. (2021) found that most school age children spend more than two hours and half with poor supervision of parents.

Moreover, children living in high-risk areas, such as those with liquor houses or other challenging environments, may face additional obstacles in accessing positive out-of-school

experiences. As a result, they may be more vulnerable to negative behavioral outcomes. Overall, promoting access to positive out-of-school experiences is critical to support children's social competence, self-regulation, academic success, and overall well-being. It is therefore very important to consider the external contextual factors which impact children's lives.

According to Carl (2007), when caretakers express emotions and emphasize their importance, children gradually develop an understanding of others' feelings and appropriate responses to those feelings. Guided out-of-school experiences can promote pro-social awareness by providing opportunities for children to engage in situations that foster empathy and thoughtfulness. In contrast to positive outcomes such as self-regulation and social competence, family instability (which includes factors like not living with both parents and parental disengagement) is associated with higher levels of behavioral problems like bullying and gambling. This finding aligns with the studies conducted by Brown (2006), Fomby and Osborne (2010), and others.

Child care and support practices can contribute to the development of children's positive self-concept by incorporating materials and activities that respect and affirm their ethnicity, addressing signs of bias or discrimination, and fostering collaboration between the program and the home (Carl, 2007). Many children are heavily engaged in video games and the use of smart phones belonging to their parents. Osuagwu (2015) found a correlation between video game use and negative behavioral outcomes. Similarly, the current study also discovered that excessive video game and screen time, including TV watching, led to limited social competence, inadequate self-regulation, and poor academic achievement among school-age children in Addis Ababa especially in schools where this study is carried out. Moreover, the excessive use of

gaming, TV, and parents' out-of-home activities put a strain on the interaction between children and their parents. Children spend screen time of more than an average of 2 hours and 40 minutes per day watching TV and/or playing mobile games (Manaye and Belay, 2024). Similar to Tigist (2016) there are parental concerns regarding the negative impact of TV watching due to inappropriate contents.

Parents are not able to spend quality and sufficient time with their children during non-school hours. This finding aligns with the research conducted by Patel and Bhonsle (2022), which suggests that parents who spend excessive time on social media platforms like Facebook and YouTube, as well as other gadget-related activities, are more likely to neglect their children and leave them unsupervised. Therefore, it can be inferred that both children's activities and parental practices have an impact on child nurturing.

Family engagement plays a crucial role in shaping children's experiences and behavioral outcomes outside of school. When parents actively participate in their children's education and activities, children are more likely to develop positive behaviors and succeed academically.

Research has consistently shown that family engagement is highly beneficial for children, leading to positive outcomes such as improved academic performance, better social skills, and fewer behavioral issues. This is due to the fact that parents and caregivers are able to provide emotional support, guidance, and resources that help children navigate challenges and make healthy choices.

When it comes to out-of-school experiences, family engagement plays a significant role in helping children to have access and participate in enriching activities such as sports, music, and

community service. These experiences provide children with opportunities to develop new skills, build relationships, and explore their interests, ultimately contributing to their overall development and well-being.

Furthermore, family engagements in children's experiences allow parents and caregivers to reinforce positive behavior and to give support for changing undesirable behavior (Desforges & Abouchar, 2003) and work to address negative behavior effectively. By communicating with their children about their conduct and setting clear expectations, families can help children understand the usefulness of living up to the responsibilities, respect, and accountability. This involves implementing disciplinary techniques that promote compliance. It is worth noting that the degree of parental involvement tends to decrease as the child grows older, as supported by the findings from Desforges and Abouchar's (2003) study.

In conclusion, the role of family engagement in children's out-of-school experiences and behavioral outcomes is significant. Through supporting their children's interests, providing emotional support, and reinforcing positive behavior, families have the power to make a profound impact on their children's long-term success and well-being.

The quality of out-of-home experiences, care, and support that children receive is influenced by a variety of factors. Structural factors, such as the ratio of adults to children and the education and training of caregivers, have been found to contribute to positive care giving. Process factors, including caregiver interaction, are also important indicators of quality. Each of these factors has been associated with positive outcomes for children. While there is no definitive definition of childcare quality, early childhood professionals generally agree on what constitutes high-quality practices.

High-quality environments are safe and supportive, provide developmentally appropriate activities and materials, encourage positive interactions with adults, foster individual growth, and promote positive relationships among children (Carl, 2007). When higher process quality is provided, all children benefit from the development of skills such as social competence and self-regulation, which are associated with success in school and later in life.

However, the study also identified negative exposures in out-of-home experiences that can hinder positive outcomes for children. Children who are growing up in a multicultural society is unlikely to spend their entire lives in a similar environment. It is important for children to develop the skills necessary to live and work comfortably with people from diverse backgrounds. This is best achieved during childhood, when children can learn to view interactions and different ways of doing things as interesting and positive, rather than distressing or threatening.

In communities where people live close to one another, there are both favorable and unfavorable conditions. Although most adult caretakers appreciate the assets of the neighborhood, there are potential problems that children encounter in their daily lives (Tiumelissan & Pankhurst, 2013).

The context of children, family, and the larger community is crucial for the holistic development of children (Carl, 2007). Children should be encouraged and supported to have new cultural and interactive experiences without having to give up their family contexts. According to Carl, respect and reinforcement are crucial for children's interactions and customs in childhood settings, including playgrounds and outdoor environments. However, this study has found limitations in this regard.

There is an increasing demand of knowing more about self-regulation of children. The demands are from parents and practitioners side. Children's out-of-school experiences play critical role in helping children develop better self-regulation. A study by Plata-Caviedes (2018) indicated that there is positive correlation between self-regulation and children's out-of-school experiences. Several other studies have also emphasized the importance of family engagement especially parenting practices and the home environment in shaping children's self-regulation abilities (Heikamp, Trommsdorff, & Fäsche, 2013; Karreman, van Tuijl, van Aken, & Deković, 2006; Plata-Caviedes, 2018).

Children interact with and are strongly influenced by their neighborhoods (Eglia et al., 2020). However, it is the quality of these interactions that matters most when it comes to fostering positive behavioral outcomes. But the finding of this study is different from Eglia and colleagues' findings. According to Carl (2007), children steadily develop thoughtfulness towards others' feelings and express their emotions in a socially acceptable way. Caretakers can promote prosocial awareness by actively seeking out opportunities for children to engage in situations that foster care and consideration.

Chapter 5: Summary, Conclusion, and Recommendation

This chapter espouses the summary of findings, conclusion, and the ways forward as a solution for problems/issues indicated in the results.

5.1. Summary

Children's out-of-school experiences have a direct and indirect impact on their behavioral outcomes. Additionally, family engagement, including physical availability, care and support, guidance, and follow-up also influence children's behavioral outcomes.

Only a few children, 21 (4.6%), work to earn money. parents pointed out that sometimes children carry out various tasks to earn money, but the money is given to the parents. Some children work by assisting in their parents business.

A large number of children, 326 (72.1%), rarely support the family with home chores. The mean score is closer to the "rarely" option on the scale ($M = 2.25$; $SD = 0.47$). Parents mentioned that home chores are an important part of children's involvement in COSEs. Parents in the interview indicated as home chores are helpful for teaching basic skills for carrying on activities by her/him.

Regarding educational activities, 298 (70%) of children often engage in homework and studying outside of school. Some parents indicated that their children get hurried to finish their homework in order to play outside or watch TV. Generally, a significant number of participants mentioned that children have enough time to study and do their homework.

116 (25.7%) participants responded that they often play with friends, but 332 (73.5%) chose rarely. From observing children's playgrounds, the investigator noticed that children tend to engage in cooperative activities with their close friends and competitive activities with unfamiliar/new children.

As part of their out-of-school experiences, many children, i.e. 282 (62.4%) rarely study with friends, and 140 (31%) children often do so. 166 (36.7%) participants watch TV as much as they want. 265 (62.4%) rarely watch TV, and only 21 (4.6%) indicated as they do not watch TV at all. Most children spend more than two and half hours.

Very many outside school experiences are unsupervised. In order to encourage positive COSEs, child care and support practices should incorporate close follow up of parents.

The quality of care and support that children receive in out-of-home experiences is influenced by multiple factors. Structural factors, such as the adult-to-child ratio and caregivers' training and education, have been linked to positive care-giving. Process factors, such as caregiver interaction, are also important indicators of quality. Each of these factors has been associated with positive outcomes for children. While there is no one definitive definition of childcare quality, the early childhood field agrees on the importance of certain elements. In light of this, high-quality living environments are safe and supportive, offer developmentally appropriate activities and materials, foster positive interactions with adults, encourage individual growth, and promote positive relationships with other children.

Providing higher process quality in childcare settings benefits all children by enhancing their social competence and skills, which are crucial for success in school and later in life,

including self-regulation. Based on these premises, the study reveals that there are various negative exposures that cause children to experience outcomes contradicting the aforementioned expectations. In their outside school experiences, children intensively use gadgets for gaming and pass much time on television and other screen devices. The average screen time is greater than six hours per week.

It is found that parents look for substitutes who take care of their children when they go for work. This is very true during the time that children are out-of-school for days, weeks, or months during semester breaks and summer vacation. Informants have shown that parent substitutes for care provision who are most preferred by parents are grand-parents, relatives, and neighbors (whom they know most, trust, and very close). There are parents who make their child/children to stay with them the out-of-school hours in the work place.

Although the mediating effect is not statistically significant, most parent participants believed that community engagement has influences on child behavioral outcomes, particularly through peer interactions and neighborhood relations. Neighborhood relations encompass interactions that revolve around sharing their children related issues in get together such as coffee ceremonies, "*Iddir*", "*Equb*" and the like. While the social settings are not well monitored, they could lead to hazardous conditions that may negatively affect behavioral outcomes.

In addition to separate analyses, structural equation modeling using AMOS was employed to present a comprehensive result. This analysis aimed to examine the mediating role of family and community engagement. The results indicate that family engagements play a significant mediating role, in addition to the direct and indirect effects of out-of-school experiences on children.

5.2. Conclusion

The study revealed that children engage in various out-of-school experiences in their daily activities. These experiences can be categorized as either adaptive/positive or maladaptive/negative based on the consequences. Positive experiences include academic related activities, engaging in safe play, watching age-appropriate TV, and participating in tailored home chores. It was found that children are engaged in academic related activities such as doing home work, studying, and attending tutorial in tutorial centers and/or at home. These experiences enrich children's academic performance.

On the other hand, negative practices include unplanned or unmonitored TV watching, mobile gaming, and burdening work to earn money. Undoubtedly, these problematic practices have a negative impact upon the behavior and educational success of children. High level of spending much time with screen makes children to be more sedentary.

Many children spend a significant amount of time on screens, such as watching TV and playing mobile games. Some children work to earn money, while others are assigned various home chores by their parents. Engaging in tailored home chores allows children to develop practical skills. On the contrary, unmonitored screen time negatively influences social competence, self-regulation, and academic achievement. Moreover, the uncontrolled gadget-related experience of children exposes them to poor social competence and reduced self-regulation.

Adaptive out-of-school experiences are positively correlated with behavioral outcomes in children. These experiences provide children with opportunities to navigate their living environment and learn skills such as turn-taking and cooperation through play.

Children are spending too much screen time. This excessive screen time negatively affects social competence, academic achievement, and self-regulation. Boys tend to spend more time outside the home engaging in outdoor activities. Outdoor experiences play a critical role in developing children's social competence. Specifically, monitored outdoor play is highly important in guiding children towards better social competence.

In Addis Ababa, children develop social competence through interactions with peers, family, and community members, which enhances their communication, empathy, and conflict resolution skills. However, an increasing reliance on digital entertainment like TV and gaming can sometimes hinder children's social competence by reducing face-to-face interactions and communication skills.

Overall, while TV watching, gaming, and social interactions contribute to children's development in Addis Ababa, it is crucial for parents, educators, and policymakers to strike a balance to ensure that children benefit from these activities without experiencing adverse effects on their social competence and well-being.

Family engagement (FE) plays a mediating role between out-of-school experiences and children's behavioral outcomes by influencing both sides. On the other hand, although the influences of community engagement cannot be denied, its mediating role is not statistically significant.

Parents are actively involved in their children's day-to-day activities. They schedule activities such as play, study, and homework, and also ensure discipline. Parents guide their children, providing corrective measures and setting boundaries. However, employed parents, whether in the government or private sector, tend to have less involvement and supervision compared to self-employed parents, who have more presence at home.

The study overwhelmingly demonstrates that parents' involvement in out-of-school experiences is primarily focused on discipline and control, dictating what children should and should not do. Parental involvement appears to be more controlling than guiding in most cases.

5.3. Recommendations

The following recommendations are drawn from this study as ways forward:

1. Out-of-school time for children remains largely unmonitored, so parents should strive to find a balance between their work and the time they spend with their children.
2. Parents should focus on reducing the amount of screen time (TV, mobile gaming, etc.) that children engage in.
3. Family engagement has a significant impact on children's behavior, so positive and adaptive family engagement and interactions are recommended. Parents who use smart-phones for gaming expose their children to more video games, and parents who spend a lot of time watching TV expose their children to more screen time. These behaviors should be corrected in time before any worsening eventualities, and face-to-face interpersonal relationships should be prioritized. Therefore, parents should be vigilant in their involvement and closely monitor their children's out-of-school experiences.
4. Experts in child development should provide training to parents in order to create a positive and adaptive out-of-school environment for children. This should be done because many parents seem to be nonchalant towards child-raising as depicted in the results of family engagement.
5. Parental involvement is important, as parents and caregivers can actively participate in community activities, support children's interests, and advocate for child-friendly spaces and programs.
6. Though the mediation is not statistically significant, qualitative data revealed that community engagement plays a crucial role in shaping the behavior of school-age children. Therefore, community leaders and other members should work together to identify

community assets and utilize social capital to enhance children's behavioral outcomes, particularly in terms of social competence.

7. Government initiatives can also contribute to creating a supportive environment for children's engagement. Local authorities, NGOs, and community organizations in Addis Ababa can collaborate to establish safe spaces, organize events, and provide resources for children's community engagement.
8. Education institutions, such as schools, can promote community service projects, extracurricular activities, and partnerships with local organizations to enhance children's overall development.
9. By addressing issues related to community engagement gaps and leveraging the contributions of various stakeholders, it is possible to create a nurturing environment that enriches children's experiences outside of school, fosters their social competence, and expands their opportunities for growth and learning.
10. Further cross-cultural studies can be conducted in this area.

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Appendix 1. Amharic Version Questionnaires

የተ/መ/የ			
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አዲስ አበባ ዩኒቨርሲቲ
የሥነ-ትምህርትና ባህሪ ጥናት ኮሌጅ
የሳይክሎጂ ትምህርት ቤት
ለጥናቱ ተሳታፊ ልጆች
የጽሑፍ መጠይቅ

ውድ መላሽ;

እኔ ማናዬ አደላ እባላለሁ። በአዲስ አበባ ዩኒቨርሲቲ፣ በሥነ-ትምህርትና ባህሪ ጥናት ኮሌጅ፣ በሳይክሎጂ ትምህርት ቤት፣ የተግባራዊ ዕድገት ሳይክሎጂ የ3ኛ ዲግሪ (የዶክትሬት ዲግሪ) ተማሪ ስሆን በአሁኑ ሰዓት የመመረቂያ ጽሑፍ በመስራት ላይ እገኛለሁ።

የዚህ ምርምር ዋና ዓላማ ልጆች ከትምህርት ቤት መልስ የሚያከናውኗቸው ተግባራት በባህርይ ውጤቶች ላይ ያላቸውን ተፅዕኖ ማጥናት እና የወላጆችና የማህበረሰቡን ሚና የሚመረምር ነው። ስለሆነም ይህ መጠይቅ እነዚህን የጥናት ዓላማዎች ለማሳካት የተዘጋጀ ነው።

ውድ ጊዜህን/ጊዜሽን ሰጥተህ/ሽ መጠይቁን ለመሙላት ፈቃደኛ ስለሆንህ/ሽ በቅድሚያ አመሰግናለሁ። የምትሰጠው/ጭው ምላሽም በሚስጥራዊነት የሚያገዝና የመላሽ ግላዊና ቤተሰባዊ ሁኔታዎች ላይ ምንም ዓይነት አሉታዊ ተፅዕኖ እንደሌለው አስቀድሜ ለመግለፅ እወዳለሁ።

ጥያቄ አደላ (0910065090)

☞ ማሳሰቢያ፡ መጠይቁ ላይ ስም መጻፍ አያስፈልግም።

ክፍል 1፡- ግለ መረጃ

ትክክለኛውን ምላሽ “መልሶች” በሚለው ባዶ ቦታው ላይ ጻፍ/ፊ።

ጥያቄዎች	አማራጭ መልሶች	መልስ
1. እድሜ	-----	_____ ዓመት
2. ፆታ	1. ወንድ 2. ሴት	
3. የክፍል ደረጃ	-----	_____ ኛ ክፍል
4. የእህት እና ወንድም ብዛት	-----	_____
5. የቤተሰብ አባላት ብዛት	-----	_____
6. የወላጆችህ/ሽ የትምህርት ደረጃ	1. ትምህርት ቤት ገብተው አልተማሩም 2. 8ኛ ክፍል እና በታች 3. ከ9-12ኛ ክፍል 4. ሰርተፊኬት	የአባት _____ የእናት _____

		5. ዲፕሎማ 6. የመጀመሪያ ዲግሪ 7. ማስትሬት ዲግሪ 8. ፒ ኤች ዲ	
7. በአንተ/በአንች እይታ የወላጅህ/ሽ አካላዊ/ሽ ለኮሚዩኒቲ ደረጃ	እይታ ማህበራዊ	1. ዝቅተኛ 2. መካከለኛ 3. ከፍተኛ	_____
8. አሁን የምትኖረው/የምትኖሪው ከማን ጋር ነው?		1. ከእናት እና አባት 2. ከአባት ጋር ብቻ 3. ከእናት ጋር ብቻ 4. ከዘመድ ጋር 5. ወንድም/አህት ጋር 6. ከአሳዳጊ/ዘመድ ጋር	_____

ክፍል 2: - ልጆች ከትምህርት ቤት ውጭ የሚያከናውኗቸው ተግባራት አይነት

ከዚህ በመቀጠል የተቀመጡት ጥያቄዎች የልጆች ከትምህርት ቤት ውጭ ተግባራት/ልምዶች ምን እንደሚመስሉ የሚጠይቁ ናቸው። ከትምህርት ቤት ውጭ በተለያዩ ተግባራት ስታሳልፍ/ፊ የሚከተሉትን ነገሮች ምን ያህል እንደሚያጋጥምህ/ሽ ከተሰጡት ሦስት አማራጮች አንዱ ላይ ብቻ የጭረት “√” ምልክት በማድረግ የስምምነት-ህን/የስምምነት-ሽን ሁኔታ ግለፅ/ግለጭ።

ተ.ቁ	ከትምህርት ቤት ውጭ ባሉ ሰዓታት ምን ታደርጋለህ/ጊያለሽ?	ምን ያህል?		
		በፍፁም	አልፎ አልፎ	ብዙ ጊዜ
9	ገንዘብ ለማግኘት ሥራ እሰራለሁ።			
10	ቤት ውስጥ ሥራ አግዛለሁ።			
11	አጠናለሁ።			
12	ከጓደኞቼ ጋር እጫዎታለሁ።			
13	ከጓደኞቼ ጋር አጠናለሁ።			

14	ቴሌቪዥን አያለሁ።			
15	ሞባይል ጌም እጫዎታለሁ።			
16	ጌሞች ሳንቲም እያስያዝን እንጫዎታለን።			
17	በቡድን ሆነን እንጣላለን፤ እንደባደባለን።			
18	መንገድ ላይ የሚያልፉ ሰዎችን “እንተርባለን”።			

ክፍል 3: - የወላጅ ሚና እና ተሳትፎ

ከዚህ ቀጥሎ በሰንጠረዥ ውስጥ የቀረቡት ጥያቄዎች የወላጆችን ሚና እና ተሳትፎ የሚመለከቱ ስለሆኑ ከቀረቡት 3 የመስማማት ደረጃዎች በመረጥኸው/ሽው በአንዱ ላይ የራይት “√” ምልክት አድርግ/ጊ።

ተ.ቁ	ጥያቄ	አማራጮች		
		በፍፁም	አልፎ አልፎ	ብዙ ጊዜ
3.1. የወላጅ (የአሳዳጊ) አብሮነት፣ እንክብካቤና ድጋፍ				
19	... ምግብ ስመገብ ያዩኛል።			
20	... ስለሚያጋጥሙን ችግሮች ይጠይቁኛል።			
21	... ለብዙ ሰዓታት አብረውኝ ይሆናሉ።			
22	... የቤት ሥራ መስራቴን ያያሉ።			
23	... ቴሌቪዥን የማይበትን ሰዓት ይነግሩኛል።			
3.2. መምራትና ክትትል				
24	ወላጆቼ ጥናት ያስጠኑኛል			
25	... ሥራ እንዴት እንደምሰራ ያሳዩኛል።			
26	... ይመክሩኛል			
27	... እንድንሰማ ያበረታቱኛል።			
28	... ደጅ ስጫዎት እየመጡ ያዩኛል።			
29	... የሚጎዳኝን ሳደርግ ያስቆሙኛል።			
30	...ይቀጡኛል።			

ክፍል 4:-የጓደኛ እና ጎረቤት ሚና እና ተሳትፎ

በዚህ የመጠይቅ ክፍል ከጓደኛ እና ከጎረቤት ጋር ስላለ ግንኙነት የሚመለከቱ ሲሆን በአንተ/በአንች ዕይታ ያሉትን ድጋፍ እና ተሳትፎ ለመለካት የቀረቡ ናቸው። ስለሆነም ከቀረቡት 3 የመስማማት ደረጃዎች አንዱን በመምረጥ የራይት“√” ምልክት አድርግ/ገ።

ተ.ቁ	ጥያቄ	በፍፁም	አልፎ አልፎ	ብዙ ጊዜ
4.1. ከጓደኛ ጋር ያለ ግንኙነት				
31	ጥሩ ጓደኛ አለኝ/ችኝ።			
32	ሳዘን ጓደኛዬ ያባብላኛል/ታባብላኛለች።			
33	ጓደኛዬ ይረዳኛል/ትረዳኛለች።			
34	ጓደኛዬ ያደንቀኛል/ታደንቀኛለች።			
35	ከጓደኛዬ ጋር በማሳልፈው ጊዜ ደስተኛ ነኝ።			
36	እኔ እና ጓደኛዬ ሁልጊዜ ለጨዋታ እንገናኛለን።			
37	እኔ እና ጓደኛዬ አብረን እናጠናለን።			
38	ከጓደኛዬ ጋር እጭካከራለሁ።			
39	ስጫዎት ትልልቅ ልጆች ሲኖሩ ደስ አይለኝም።			
40	ከጓደኞቼ ጋር ብዙ ጊዜ እጣላለሁ።			
4.2. የጎረቤት/የማህበረሰብ ግንኙነት				
41	ጎረቤቶቻችን ቤት እሄዳለሁ።			
42	ጎረቤቶቻችን ድጋፍ እና እንክብካቤ ያድርጉልኛል።			
43	ጎረቤቶቻችን ሲከፋኝ ያባብሉኛል።			
44	ጎረቤቶች ይመክሩኛል።			
45	ጎረቤቶች ሥራዎችን እንዴት እንደምሰራ ያሳዩኛል።			

ክፍል 5:- የልጆችን ባህርይ የሚመለከቱ ጉዳዮች

በዚህ የመጠይቅ ክፍል የቀረቡ ጥያቄዎች የልጆች ባህሪ ውጤቶችን ለመለካት የቀረቡ ናቸው። ስለሆነም ከቀረቡት 3 የመስማማት ደረጃዎች አንዱን በመምረጥ የራይት“√” ምልክት አድርግ/ጊ።

5.1. ራስን መቆጣጠር

ተ.ቁ	ጥያቄዎች	አዎ	አይ	እርግጠኛ አይደለሁም
46	[እኔ] ከሌሎች ልጆች ጋር እጣላለሁ።			
47	...የጀመርኩትን ጉዳይ ሳላቋርጥ እሰራለሁ።			
48	...አብዝቼ እቁነጠነጠለሁ።			
49	...ስራ ስሰራ ከሌሎች እገዛ አልፈልግም።			
50	...ስናደድ/ስበሳጭ ቶሎ እረጋጋለሁ።			
51	...አዲስ ሰፈር/አካባቢ ስሄድ ይጨንቀኛል።			
52	...ስጫዎት ተራዬን/ወረፋዬን እጠብቃለሁ።			
53	...እጨነቃለሁ።			
54	... ፍርሃት እና ድንጋጤ ይሰማኛል።			
55	...አይናፋር ነኝ።			
56	...በቶሎ እናደዳለሁ።			
57	...ደስተኛ ነኝ።			
58	እልኸኛ ነኝ።			
59	...ነገሮችን ሳላስብ አደርጋለሁ።			

5.2. ማኅበራዊ ብቃት

ከዚህ በታች በሰንጠረዥ ለተቀመጡ ሀሳቦች በቅርብ የነበረህን/ሽን ባሕርይ መሰረት አድርገህ/ሽከቀረቡት 3አማራጮች አንዱን በመምረጥ የራይት “√” ምልክት አስቀምጥ/ጭ።

ተ.ቁ	ጥያቄዎች	በፍፁም	አልፎ አልፎ	ብዙ ጊዜ
60	ሰዎችን አከብራለሁ።			

61	ከሰዎች ጋር እግባባለሁ።			
62	የሰውን ስሜት እረዳለሁ።			
63	ከሰዎች ጋር ተመሳሳይ ነገር እፈልጋለሁ።			
64	ለታላላቅ ሰዎች እታዘዛለሁ።			
65	ሰዎች ሥራ ሲሰሩ አግዛለሁ።			
66	ያለኝን ለሌሎች ልጆች አካፍላለሁ።			
67	ለተቸገሩ ሰዎች አዝናለሁ።			
68	ስንጣላ/ስንጋጭ መፍትሄ አመጣለሁ።			
69	ከሰዎች ጋር እከራከራለሁ።			
70	...ሰዎች ይናደዱብኛል።			

ያለፈው ወሰን-ትምህርት/ሰሚስተር/ አማካኝ ውጤት _____
አመሰግናለሁ።

Appendix 2. Amharic Version Parent’s Consent Form

ቀን፡- ____/____/2016 ዓ.ም

የወላጅ ፈቃደኝነት መጠየቂያ ደብዳቤ

የተከበሩ ወላጅ፡-

ስሜ ማናዬ አደላ ይባላል። በአሁኑ ሰዓት በአዲስ አበባ ዩኒቨርሲቲ በአድገታዊ ሳይኮሎጂ የዶክትሬ ዲግሪ ተማሪ ነኝ። ይህንን ደብዳቤ የላኩልዎ “በልጆች ከትምህርት ቤት ውጭ ያላቸውን ልምምድ እና ተግባር፣ ከቤተሰብ እና ማህበረሰብ ጋር በተገናኘ ሁኔታ የልጆች ባህሪ ላይ ያለውን ተፅዕኖ” በተመለከተ በማከናወኑ ጥናት ላይ እርስዎ እና የእርስዎ ልጅ መረጃ በመስጠት እንድትሳተፉ ለመጋበዝ እና ፈቃደኝነትዎን ለመጠየቅ ነው።

በጥናቱ ላይ ከተሳተፉ የእርስዎን የተወሰኑ ዳራዊ መረጃዎች እና የልጆችን ከትምህርት ቤት ተግባራት፣ የቤተሰብ እና ማህበረሰብ ሚናን እና የባህሪ ውጤቶችን በሚመለከት የጽሁፍና የቃል መጠይቆች ይቀርብልዎታል። በተጨማሪም ልጅዎ በዚህ ጥናት ላይ እንዲሳተፍ/እንድትሳተፍ ከፈቀዱ ተመሳሳይ በሆኑ ጉዳዮች ላይ የጽሁፍ መጠይቅ እንዲሞሉ እና በቡድን እንዲወያዩ ይደረጋል። እርስዎም ሆነ ልጅዎ ለጥናቱ የሚሆን መረጃ የሚሰጡት በፍላጎት ሲሆን መረጃ መስጠት የማይፈልጓቸው ጥያቄዎችን ማለፍ ወይም መተው ይችላሉ። በመጨረሻም የሚሰጡትን መረጃ ምስጢራዊነት ለመጠበቅ ሲባል የእርስዎም ይሁን የልጅዎ ስም በጽሁፍ ወይም በቃል መጠይቁ ላይ አይጠቀስም።

Appendix 3. Amharic Version Child's Assent Form

የልጅ ፈቃደኝነት መጠየቂያ ቅጽ

እኔ ማናዬ አደላ እባላለሁ። በአሁኑ ሰዓት በአዲስ አበባ ዩኒቨርሲቲ በዕድገታዊ ሳይኮሎጂ የዶክትሬ ዲግሪ ተማሪ ነኝ። “በልጆች ከትምህርት ቤት ውጭ ያላቸውን ልምምድ እና ተግባር፣ ከቤተሰብ እና ማህበረሰብ ጋር በተገናኘ ሁኔታ የልጆች ባህሪ ላይ ያለውን ተፅዕኖ” በተመለከተ እያከናወንሁ ለምገኘው ጥናት መረጃ በመስጠት ተሳታፊ እንድትሆን/ኝ ፈቃደኝነትህን/ሽን ለመጠየቅ ነው።

በዚህ ጥናት ላይ መሳተፍ እንደምትችል/ይ ፈቃደኛ እንደሆኑ ወላጅህ/ሽ ገልጸውልኛል። በዚህ ጥናት ላይ ከተሳተፍህ/ሽ ከትምህርት ቤት ተግባራት፣ የቤተሰብ እና ማህበረሰብ ሚናን እና የባህሪ ውጤቶችን የሚመለከቱ ጥያቄዎች በጽሁፍ መጠይቅና በቡድን ውይይቶች ይቀርቡልሃል/ሻል። ለጥናቱ የሚሆን መረጃ ስትሰጥ/ጭ ምላሽ መስጠት የማትፈልጋቸው/ጊያቸው ጥያቄዎችን ማለፍ ወይም መተው ትችላለህ/ያለሽ።

ለጥናቱ የምትሰጣቸውን/ጫቸውን መረጃዎች ምስጢራዊነት ለመጠበቅ ስምህ/ሽ በጽሁፍ መጠይቁ ወይም በቡድን ውይይቱ ላይ አይጠቀስም። ስለሆነም ለሚከተሉት ጥያቄዎች ምላሽ በመስጠትና ፊርማህን/ሽን በማስቀመጥ እንድትተባበረኝ/ሪኝ እጠይቃለሁ።

ስለምታደርገው/ጊው ተሳትፎ በቅድሚያ አመሰግናለሁ።

ፊርማ፦ _____

ማናዬ አደላ (የሞባይል ስልክ ቁጥር 0910065090)

Code

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Appendix 4: English version of Questionnaire for Participant Children**ADDIS ABABA UNIVERSITY****COLLEGE OF EDUCATION AND BEHAVIORAL STUDIES****SCHOOL OF PSYCHOLOGY****Questionnaire for Participant Children**

Dear respondent:

My name is Manaye Adela. I am PhD candidate in Addis Ababa University, College of Education and Behavioral Studies, School of Psychology.

The main purpose of this questionnaire is to gather data on children's out-of-school experiences, and associated behavioral outcomes along with the mediating role of family and community engagements. This questionnaire is prepared in order to meet this purpose.

I kindly request you to spend your precious time to fill the questionnaire as frank and as reasonable possible. I would like to inform you that the information you provide is confidential. There is no need of writing your name and the name of your school.

Thank you for the time you give and for the willingness.

Manaye Adela (0910056090)

☞ No need of writing your name on the questionnaire

Part 1: Personal Information

Write your answer on the space provide in the final column

Items	Alternatives	Your Choice
3. Age	-----	_____ years old
4. Gender	9. Male 10. Female	_____
11. Grade level	-----	_____ grade
12. Number of Siblings	-----	_____
13. Number of Family Members	-----	_____
14. Your Parent's Educational Level	9. Not Learned at School 10. 8 th Grade and Below	Father's

	11. 9 th -12 th Grade 12. Certificate 13. Diploma 14. First Degree 15. Masters Degree 16. PhD	_____ Mother's _____
15. How do you Rate Your Parents' Socio-economic Status	4. Low 5. Middle 6. High	_____
16. With whom are you living now?	7. With Mother and Father 8. Only with Father 9. Only with Mother 10. With Relatives 11. With Siblings 12. With Relative/Guardian	_____

Part 2: - Types of Out-of-School Experiences of Children

This part of the questionnaire contains items about out-of-school experiences. Please show your response through putting a tick mark “√” on your choice. You can choose more than one as far as you do them in your out-of-school experiences.

S.N	What do you do in the out-of-school hours?	How often?		
		Not at All	Rarely	Often
9	Work to get money			
10	<i>Engaged in home chores</i>			
11	I study my education			
12	<i>I play with friends</i>			
13	<i>I study with friends</i>			
14	<i>Watch Television</i>			
15	<i>Play mobile games</i>			
16	<i>Betting games by allotting coin/money</i>			
17	<i>Being in group we quarrel and beat</i>			
18	<i>Being in groups, we quarrel, sicken, mock at passersby.</i>			

Part 3: Family Roles and Involvement

The following items are about family roles in the out-of-school experience of a child. Hence, please show your choice through putting a tick “√” mark.

S.N	Items	Choices		
		Agree	Disagree	Uncertain
3.1. Parental Physical Availability, Care, and Support				
19	... observe when I eat.			
20	... ask me what problems I faced.			
21	... my parents stay with me physically for much time.			
22	... check whether I have done my homework or not			
23	... set time when to watch television			
3.2. Guidance and Follow up				
24	My parents dive to tutorial			
25	... My parents show me how to do tasks.			
26	... advise me.			
27	... encourage me to be smart.			
28	... look after me when I play outside home			
29	... stop me when I do something harming			
30	...punish me			

Part 4: Neighborhood Role and Involvement

In this part of the questionnaire, the role of community and child interaction issues are points in focus. Show your level of agreement by putting a tick “√” mark.

S.N	Items	Agree	Disagree	Uncertain
4.1. Peer Relations				
31	I have good friend			
32	My friend entices me when I feel bad.			
33	My friend supports me			
34	... appreciates me			
35	I am happy when I am with my friend			
36	My friend and I always meet to play.			
37	My friend and I study together			

38	My friend and I compete			
39	I do not feel comfortable when there are elders in areas where we play			
40	Often feud with friends			
4.2. Neighborhood Relations				
41	I go to neighbors house			
42	Our neighbors give me care and support			
43	They entice me when I feel bad.			
44	They advise me.			
45	They show me how to do tasks.			

Part 5:- Behavioral Outcomes

This part of the questionnaire is about behavioral outcomes. So, please indicate your choice as per the rate. Show your choice by putting a “√” mark.

5.1. Self-regulation				
S.N	Items	Agree	Disagree	Uncertain
46	I often fight or bully children			
47	...Persist with tasks until completed			
48	...Fidget or squirm a lot			
49	... do things by myself			
50	...Get over being upset quickly			
51	...Nervous or clingy in new situations			
52	...Wait my turn in activities			
53	...Often worried			
54	...Often afraid or scared			
55	...am shy when meeting new children			
56	...Often lose temper, has tantrums			
57	...am very excited			
58	...I have stubbornness			
59	...rush to do activities without analyzing them.			

5.2. Social Competence

In the table below, the items are in request of your response in line with your recent behaviour. Please indicate your choice by putting a “√” mark.

S.N	Items	Often	Rarely	Not at All
60	I respect others			
61	I am sociable			
62	[I] listen to others' feelings and points of view			
63	[I] want to get along with others			
64	[I] obey to orders			
65	[I] am helpful to others			
66	[I] share things with others			
67	[I] am worried about people in problem			
68	[I] try to resolve conflicts			
69	I argue too much.			
70	People get angry on me			

Your Average Result in the Previous Semester _____

Thank You Very Much

Appendix 5: Amharic Version Interview Guide

አዲስ አበባ ዩኒቨርሲቲ

የሥነ-ትምህርትና ባህሪ ጥናት ኮሌጅ

የሳይክሎጂ ትምህርት ቤት

ቃለ-መጠይቅ መሪ ጥያቄዎች

I. ትውውቅ

ስሜ ማናዬ አደላ ይባላል። በአሁኑ ሰዓት በአዲስ አበባ ዩኒቨርሲቲ በእድገታዊ ሳይክሎጂ የፒኤችዲ ተማሪ ነኝ። ይህ ቃለ-መጠይቅ የሚያተኩረው ልጆች ከትምህርት ቤት ውጭ ያላቸውን ልምምድ እና ተግባር፣ ከቤተሰብ እና ማህበረሰብ ጋር በተገናኘ ሁኔታ የልጆች ባህሪ ላይ ያለውን ተፅዕኖ ላይ ነው። ከዚህ ቃለ-መጠይቅ የሚገኘው መረጃ ለጥናት ዓላማ ብቻ ይውላል። በዚህ ቃለ-መጠይቅ ትክክል ወይም ስህተት የሚባል ሃሳብ እንደሌለ ተረድተው ያለዎትን ማነኛውንም ሃሳብ በነጻነት እንዲያካፍሉኝ እጠይቃለሁ።

II. ዳራዊ መረጃ

- 1. የተሳታፊው/ዋ ዳራዊ መረጃ፡ ምድብ(ወላጅ/አሳዳጊ/ሌሎች)ጾታ-----እድሜ-----የትምህርት ደረጃ-----
- 2. ቃለ መጠይቁ የተካሄደበት ቀን፣ -----ወር፣ -----ዓ/ም----- እና ቦታ-----

III. የቃለ-መጠይቅ መሪ ጥያቄዎች

- 1. ልጆች ከትምህርት ቤት ውጭ ያላቸው ተግባር እና ልምምድ ን እንዴት ይገልፁታል? ምንስያደርጋለ?
- 2. የወላጆች/አሳዳጊዎች/የቤተሰብ አባላት በቅርብ የመኖር እና ክትል የማድረግ ሁኔታ ስምን ይመስላል? በተለይም ገንቢ ሁኔታ ንከመፍጠር አንፃር?
- 3. ልጆች ከትምህርት ቤት ውጭ ያላቸው ተግባር እና ልምምድ ባህሪያቸው ላይ ምን ውጤት ያመጣል?
- 4. ልጆች ከትምህርት ቤት ውጭ ባላቸው ተግባር እና ልምምድ ባህሪያቸው ን የሚጎዱ ምንምን ተግዳሮቶች አሉ?
- 5. የልጆች ከትምህርት ቤት ውጭ ያላቸው ተግባር እና ልምምድ ከባህሪያቸው ጋር ምን አይነት ቁርኝት አላቸው?

6.

ልጆች ከትምህርት ቤት ውጭ ያላቸው ተግባር እና ልምምድ ወቅት የወላጆች / አሳዳጊዎች ንግግር ምን ይመስላል?

7. **ልጆች ከትምህርት ቤት ውጭ ያላቸው ተግባር እና ልምምድ ወቅት የማህበረሰቡ ሚና ምን ይመስላል?**

አመሰግናለሁ

Appendix 6: English Version Interview Guide

Addis Ababa University

College of Education and Behavioral Studies

School of Psychology

Interview Guide for Parents

I. General Briefing

I am Manaye Adela. Currently, I am PhD candidate in Applied Developmental Psychology at Addis Ababa University. In this interview, I want to know your perspectives regarding children's out-of-school experiences and associated behavioural outcomes; along with mediating role of family and community engagement. The interview is used only for research purpose. The interview has no right or wrong idea. Therefore, feel free to share your point of view even if you think it is different from others' ideas.

II. Background Information

1. Interviewee's category: Parent /Guardian/Other; Gender; Age; Level of education completed
2. Interview date/ month/year and place

III. Interview Guiding Questions

1. What are the facets of out-of-school experiences of children? How are out-of-school experiences of children?
2. How is parental availability contributing for shaping out-of-school experiences of children in a constructive manner?
3. What are the influences of child engagement (in out-of-school experiences) on child behavioral outcomes?
4. What are the challenges of out-of-school experiences that affect behavioral outcomes of children?
5. How related are child out-of-school experiences and behavioral outcomes among children?
6. How is family engagement in children's out-of-school experiences?
7. How is community engagement in children's out-of-school experiences?

Thank you

Appendix 7: Amharic Version Observation Checklist

አዲስ አበባ ዩኒቨርሲቲ

የሥነ-ትምህርትና ባህሪ ጥናት ኮሌጅ

የሳይክሎሎጂ ትምህርት ቤት

ልጆች ከትምህርት ቤት ውጭ ያላቸውን ልምምድ እና ተግባርን ለማየት የተዘጋጀ የምልከታ ቸክሊስት

I. ትውውቅ

ስሜ ማናዩ አደላ ይባላል። በአሁኑ ሰዓት በአዲስ አበባ ዩኒቨርሲቲ በእድገታዊ ሳይክሎሎጂ የፒኤችዲ ተማሪ ነች። ይህ ምልከታ የሚያተኩረው ልጆች ከትምህርት ቤት ውጭ ያላቸውን ልምምድ እና ተግባር፣ ከቤተሰብ እና ማህበረሰብ ጋር በተገናኘ ሁኔታ የልጆች ባህሪ ላይ ያለውን ተፅዕኖ ላይ ነው። ከዚህ ቃለ-መጠይቅ የሚገኘው መረጃ ለጥናት ዓላማ ብቻ ይውላል። በዚህ ምልከታ የሚገኝ መረጃ ያለ ልጆች እና ወላጆች ፈቃድ ለምርምሩ አገልግሎት አይውልም። ፎቶዎች እና ቪዲዮዎች በወላጆች ፈቃድ ከልጆች መጫዎቻቸው (የምልከታ ቦታ) ከተወሰዱ በኋላ የልጆች ፈቃደኝነት ተጠይቆ ከተሰማሙ ብቻ ለትንተና ይውላል።

II. ዳራዊ መረጃ

1. የተሳታፊው/ዋዳራዊ መረጃ፡ ምድብ(ወላጅ/አሳዳጊ/ሌሎች)ጾታ-----እድሜ-----የትምህርት ደረጃ-----

2. ምልከታ የተካሄደበት ቀን፣ -----ወር፣ -----ዓ/ም----- እና ቦታ-----

የምልከታ ማረጋገጫ ዝርዝር

ምልከታ የተደረገበት ቀን _____

ተ.ቁ	ፍሬ ሃሳብ	አዎ	አይ
1	ልጆች ከትምህርት ሰዓት ውጭ ሲሆኑ ከቤት ውጭ ጨዋታ ይጫወታሉ		
2	ልጆች የሚጫወቱበት ቦታ ደልዳላ ነውን?		
3	ድንጋይ እና ሌሎች ለልጆች አደገኛ ነገሮች በሞጫዎቹበት ቦታ አሉ?		
4	ጉርብትናው በፈጠረላቸው አጋጣሚ ልጆቹ በጓደኝነት ሁኔታ ይጫወታሉ		
5	ልጆች ልዩ ልዩ የጨዋታ እቃዎችን ይጋራሉ		
6	ልጆች ከጓደኞቻቸው ጋር በሚጫወቱ ጊዜ ሞግዚት፣ ትልቅ ሰው ወይም ወላጅ በቅርበት ይከታተላቸዋል		
7	አብረው የሚጫወቱ ጓደኞች በእድሜ እና በጾታ ተቀራራቢ ናቸው (በምልከታው መሰረት)		
8	አብረው የሚጫወቱ ልጆች ከተለያዩ ብሎክ ነው የመጡት?		
9	ልጆች ከቤት ውጭ በሚጫወቱበት ወቅት ወላጅ ወይም ሞግዚት ጣልቃ ይገባሉ?		

10	የመጫዎቻችን እቃዎች በአቅራቢያ የሚገኙ እና አገር በቀል ናቸው??		
11	በጨዋታ ላይ ልጆች ይደጋገፋሉ/ይተባበሩሉ?		
12	በጨዋታ ላይ ልጆች ይጮክኩሉ/ይወዳደሩሉ?		
13	ልጆች ከትምህርት ሰዓት ውጭ ባላቸው ጊዜ ስራ ይሰራሉ		

*አዎ = መኖርን ሲያሳይ: * አይ = አለመኖርን ይጠቁማል

Appendix 8: English Version Observation Checklist

ADDIS ABABA UNIVERSITY
COLLEGE OF EDUCATION AND BEHAVIORAL STUDIES
SCHOOL OF PSYCHOLOGY

This checklist is designed for a study on "*Children's Out-of-School Experiences, and Associated Behavioral Outcomes in Addis Ababa: The Mediating Role of Family and Community Engagements*".

The finding of the study will be used in order to suggest possible solutions for promoting positive child out-of-school experiences. The information you provide is confidential.

I. Observation Checklist

Observation Place _____ Date _____

Duration: Beginning _____ and Ending _____

SR	Items	Yes	No
1	Do children play outside home during their out-of-school hours		
2	There are plain fields for children to play on		
3	There are stones and other hazard creating things around the place where children play		
4	Children play together as friends due to neighborhood exposure		
5	Children share different play materials		
6	There are care givers or elders who look after children while they play with their play mates		
7	Are the playmates at similar age and sex (as it appears to the observer)?		
8	Are children who play together from different blocks?		
9	Do parents/caregivers interfere while children are playing in the outdoor?		
10	Are the playing materials locally available in type?		
11	Do children cooperate each other while playing?		
12	Do children compete each other while playing?		
13	Do children work outside during their out-of-school hours		

*Yes = presence: * No = absence: ✓ fully detected: || partially available

Appedix 9: Amharic Version Focus Group Discussion Guide

አዲስ አበባ ዩኒቨርሲቲ

የሥነ-ትምህርትና ባህሪ ጥናት ኮሌጅ

የሳይኮሎጂ ትምህርት ቤት

ልጆች ከትምህርት ቤት ውጭ ያላቸውን ልምምድ እና ተግባር፣ ከቤተሰብ እና ማህበረሰብ ጋር በተገናኘ ሁኔታ የልጆች ባህርይ ላይ ያለውን ተፅዕኖ የተዘጋጀ የልጆች ቡድን-ተኮር ውይይት መሪ ጥያቄዎች

I. ትውውቅ

ስሜ ማናዬ አደላ ይባላል። በአዲስ አበባ ዩኒቨርሲቲ፣ በትምህርት እና ሥነ-ባህርይ ጥናት፣ በሳይኮሎጂ ትምህርት ቤት በአድገታዊ ሳይኮሎጂ የፒኤችዲ ተማሪ ነች። ከአኔ ጋር ሁኖ የሚያግዝኝ ... (ስም) ይባላል። ይህን የቡድን-ተኮር ውይይት የምናደርገው ልጆች ከትምህርት ቤት ውጭ ያላቸውን ልምምድ እና ተግባር፣ ከቤተሰብ እና ማህበረሰብ ጋር በተገናኘ ሁኔታ የልጆች ባህርይ ላይ ያለውን ተፅዕኖ ላይ ነው። ከዚህ ውይይት የሚገኘው መረጃ ለጥናት ዓላማ ብቻ ይውላል። በዚህ ውይይት ትክክል ወይም ስህተት የሚባል ሃሳብ እንደሌለ ተረድታችሁ ሁሉም ተወያይ ያለውን ማንኛውንም ሃሳብ በነጻነት ማጋራት አለበት። ውይይታችን ውጤታማ እንዲሆን እያንዳንዱ ተወያይ በንቃት እንዲሳተፍ እና የሌላውን ሃሳብ በአግባቡ አዳምጦ/ጣ የግሉን/ሏን ሃሳብ በየተራ እንዲሰጥ ላሳስብ እወዳለሁ።

II. ዳራ-ዊ መረጃ

- 1. የተወያዮች ዳራ-ዊ መረጃ፡ ጾታ፣ እድሜ፣ የክፍል ደረጃ
- 2. ውይይቱ የተካሄደበት ቀን፣ ወርና ዓ/ም፣ የጊዜ ርዝመት
- 3. የውይይቱ ቦታ (በአካባቢው ያለው ድባብ አብሮ መቀስ)

III. የውይይት መሪ ጥያቄዎች

- 1. ከትምህርት ቤት ውጭ ያላችሁን ልምምድ እና ተግባር ብታብራሩ?
- 2. ከትምህርት ቤት ውጭ ምን ምን ተግባራትን ታከናውናላችሁ? በምን ያህል መጠን እና ጊዜ እንደምታደርጉ አብራሩ።
- 3. ከትምህርት ቤት ውጭ የምታደርጓቸው ድርጊቶች የቤተሰብ ሚና እንዴት ነው?
- 4. ከትምህርት ቤት ውጭ የምታደርጓቸው ድርጊቶች ማህበረሰብ ሚና እንዴት ነው?
- 5. ከትምህርት ቤት ውጭ የምታደርጓቸው ድርጊቶች እንዲሁም ቤተሰብ እና ማህበረሰብ የልጆች ባህርይ ላይ ምን ዓይነት ተፅዕኖ አለው ትላላችሁ? እንዴት?

አመሰግናለሁ

Appendix 10: English Version Focus Group Discussion Guide**Addis Ababa University****College of Education and Behavioral Studies****School of Psychology****FGD Guide for Children**Discussion n^o: _____**I. General Briefing**

I am Manaye Adela. Currently, I am collecting research data for the partial fulfillments of my PhD work in Applied Developmental Psychology at Addis Ababa University. In this focus-group discussion, I want to know your perspectives regarding what children do in their out-of-school experiences, and associated behavioral outcomes in Addis Ababa with the mediating role of family and community engagements.

The result of this discussion is used only for research purpose. During the discussion, there is no right or wrong idea. Please feel free to share your point of view even if it differs from what other discussants have said. To make the discussion smooth and fruitful, each discussant should participate actively and should keep his/her turn to speak.

II. Background Information

1. Discussants' background information: Gender; Age; Grade level
2. Date of discussion: ____/dd/ ____/mm/ ____/yy/, from ____ to ____/hh/
3. Place of discussion (*mention the social and physical surrounding conditions of the place*).

III. Discussion Guiding Questions

1. What do you do in your out-of-school experiences?
2. What are the activities you while you are out-of-school? How often and to what extent do you do that? Discuss.
3. How are family roles in your out-of-school experiences?
4. How are community roles in your out-of-school experiences?
5. How do you see the influence of out-of-school experiences, family and community engagements in influencing your behavioural outcomes?

Thank You Very Much

Appendix 11: Principal Component Analysis Outputs on Child Outside-of-School Experiences

		Correlation Matrix ^a														
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Correlation	COSE 1	1.000														
	COSE 2	.071	1.000													
	COSE 3	-.019	.045	1.000												
	COSE 4	-.145	.239	.161	1.000											
	COSE 5	.315	.131	.039	-.023	1.000										
	COSE 6	.140	.696	-.110	.049	.147	1.000									
	COSE 7	-.071	.127	.144	.557	-.093	.021	1.000								
	COSE 8	.054	.332	.115	.301	.080	.155	.321	1.000							
	COSE 9	.005	.117	.065	.089	-.019	.119	-.124	.225	1.000						
	COSE 10	.016	.129	.062	.211	.113	.010	.226	.082	-.094	1.000					
	COSE 11	-.081	-.140	-.052	.026	.149	-.135	.103	-.103	-.089	.154	1.000				
	COSE 12	-.013	.084	.090	.149	.085	-.035	.221	.044	-.132	.841	.129	1.000			
	COSE 13	.001	-.098	.016	-.076	.034	.019	-.106	-.227	-.028	-.158	.123	-.169	1.000		
	COSE 14	-.042	-.100	-.140	.055	-.023	-.045	-.040	-.109	.035	.029	.185	.052	.245	1.000	
	COSE 15	.052	.093	-.030	.014	-.033	.060	.115	.056	-.058	.058	.126	.059	.091	-.058	1.000

a. Determinant = .028

Communalities		
	Initial	Extraction
Since I spend much time of my out-of-school hours by supporting in home chores, I do not have time to play or study.	1.000	.556
Since I spend much time of my out-of-school hours through studying and doing homework, I do not have time to play or support parents at home chores.	1.000	.792
Since I spend much time of my out-of-school hours by play, I do not try to study or support family at home chores.	1.000	.467
Since I spend much time of my out-of-school hours through working for income, I do not have time to other activities.	1.000	.682
I support my family at home chores though it is beyond my capability.	1.000	.680
Homework and study activities offered from school make me burdened in the out-of-school staying.	1.000	.809
To get income, I work out of home beyond my capability.	1.000	.696
Working for income makes me to feel responsible.	1.000	.538
I watch TV as much time I want.	1.000	.515

Since I play mobile/computer games, I insist to play all the time.	1.000	.871
I take part in competitive types of play.	1.000	.491
I take part in cooperative types of play.	1.000	.871
I play gambling out of home.	1.000	.553
Without permission, I have taken penny to buy candy/chocolate	1.000	.676
I have learnt improper behavior from misbehaving friends and bad films.	1.000	.575
Extraction Method: Principal Component Analysis.		

	Pattern Matrix ^a					
	Component					
	1	2	3	4	5	6
I take part in cooperative types of play.	.931	.010	-.001	-.032	.043	.007
Since I play mobile/computer games, I insist to play all the time.	.922	.045	.054	-.006	.073	-.003
Since I spend much time of my out-of-school hours through working for income, I do not have time to other activities.	.062	.780	.070	.160	-.182	-.068
To get income, I work out of home beyond my capability.	.087	.751	-.017	.018	-.171	.273
Working for income makes me to feel responsible.	-.055	.586	.218	-.181	.101	-.142
Since I spend much time of my out-of-school hours by play, I do not try to study or support family at home chores.	-.087	.528	-.380	-.126	.281	-.138
Homework and study activities offered from school make me burdened in the out-of-school staying.	-.014	-.087	.903	.018	.085	.053
Since I spend much time of my out-of-school hours through studying and doing homework, I do not have time to play or support parents at home chores.	.074	.161	.831	-.080	.062	.029
Without permission, I have taken penny to buy candy/chocolate	.115	-.052	.054	.765	-.117	-.299
I play gambling out of home.	-.334	-.012	.005	.658	.130	.136
I take part in competitive types of play.	.153	.119	-.183	.556	.154	.222
I support my family at home chores though it is beyond my capability.	.141	-.020	.066	.171	.805	-.064
Since I spend much time of my out-of-school hours by supporting in home chores, I do not have time to play or study.	-.007	-.140	.100	-.075	.713	.072
I have learnt improper behavior from misbehaving friends and bad films.	-.132	.136	.200	.057	.033	.737
I watch TV as much time I want.	-.182	.195	.147	.117	.041	-.622
Extraction Method: Principal Component Analysis.						
Rotation Method: Promax with Kaiser Normalization.						
a. Rotation converged in 6 iterations.						

	Structure Matrix					
	Component					

	1	2	3	4	5	6
I take part in cooperative types of play.	.931	.190	-.017	.015	.026	.116
Since I play mobile/computer games, I insist to play all the time.	.927	.229	.044	.028	.058	.102
Since I spend much time of my out-of-school hours through working for income, I do not have time to other activities.	.212	.781	.168	.085	-.173	-.052
To get income, I work out of home beyond my capability.	.267	.758	.052	-.010	-.159	.286
Working for income makes me to feel responsible.	.021	.631	.346	-.287	.149	-.194
Since I spend much time of my out-of-school hours by play, I do not try to study or support family at home chores.	-.008	.475	-.251	-.194	.281	-.125
Homework and study activities offered from school make me burdened in the out-of-school staying.	-.048	.048	.889	-.051	.146	-.044
Since I spend much time of my out-of-school hours through studying and doing homework, I do not have time to play or support parents at home chores.	.081	.311	.862	-.165	.131	-.060
Without permission, I have taken penny to buy candy/chocolate	.112	-.103	.003	.751	-.183	-.209
I play gambling out of home.	-.287	-.140	-.049	.644	.078	.164
I take part in competitive types of play.	.234	.065	-.228	.577	.090	.318
I support my family at home chores though it is beyond my capability.	.120	.019	.110	.097	.791	-.041
Since I spend much time of my out-of-school hours by supporting in home chores, I do not have time to play or study.	-.047	-.101	.128	-.124	.723	.049
I have learnt improper behavior from misbehaving friends and bad films.	-.020	.134	.142	.094	.045	.705
I watch TV as much time I want.	-.219	.174	.241	.004	.054	-.648

Extraction Method: Principal Component Analysis.

Rotation Method: Promax with Kaiser Normalization.

Component Correlation Matrix						
Component	1	2	3	4	5	6
1	1.000	.188	-.025	.054	-.022	.121
2	.188	1.000	.152	-.104	.025	-.003
3	-.025	.152	1.000	-.084	.072	-.107
4	.054	-.104	-.084	1.000	-.088	.106
5	-.022	.025	.072	-.088	1.000	-.006
6	.121	-.003	-.107	.106	-.006	1.000

Extraction Method: Principal Component Analysis.

Rotation Method: Promax with Kaiser Normalization.

Component Score Coefficient Matrix						
	Component					
	1	2	3	4	5	6

Since I spend much time of my out-of-school hours by supporting in home chores, I do not have time to play or study.	-.037	-.035	.011	-.080	.519	.055
Since I spend much time of my out-of-school hours through studying and doing homework, I do not have time to play or support parents at home chores.	.021	.074	.453	-.038	.006	-.009
Since I spend much time of my out-of-school hours by play, I do not try to study or support family at home chores.	-.067	.302	-.233	-.116	.270	-.102
Since I spend much time of my out-of-school hours through working for income, I do not have time to other activities.	.028	.396	.043	.115	-.106	-.058
I support my family at home chores though it is beyond my capability.	.039	.029	-.005	.085	.577	-.053
Homework and study activities offered from school make me burdened in the out-of-school staying.	-.018	-.055	.498	.031	.005	.009
To get income, I work out of home beyond my capability.	.039	.383	-.023	.020	-.089	.224
Working for income makes me to feel responsible.	-.051	.312	.108	-.132	.105	-.129
I watch TV as much time I want.	-.097	.106	.105	.068	.036	-.517
Since I play mobile/computer games, I insist to play all the time.	.469	.009	.016	.014	.011	-.005
I take part in competitive types of play.	.084	.067	-.110	.378	.099	.197
I take part in cooperative types of play.	.475	-.010	-.014	-.002	-.009	.004
I play gambling out of home.	-.162	.002	.009	.442	.080	.121
Without permission, I have taken penny to buy candy/chocolate	.083	-.041	.066	.533	-.134	-.238
I have learnt improper behavior from misbehaving friends and bad films.	-.073	.071	.081	.048	.024	.600

Extraction Method: Principal Component Analysis.

Rotation Method: Promax with Kaiser Normalization.

Component Score Covariance Matrix						
Component	1	2	3	4	5	6
1	1.146	.520	1.858	.215	.398	2.071
2	.520	1.123	.567	-.009	2.019	.521
3	1.858	.567	2.890	.239	.963	1.782
4	.215	-.009	.239	1.034	.525	1.103
5	.398	2.019	.963	.525	4.058	.850
6	2.071	.521	1.782	1.103	.850	4.170

Extraction Method: Principal Component Analysis.

Rotation Method: Promax with Kaiser Normalization.

Appendix 12: Principal Component Analysis Outputs on Child Behavioral Outcomes

CBOSC - Social Competence

Correlation Matrix^{a,b}

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	
CBOSC 1	1.00																				
CBOSC 2	.35*	1.0																			
CBOSC 3	.021	.06	1.0																		
CBOSC 4	.04	-.11*	.05	1.0																	
CBOSC 5	-.08	-.13	.18	-.04	1.0																
CBOSC 6	-.18	-.06	.07	.03	.38	1.0															
CBOSC 7	.05	-.08	.21	.06	.03	.01	1.0														
CBOSC 8	.02	-.05	.12*	.21	-.02	.01	.26	1.0													
CBOSC 9	.03	.01	.05	.05	.03	-.07	.08	.62	1.0												
CBOSC 10	.01	.18	-.06	-.09	.09	-.07	-.08	.16	.22	1.0											
CBOSC 11	-.04	.19	.03	.04	.09	.02	-.07	.25	.26	.59	1.0										
CBOSC 12	-.01	.17	.04	.02	.18	-.06	.03	.28	.19	.51	.71	1.0									
CBOSC 13	.06	.11*	-.13	.02	-.07	-.07	-.03	.17	.23	.19	.33	.31	1.0								
CBOSC 14	.03	.04	-.11	.06	-.06	-.07	-.07	.07	.03	.02	.13	.09	.68	1.0							
CBOSC 15	-.02	-.13	.08	.46*	-.07	.04	.01	.09	-.06	-.19	-.03	-.02	.12	.39	1.0						
CBOSC 16	-.05	-.05	-.05	-.04*	.08*	-.08*	-.11	-.01	-.04	.05	.14	.11	.13	.16	.08	1.0					
CBOSC 17	.038	-.11	.05	1.0	-.04	.03	.06	.21	.05	-.09	.04	.016	.02	.06	.46	-.04	1.0				
CBOSC 18	.03	-.03	.04	.77*	-.08	-.02	.08	.13	.07	-.03	-.02	-.04	.09	.07	.29	-.16	.77	1.0			
CBOSC 19	.07	.01	.05	.72	-.04	.01	.06	.14	.15	.01	.01	-.08	-.03	-.01	.26	-.09	.72	.81	1.0		
CBOSC 20	.09	.01	.01	.58	.03	.06*	.02	.04	.06	-.07	-.07	-.09	-.03	-.01	.18	-.21	.58	.66	.63	1.0	

Communalities		
	Initial	Extraction
I argue too much.	1.000	.601
[I] bully or am pitiless to others.	1.000	.693
[I] show respect for family members and neighbors.	1.000	.632
[I] get along well with other children.	1.000	.903
[I] am disobedient.	1.000	.643
[I] am stubborn, sullen, or irritable.	1.000	.713
[I] try to understand other people’s feelings.	1.000	.490
[I] try to resolve conflicts with classmates, families, or friends.	1.000	.764
[I] can accept things not going her/his way	1.000	.711
[I] cope well with failure	1.000	.678
[I] think before acting	1.000	.792
[I] resolve problems with friends or brothers and sisters on my own	1.000	.723
[I] can calm down when excited or all wound up	1.000	.794
[I] do what I am told to do	1.000	.854
[I] am very good at understanding other people’s feelings	1.000	.639
[I] control my temper when there is a disagreement	1.000	.535
[I] share things with others	1.000	.903
[I] am helpful to others	1.000	.821
[I] listen to others’ points of view	1.000	.771
My parents give suggestions and opinions without being bossy	1.000	.674

Extraction Method: Principal Component Analysis.

Self-regulation - CBOSR

KMO and Bartlett's Test		
Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.6
	Approx. Chi-Square	3730.460
Bartlett's Test of Sphericity	df	496
	Sig.	.000

Communalities		
	Initial	Extraction
I have regular friends	1.000	.809
I am calm and easy going	1.000	.779

I often fight or bully children	1.000	.688
I am liked by other children	1.000	.810
...Persist with difficult tasks	1.000	.964
...Choose activities on my own	1.000	.910
...Fidget or squirm a lot	1.000	.865
...Do not need much help with tasks	1.000	.921
...Interact better with adults than children	1.000	.876
...Get over being upset quickly	1.000	.499
...Nervous or clingy in new situations	1.000	.680
...Persist with tasks until completed	1.000	.952
...Wait my turn in activities	1.000	.792
...Get over excited	1.000	.514
...Usually obey instructions or requests	1.000	.829
...Often in solitary play	1.000	.576
...Often worried	1.000	.781
...Like to work things out for self	1.000	.676
...Share sweets or toys with other children	1.000	.665
...Argue with adults	1.000	.582
...Often afraid or scared	1.000	.469
...am shy when meeting new children	1.000	.898
...Often lose temper, has tantrums	1.000	.929
...Offer to help others	1.000	.852
...Often have pains or feels unwell	1.000	.531
...Get on well with other children	1.000	.742
...am spiteful to others	1.000	.666
...Restless, do not keep still for long	1.000	.920
...Cooperate with requests	1.000	.698
...am impulsive, acts without thinking	1.000	.859
...Will play easily with new children	1.000	.734
...Often unhappy or miserable	1.000	.787

Extraction Method: Principal Component Analysis.

	Pattern Matrix ^a									
	Component									
	1	2	3	4	5	6	7	8	9	10
...Often lose temper, has tantrums	.962	.004	.017	.023	.019	-.010	-.025	-.026	.042	-.027
...am impulsive, acts without thinking	.941	-.017	-.092	.072	-.009	-.035	-.107	.021	-.033	-.031
...Offer to help others	.935	.084	-.002	-.108	-.106	-.012	-.071	-.038	.012	-.053

...am shy when meeting new children	.934	.002	.001	.032	.009	.025	.001	-.016	.065	-.011
...Cooperate with requests	.822	.068	-.033	.026	-.124	-.105	-.103	.054	-.073	-.026
...Often afraid or scared	.489	-.186	-.132	.209	.237	.116	.129	-.106	.201	-.029
...Often have pains or feels unwell	.416	.004	.297	-.253	.063	.065	.278	.029	-.398	.103
I am liked by other children	.088	.868	.054	-.010	.035	-.065	-.030	.050	.030	-.013
...Usually obey instructions or requests	.044	.854	-.080	.017	.012	.077	.020	.055	-.005	.122
...Wait my turn in activities	-.003	.845	-.106	.045	.035	.116	.041	.013	-.033	.079
...Get on well with other children	-.026	.841	.008	-.050	-.032	-.067	-.073	.150	-.011	-.065
...Do not need much help with tasks	-.025	-.023	.943	.034	.021	-.007	-.067	-.008	-.006	-.005
...Interact better with adults than children	-.052	-.049	.934	.006	.001	-.098	-.122	.003	.031	.056
...Choose activities on my own	-.014	-.010	.927	.049	.027	.032	-.032	-.055	-.073	-.012
...Get over being upset quickly	-.005	-.058	.457	.059	-.155	-.060	.230	.119	.382	-.072
...Restless, do not keep still for long	.021	-.001	-.028	.974	-.079	.034	.031	.056	-.084	.023
...Fidget or squirm a lot	.038	.040	.093	.859	.036	.079	.058	.053	-.049	-.062
...am spiteful to others	.026	-.065	.304	.592	.039	-.143	-.123	-.017	-.093	.043
...Persist with difficult tasks	-.048	.023	.019	-.009	.984	-.036	.003	.016	-.007	-.018
...Persist with tasks until completed	-.066	.031	.004	-.031	.975	-.065	-.025	.036	.022	.008
...Often unhappy or miserable	-.011	-.097	-.058	.003	-.036	.864	-.333	.028	.006	-.004
...Often worried	-.060	.142	-.066	.041	-.063	.857	.144	-.070	-.066	-.013
...Will play easily with new children	.191	-.072	.064	-.025	.114	.139	-.846	.090	-.011	.144
...Nervous or clingy in new situations	-.007	-.103	-.133	.008	.089	-.015	.816	.064	-.068	-.021
I have regular friends	-.044	.120	-.048	.086	.019	-.037	-.010	.872	.035	.043
I am calm and easy going	-.011	.333	.063	.008	.055	.009	-.020	.730	.013	-.186
...Share sweets or toys with other children	.138	-.084	-.001	-.212	.059	-.027	-.109	.036	.797	-.148
...Like to work things out for self	-.086	.093	-.006	.006	-.024	-.018	.045	.002	.757	.264
...Argue with adults	.083	-.168	.147	-.038	.010	.341	.183	.194	.058	-.602
...Often in solitary play	-.135	.112	.227	-.034	.020	.346	-.077	-.042	.100	.589
I often fight or bully children	-.054	.372	.127	.036	.044	.032	-.028	-.518	.027	-.580
...Get over excited	.343	.238	.091	.023	.016	-.011	.168	-.094	.184	.356

Extraction Method: Principal Component Analysis.

Rotation Method: Promax with Kaiser Normalization.

a. Rotation converged in 10 iterations.

Structure Matrix										
	Component									
	1	2	3	4	5	6	7	8	9	10
...Often lose temper, has tantrums	.961	.138	.191	.190	.045	.132	.105	.104	.108	.100
...am shy when meeting new children	.944	.142	.177	.186	.042	.166	.136	.117	.135	.118

...am impulsive, acts without thinking	.912	.100	.088	.179	-.026	.082	.004	.131	.004	.077
...Offer to help others	.904	.170	.086	.047	-.090	.113	.055	.103	.039	.063
...Cooperate with requests	.798	.144	.087	.143	-.142	-.004	-.010	.167	-.061	.052
...Often afraid or scared	.507	-.055	.097	.224	.266	.195	.202	-.062	.301	.076
...Often have pains or feels unwell	.465	.065	.230	-.104	.060	.158	.306	.127	-.301	.193
...Get over excited	.463	.332	.184	.138	.156	.135	.282	.020	.282	.443
...Usually obey instructions or requests	.189	.891	.026	.080	.137	.245	.074	.238	.093	.214
I am liked by other children	.209	.890	.162	.143	.156	.108	.014	.222	.121	.067
...Wait my turn in activities	.137	.871	.010	.085	.154	.268	.074	.193	.072	.172
...Get on well with other children	.075	.838	.062	.059	.050	.072	-.043	.299	.041	-.014
...Do not need much help with tasks	.119	.073	.955	.486	.202	.023	-.059	-.005	.057	-.059
...Choose activities on my own	.130	.079	.947	.486	.205	.058	-.039	-.040	.003	-.056
...Interact better with adults than childrer	.073	.031	.917	.451	.174	-.075	-.109	-.021	.067	-.018
...Get over being upset quickly	.123	.025	.485	.289	-.028	-.019	.305	.157	.425	-.090
...Restless, do not keep still for long	.182	.115	.423	.947	-.028	.011	-.037	.098	.006	-.023
...Fidget or squirm a lot	.209	.177	.528	.911	.112	.087	.005	.105	.072	-.080
...am spiteful to others	.119	.009	.575	.736	.100	-.157	-.182	-.039	-.042	-.023
...Persist with difficult tasks	-.033	.148	.201	.065	.979	.107	-.005	-.067	.166	.094
...Persist with tasks until completed	-.055	.152	.171	.038	.969	.080	-.026	-.056	.183	.114
...Often worried	.083	.251	-.019	-.020	.064	.857	.183	.062	.026	.073
...Often unhappy or miserable	.052	.035	-.042	-.031	.065	.813	-.262	.051	-.008	.020
...Nervous or clingy in new situations	.070	-.081	-.112	-.123	.027	.040	.802	.145	.076	.077
...Will play easily with new children	.126	.004	.083	.086	.147	.126	-.780	-.011	-.123	.088
I have regular friends	.101	.296	.021	.098	-.032	.072	.111	.884	.048	.036
I am calm and easy going	.124	.478	.136	.110	.037	.133	.072	.792	.053	-.164
...Like to work things out for self	.017	.174	.035	.060	.151	.068	.204	.011	.770	.279
...Share sweets or toys with other childre	.114	-.016	-.012	-.102	.151	.036	.054	.011	.762	-.117
...Often in solitary play	.033	.225	.200	.051	.219	.407	.024	-.017	.147	.598
...Argue with adults	.103	-.089	.181	.046	-.014	.322	.191	.240	.102	-.559
I often fight or bully children	-.122	.243	.199	.152	.102	-.004	-.156	-.446	.065	-.551

Extraction Method: Principal Component Analysis.

Rotation Method: Promax with Kaiser Normalization.

Component Correlation Matrix										
Component	1	2	3	4	5	6	7	8	9	10
1	1.000	.138	.163	.156	.016	.147	.136	.139	.067	.134
2	.138	1.000	.104	.118	.138	.170	.028	.198	.099	.086
3	.163	.104	1.000	.480	.196	.045	.019	.023	.077	-.044
4	.156	.118	.480	1.000	.070	-.017	-.069	.026	.099	-.045
5	.016	.138	.196	.070	1.000	.148	.001	-.079	.179	.122

6	.147	.170	.045	-.017	.148	1.000	.083	.103	.079	.086
7	.136	.028	.019	-.069	.001	.083	1.000	.139	.184	.116
8	.139	.198	.023	.026	-.079	.103	.139	1.000	-.001	-.010
9	.067	.099	.077	.099	.179	.079	.184	-.001	1.000	.024
10	.134	.086	-.044	-.045	.122	.086	.116	-.010	.024	1.000

Extraction Method: Principal Component Analysis.

Rotation Method: Promax with Kaiser Normalization.

	Component Score Coefficient Matrix									
	Component									
	1	2	3	4	5	6	7	8	9	10
I have regular friends	-.004	-.013	-.011	.016	-.004	-.009	-.001	.513	.007	.022
I am calm and easy going	-.001	.064	.029	-.020	.013	.014	-.015	.422	.000	-.151
I often fight or bully children	-.028	.155	.039	.032	.021	.002	-.054	-.330	.049	-.438
I am liked by other children	.011	.260	.024	-.004	.008	-.042	-.013	-.019	.019	-.032
...Persist with difficult tasks	.001	.000	.003	.003	.474	.008	.007	-.004	-.009	-.008
...Choose activities on my own	.004	.008	.293	-.009	.013	.035	.016	-.025	-.046	-.010
...Fidget or squirm a lot	.003	.012	.007	.384	.026	.039	.028	.006	.017	-.040
...Do not need much help with tasks	.001	.002	.296	-.014	.007	.014	-.004	.003	-.009	-.011
...Interact better with adults than children	-.007	-.006	.289	-.023	-.006	-.039	-.037	.008	.008	.029
...Get over being upset quickly	.003	-.014	.149	.025	-.078	-.006	.145	.072	.238	-.052
...Nervous or clingy in new situations	.021	-.034	-.012	-.006	.050	.040	.457	.049	-.028	.048
...Persist with tasks until completed	-.003	.001	-.003	-.005	.468	-.010	-.009	.006	.006	.008
...Wait my turn in activities	-.004	.250	-.023	.022	.015	.055	.034	-.040	-.013	.044
...Get over excited	.079	.068	.036	.016	.014	.012	.136	-.072	.106	.270
...Usually obey instructions or requests	.006	.250	-.015	.008	.003	.035	.026	-.014	-.001	.073
...Often in solitary play	-.014	.022	.076	-.018	.019	.196	.026	-.030	.046	.424
...Often worried	-.001	.038	.004	.007	-.006	.473	.125	-.035	-.017	.005
...Like to work things out for self	-.018	.027	-.006	.043	-.015	.005	.054	-.022	.459	.169
...Share sweets or toys with other children	.021	-.022	-.002	-.055	.022	-.001	-.054	.016	.479	-.139
...Argue with adults	.020	-.050	.065	-.032	.011	.206	.092	.138	.056	-.427
...Often afraid or scared	.105	-.056	-.042	.108	.129	.083	.088	-.061	.138	-.002
...am shy when meeting new children	.193	-.005	.007	.010	.016	.027	.026	-.004	.036	.007
...Often lose temper, has tantrums	.198	-.004	.011	.005	.020	.006	.009	-.009	.021	-.005
...Offer to help others	.189	.022	.008	-.056	-.042	-.002	-.020	-.015	-.002	-.030
...Often have pains or feels unwell	.105	-.006	.120	-.154	.039	.064	.189	.042	-.261	.117
...Get on well with other children	-.014	.248	.009	-.025	-.027	-.049	-.047	.044	-.008	-.074
...am spiteful to others	.000	-.015	.070	.260	.019	-.086	-.072	-.025	-.035	.026

...Restless, do not keep still for long	-.003	-.002	-.037	.438	-.029	.005	.008	.006	-.001	.021
...Cooperate with requests	.164	.013	-.009	.002	-.055	-.059	-.049	.035	-.052	-.013
...am impulsive, acts without thinking	.190	-.014	-.028	.027	.005	-.016	-.046	.018	-.024	-.012
...Will play easily with new children	.026	-.036	-.007	-.010	.054	.038	-.455	.055	-.029	.053
...Often unhappy or miserable	.000	-.041	-.012	-.005	.004	.456	-.142	.034	.013	-.017

Extraction Method: Principal Component Analysis.

Rotation Method: Promax with Kaiser Normalization.

Component Score Covariance Matrix										
Component	1	2	3	4	5	6	7	8	9	10
1	1.640	.801	2.329	.475	.897	2.936	2.064	.422	1.412	2.399
2	.801	1.451	.927	.464	2.458	1.049	1.049	.782	2.466	.775
3	2.329	.927	3.570	1.043	2.267	3.531	3.856	.941	3.360	2.539
4	.475	.464	1.043	1.357	.821	1.700	.938	.374	3.046	1.644
5	.897	2.458	2.267	.821	4.326	1.294	1.150	1.032	3.476	.979
6	2.936	1.049	3.531	1.700	1.294	4.761	2.273	.676	2.858	3.454
7	2.064	1.049	3.856	.938	1.150	2.273	3.344	.553	1.600	.830
8	.422	.782	.941	.374	1.032	.676	.553	1.327	1.364	.611
9	1.412	2.466	3.360	3.046	3.476	2.858	1.600	1.364	6.481	1.911
10	2.399	.775	2.539	1.644	.979	3.454	.830	.611	1.911	3.546

Extraction Method: Principal Component Analysis.

Rotation Method: Promax with Kaiser Normalization.

Appendix 13: Principal Component Analysis Outputs on Family Engagement

Physical Availability and Level of Availability: Factor Analysis

		Correlation Matrix ^a						
		FPPA 1	FPPA 2	FPPA 3	FPPA 3	FPPA 4	FPPA 5	FPPA 7
	FPPA 1	1.000						
	FPPA 2	-.363	1.000					
	FPPA 3	.297	-.347	1.000				
Correlation	FPPA 4	.219	-.095	.121	1.000			
	FPPA 5	.052	-.014	.073	.072	1.000		
	FPPA 6	.771	-.287	.295	.252	.047	1.000	
	FPPA 7	.073	.055	.081	.071	.033	.263	1.000

a. Determinant = .238

KMO and Bartlett's Test	
Kaiser-Meyer-Olkin Measure of Sampling Adequacy.	.617
Approx. Chi-Square	192.039
Bartlett's Test of Sphericity	df
	21
	Sig.
	.000

Communalities		
	Initial	Extraction
In the out-of-school time, my parents stay with me physically for much time.	1.000	.736
Since my parents (guardians) are busy outside home, they do not give me time.	1.000	.632
My parents/guardians are in difficulty of making me study and do homework.	1.000	.426
At the nighttime, my parents/guardians check whether I have done my homework or not.	1.000	.278
In our family, we discuss and decide the time to watch Television.	1.000	.911
My parents/guardians are with me physically and emotionally.	1.000	.802
My parents/guardians listen to me while I speak.	1.000	.688

Extraction Method: Principal Component Analysis.

Pattern Matrix ^a			
	Component		
	1	2	3
Since my parents (guardians) are busy outside home, they do not give me time.	-.849	.375	.045

In the out-of-school time, my parents stay with me physically for much time.	.723	.272	-.057
My parents/guardians are in difficulty of making me study and do homework.	.672	-.130	.122
My parents/guardians are with me physically and emotionally.	.579	.507	-.056
My parents/guardians listen to me while I speak.	-.311	.889	-.012
At the nighttime, my parents/guardians check whether I have done my homework or not.	.177	.328	.296
In our family, we discuss and decide the time to watch Television.	.007	.003	.954

Extraction Method: Principal Component Analysis.
 Rotation Method: Promax with Kaiser Normalization.

a. Rotation converged in 4 iterations.

Structure Matrix

	Component		
	1	2	3
In the out-of-school time, my parents stay with me physically for much time.	.818	.530	-.018
My parents/guardians are with me physically and emotionally.	.759	.714	-.018
Since my parents (guardians) are busy outside home, they do not give me time.	-.712	.071	.018
My parents/guardians are in difficulty of making me study and do homework.	.630	.115	.148
My parents/guardians listen to me while I speak.	.009	.777	-.003
At the nighttime, my parents/guardians check whether I have done my homework or not.	.309	.400	.312
In our family, we discuss and decide the time to watch Television.	.050	.030	.954

Extraction Method: Principal Component Analysis.
 Rotation Method: Promax with Kaiser Normalization.

Component Correlation Matrix

Component	1	2	3
1	1.000	.360	.044
2	.360	1.000	.025
3	.044	.025	1.000

Extraction Method: Principal Component Analysis.
 Rotation Method: Promax with Kaiser Normalization.

Component Score Coefficient Matrix

	Component		
	1	2	3
In the out-of-school time, my parents stay with me physically for much time.	.351	.232	-.077
Since my parents (guardians) are busy outside home, they do not give me time.	-.380	.233	.046
My parents/guardians are in difficulty of making me study and do homework.	.305	-.068	.112
At the nighttime, my parents/guardians check whether I have done my homework or not.	.093	.237	.276

In our family, we discuss and decide the time to watch Television.	-.013	-.031	.936
My parents/guardians are with me physically and emotionally.	.294	.397	-.083
My parents/guardians listen to me while I speak.	-.104	.632	-.037

Extraction Method: Principal Component Analysis.

Rotation Method: Promax with Kaiser Normalization.

Component	1	2	3
1	1.175	.747	2.059
2	.747	1.140	.789
3	2.059	.789	3.045

Extraction Method: Principal Component Analysis.

Rotation Method: Promax with Kaiser Normalization.

Family Care and Support

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
FGuF 1	1.000														
FGuF 2	.318*	1.000													
FGuF 3	.372*	.432*	1.000												
FGuF 4	.081*	.036	.104	1.000											
FGuF 5	-.086	.113	-.058	.006	1.000										
FGuF 6	.235	.346	.441	.146	-.057	1.000									
FGuF 7	.185	.225	.571	.157	.001	.701	1.000								
FGuF 8	.051	.556	.229	-.108	.186	.253	.240	1.000							
FGuF 9	.041	.586	.206	-.120	.147	.309	.223	.937	1.000						
FGuF 10	.090	.600	.254	-.074	.168	.230	.219	.894	.835	1.000					
FGuF 11	.056	.257	.391	.099	.012	.196	.324	.394	.361	.461	1.000				
FGuF 12	-.095	.091	.184	-.021	-.096	.069	.165	.263	.213	.239	.601	1.000			
FGuF 13	-.038	.095	.198	.079	.034	.018	.100	.365	.311	.354	.742	.737	1.000		
FGuF 14	.082	-.033	.119	.100	.078	-.002	.110	.003	.008	-.063	.062	.051	.119	1.000	
FGuF 15	.022	.073	.175	.004	-.064	.036	.142	.121	.123	.159	.213	.135	.092	.236	1.000

a. Determinant = .000

Correlation Matrix ^a						
		FCaS 1	FCaS 2	FCaS 3	FCaS 4	FCaS 5
Correlation	FCaS 1	1.000				
	FCaS 2	.131	1.000			
	FCaS 3	.129	.795	1.000		
	FCaS 4	.170	.275	.342	1.000	
	FCaS 5	-.038	.043	.082	.171	1.000

a. Determinant = .302

KMO and Bartlett's Test		
Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.571
	Approx. Chi-Square	161.030
Bartlett's Test of Sphericity	df	10
	Sig.	.000

Communalities		
	Initial	Extraction
Before my parents/guardians order me to something, they show me how to do it.	1.000	.231
My parents/guardians closely follow what and when I eat.	1.000	.790
When I eat properly, my parents/guardians feel happy.	1.000	.818
My parents/guardians take my interest while family plans are prepared.	1.000	.433
My parents/guardians encourage me to talk about problems that I encounter.	1.000	.841

Extraction Method: Principal Component Analysis.

Pattern Matrix ^a		
	Component	
	1	2
When I eat properly, my parents/guardians feel happy.	.907	-.033
My parents/guardians closely follow what and when I eat.	.891	-.099
My parents/guardians take my interest while family plans are prepared.	.551	.317

Before my parents/guardians order me to something, they show me how to do it.	.359	-.350
My parents/guardians encourage me to talk about problems that I encounter.	.056	.911

Extraction Method: Principal Component Analysis.
 Rotation Method: Promax with Kaiser Normalization.
 a. Rotation converged in 3 iterations.

Structure Matrix

	Component	
	1	2
When I eat properly, my parents/guardians feel happy.	.904	.040
My parents/guardians closely follow what and when I eat.	.883	-.027
My parents/guardians take my interest while family plans are prepared.	.577	.362
Before my parents/guardians order me to something, they show me how to do it.	.331	-.321
My parents/guardians encourage me to talk about problems that I encounter.	.130	.915

Extraction Method: Principal Component Analysis.
 Rotation Method: Promax with Kaiser Normalization.

Component Score Coefficient Matrix

	Component	
	1	2
Before my parents/guardians order me to something, they show me how to do it.	.172	-.327
My parents/guardians closely follow what and when I eat.	.434	-.085
When I eat properly, my parents/guardians feel happy.	.442	-.024
My parents/guardians take my interest while family plans are prepared.	.271	.303
My parents/guardians encourage me to talk about problems that I encounter.	.035	.857

Extraction Method: Principal Component Analysis.
 Rotation Method: Promax with Kaiser Normalization.

Guidance, Parental Follow Up, and Mentoring - FGUF

Component Matrix^a

	Component				
	1	2	3	4	5

My parents/guardians sacrifice their interest for the benefit of me.	.834	-.251	-.388	.052	-.009
My parents/guardians interrupt and stop when they watch me doing harmful thing or play in hazardous way.	.829	-.227	-.364	.023	-.031
My parents/ guardians assure where I am and what I am doing. While they are at work (outside home), my parents/guardians follow up about me through calling telephone.	.809	-.209	-.422	.047	-.038
My parents/guardians support me when I study or do homework.	.700	-.210	.484	-.085	.054
My parents/guardians ascertain whether I get what I want.	.669	.197	-.380	-.003	-.045
My parents/guardians compel me to be honest/loyal to my daily programs/schedule	.570	-.459	.548	-.080	.117
My parents/guardians believe that flog/hit is proper disciplining technique.	.565	.529	.221	-.017	-.095
My parents/guardians support me whenever I am in need.	.496	.615	.000	-.210	.126
My parents/guardians tailor activities to my capability and show how to do before they offer/order me.	.524	.585	.207	-.067	.145
My parents/guardians are encouraging and inspiring for me.	.218	.542	-.047	.023	-.226
My parents/guardians allow me to go outside and play with my friends.	.491	-.393	.590	-.195	-.044
My parents/guardians are worried about playing area and materials that my friends and I use.	.081	.108	.292	.773	.006
My parents/guardians are not brutal and do not dare to punish me when I misbehave.	.245	.028	.229	.563	-.466
My parents/guardians support/guidance helps me to do the right thing in the right way.	.108	-.171	-.300	.391	.643
Extraction Method: Principal Component Analysis.	.034	.307	.295	.097	.562
a. 5 components extracted.					

KMO and Bartlett's Test	
Kaiser-Meyer-Olkin Measure of Sampling Adequacy.	.722
Approx. Chi-Square	1131.778
Bartlett's Test of Sphericity	df
	105
	Sig.
	.000

Communalities		
	Initial	Extraction
My parents/guardians tailor activities to my capability and show how to do before they offer/order me.	1.000	.395

My parents/guardians support me when I study or do homework.	1.000	.632
My parents/guardians compel me to be honest/loyal to my daily programs/schedule	1.000	.658
My parents/guardians support/guidance helps me to do the right thing in the right way.	1.000	.508
My parents/guardians are not brutal and do not dare to punish me when I misbehave.	1.000	.697
My parents/guardians believe that flog/hit is proper disciplining technique.	1.000	.684
My parents/guardians support me whenever I am in need.	1.000	.685
My parents/guardians sacrifice their interest for the benefit of me.	1.000	.911
My parents/ guardians assure where I am and what I am doing.	1.000	.880
My parents/guardians interrupt and stop when they watch me doing harmful thing or play in hazardous way.	1.000	.872
While they are at work (outside home), my parents/guardians follow up about me through calling telephone.	1.000	.778
My parents/guardians are encouraging and inspiring for me.	1.000	.783
My parents/guardians ascertain whether I get what I want.	1.000	.856
My parents/guardians allow me to go outside and play with my friends.	1.000	.700
My parents/guardians are worried about playing area and materials that my friends and I use.	1.000	.647

Extraction Method: Principal Component Analysis.

	Pattern Matrix ^a				
	Component				
	1	2	3	4	5
My parents/ guardians assure where I am and what I am doing.	.925	.005	.039	-.001	.026
My parents/guardians sacrifice their interest for the benefit of me.	.924	-.019	.098	.000	.054
My parents/guardians interrupt and stop when they watch me doing harmful thing or play in hazardous way.	.895	.011	.109	-.012	.021
My parents/guardians support me when I study or do homework.	.678	.355	-.169	-.021	-.001
My parents/guardians believe that flog/hit is proper disciplining technique.	.113	.804	-.058	-.175	.057
My parents/guardians support me whenever I am in need.	-.004	.791	.094	-.004	.118
My parents/guardians compel me to be honest/loyal to my daily programs/schedule	.058	.735	.108	.131	-.085

My parents/guardians tailor activities to my capability and show how to do before they offer/order me.	.048	.564	-.265	.135	-.186
My parents/guardians ascertain whether I get what I want.	.068	-.114	.914	.016	.058
My parents/guardians are encouraging and inspiring for me.	-.032	-.055	.902	-.024	-.138
While they are at work (outside home), my parents/guardians follow up about me through calling telephone.	.136	.154	.777	.042	.008
My parents/guardians allow me to go outside and play with my friends.	-.119	.017	-.017	.786	.290
My parents/guardians are worried about playing area and materials that my friends and I use.	.086	.014	.043	.752	-.220
My parents/guardians are not brutal and do not dare to punish me when I misbehave.	.328	-.230	-.163	.060	.761
My parents/guardians support/guidance helps me to do the right thing in the right way.	-.338	.354	.126	-.027	.544

Extraction Method: Principal Component Analysis.

Rotation Method: Promax with Kaiser Normalization.

a. Rotation converged in 6 iterations.

	Structure Matrix				
	1	2	3	4	5
My parents/guardians sacrifice their interest for the benefit of me.	.948	.211	.358	.077	.074
My parents/ guardians assure where I am and what I am doing.	.937	.222	.302	.070	.044
My parents/guardians interrupt and stop when they watch me doing harmful thing or play in hazardous way.	.927	.234	.363	.069	.042
My parents/guardians support me when I study or do homework.	.709	.472	.089	.044	.014
My parents/guardians support me whenever I am in need.	.203	.813	.256	.108	.155
My parents/guardians believe that flog/hit is proper disciplining technique.	.267	.799	.110	-.077	.087
My parents/guardians compel me to be honest/loyal to my daily programs/schedule	.263	.783	.285	.242	-.049
My parents/guardians tailor activities to my capability and show how to do before they offer/order me.	.107	.532	-.130	.168	-.178
My parents/guardians ascertain whether I get what I want.	.302	.086	.916	.145	.107
My parents/guardians are encouraging and inspiring for me.	.207	.108	.871	.104	-.089
While they are at work (outside home), my parents/guardians follow up about me through calling telephone.	.393	.344	.853	.188	.061

My parents/guardians allow me to go outside and play with my friends.	-0.060	.095	.089	.777	.286
My parents/guardians are worried about playing area and materials that my friends and I use.	.150	.126	.172	.767	-.217
My parents/guardians are not brutal and do not dare to punish me when I misbehave.	.246	-.151	-.063	.029	.748
My parents/guardians support/guidance helps me to do the right thing in the right way.	-.216	.321	.128	.011	.561

Extraction Method: Principal Component Analysis.

Rotation Method: Promax with Kaiser Normalization.

Component Correlation Matrix					
Component	1	2	3	4	5
1	1.000	.226	.282	.070	.016
2	.226	1.000	.198	.123	.040
3	.282	.198	1.000	.152	.058
4	.070	.123	.152	1.000	-.001
5	.016	.040	.058	-.001	1.000

Extraction Method: Principal Component Analysis.

Rotation Method: Promax with Kaiser Normalization.

	Component Score Coefficient Matrix				
	1	2	3	4	5
My parents/guardians tailor activities to my capability and show how to do before they offer/order me.	.012	.223	-.111	.112	-.182
My parents/guardians support me when I study or do homework.	.204	.124	-.079	-.013	-.025
My parents/guardians compel me to be honest/loyal to my daily programs/schedule	-.001	.297	.047	.100	-.077
My parents/guardians support/guidance helps me to do the right thing in the right way.	-.135	.159	.080	-.050	.520
My parents/guardians are not brutal and do not dare to punish me when I misbehave.	.088	-.100	-.052	.025	.682
My parents/guardians believe that flog/hit is proper disciplining technique.	.011	.325	-.014	-.148	.059
My parents/guardians support me whenever I am in need.	-.029	.324	.051	-.016	.117
My parents/guardians sacrifice their interest for the benefit of me.	.284	-.032	.023	.005	.023
My parents/ guardians assure where I am and what I am doing.	.286	-.023	-.002	.005	-.004
My parents/guardians interrupt and stop when they watch me doing harmful thing or play in hazardous way.	.275	-.019	.028	-.004	-.006
While they are at work (outside home), my parents/guardians follow up about me through calling telephone.	.022	.067	.319	.026	.027

My parents/guardians are encouraging and inspiring for me.	-0.022	-0.012	.367	-.022	-.097
My parents/guardians ascertain whether I get what I want.	.004	-.038	.375	.004	.080
My parents/guardians allow me to go outside and play with my friends.	-.040	.004	-.002	.615	.240
My parents/guardians are worried about playing area and materials that my friends and I use.	.039	-.005	.002	.609	-.233

Extraction Method: Principal Component Analysis.

Rotation Method: Promax with Kaiser Normalization.

Component Score Covariance Matrix					
Component	1	2	3	4	5
1	1.422	.723	2.370	.487	.824
2	.723	1.191	1.010	.413	2.139
3	2.370	1.010	3.405	.827	2.069
4	.487	.413	.827	1.450	.898
5	.824	2.139	2.069	.898	4.103

Extraction Method: Principal Component Analysis.

Rotation Method: Promax with Kaiser Normalization.

Appendix 14: Principal Component Analysis Outputs on Community Engagement***CPR* - Peer Related Factors - Factor Analysis**

		Correlation Matrix^a									
		CPR 1	CPR 2	CPR 3	CPR 4	CPR 5	CPR 6	CPR 7	CPR 8	CPR 9	CPR 10
Correlation	CPR 1	1.000									
	CPR 2	.909	1.000								
	CPR 3	.928	.899	1.000							
	CPR 4	.719	.730	.745	1.000						
	CPR 5	.656	.597	.640	.509	1.000					
	CPR 6	.262	.295	.270	.196	.202	1.000				
	CPR 7	.197	.225	.193	.187	.113	-.243	1.000			
	CPR 8	.512	.513	.482	.431	.327	.091	.283	1.000		
	CPR 9	.539	.539	.503	.399	.316	.126	.247	.478	1.000	
	CPR 10	.177	.215	.158	.138	.051	.048	.003	.161	.254	1.000

a. Determinant = .002

KMO and Bartlett's Test	
Kaiser-Meyer-Olkin Measure of Sampling Adequacy.	.894
Approx. Chi-Square	861.637
Bartlett's Test of Sphericity	df
	45
	Sig.
	.000

Communalities		
	Initial	Extraction
I have a peer I can count on	1.000	.897
A peer comforts me when I am upset	1.000	.879
A peer cares about me and makes me feel wanted.	1.000	.888
My peer appreciates me when I do something good.	1.000	.665
I am happy in the time I have with my friend.	1.000	.590
In the out-of-school time, my friends and I always meet to play.	1.000	.630
After school, my friends and I study and do homework together.	1.000	.716

With my friend, on the playing area and residence area, there is cooperation than competition between us.	1.000	.509
During out of home play, I feel discomfort due to presence of elder boys and girls.	1.000	.571
During play, when there is conflict among us, adults stop us (mediate us).	1.000	.849

Extraction Method: Principal Component Analysis.

	Component Matrix ^a		
	Component		
	1	2	3
I have a peer I can count on	.941	-.071	-.077
A peer comforts me when I am upset	.935	-.062	-.025
A peer cares about me and makes me feel wanted.	.932	-.092	-.107
My peer appreciates me when I do something good.	.806	-.041	-.117
I am happy in the time I have with my friend.	.704	-.156	-.265
During out of home play, I feel discomfort due to presence of elder boys and girls.	.651	.232	.305
With my friend, on the playing area and residence area, there is cooperation than competition between us.	.638	.295	.122
After school, my friends and I study and do homework together.	.280	.776	-.187
In the out-of-school time, my friends and I always meet to play.	.302	-.726	.112
During play, when there is conflict among us, adults stop us (mediate us).	.247	.064	.885

Extraction Method: Principal Component Analysis.

a. 3 components extracted.

	Pattern Matrix ^a		
	Component		
	1	2	3
A peer cares about me and makes me feel wanted.	.958	-.052	-.033
I have a peer I can count on	.951	-.040	.002
A peer comforts me when I am upset	.920	-.043	.058
My peer appreciates me when I do something good.	.832	-.002	-.050
I am happy in the time I have with my friend.	.821	-.080	-.231
With my friend, on the playing area and residence area, there is cooperation than competition between us.	.501	.269	.225
During out of home play, I feel discomfort due to presence of elder boys and girls.	.447	.162	.415
After school, my friends and I study and do homework together.	.200	.816	-.088
In the out-of-school time, my friends and I always meet to play.	.382	-.740	.071
During play, when there is conflict among us, adults stop us (mediate us).	-.161	-.153	.979

Extraction Method: Principal Component Analysis.

Rotation Method: Promax with Kaiser Normalization.

a. Rotation converged in 5 iterations.

Structure Matrix

	Component		
	1	2	3
I have a peer I can count on	.946	.077	.331
A peer cares about me and makes me feel wanted.	.940	.059	.297
A peer comforts me when I am upset	.935	.080	.375
My peer appreciates me when I do something good.	.814	.092	.244
I am happy in the time I have with my friend.	.730	-.020	.045
With my friend, on the playing area and residence area, there is cooperation than competition between us.	.614	.370	.449
During out of home play, I feel discomfort due to presence of elder boys and girls.	.613	.290	.602
After school, my friends and I study and do homework together.	.269	.825	.125
In the out-of-school time, my friends and I always meet to play.	.316	-.681	.076
During play, when there is conflict among us, adults stop us (mediate us).	.166	-.001	.895

Extraction Method: Principal Component Analysis.

Rotation Method: Promax with Kaiser Normalization.

Component Score Coefficient Matrix

	Component		
	1	2	3
I have a peer I can count on	.202	-.016	.009
A peer comforts me when I am upset	.196	-.015	.054
A peer cares about me and makes me feel wanted.	.203	-.028	-.020
My peer appreciates me when I do something good.	.177	.007	-.031
I am happy in the time I have with my friend.	.171	-.066	-.183
In the out-of-school time, my friends and I always meet to play.	.072	-.544	.004
After school, my friends and I study and do homework together.	.053	.608	-.006
With my friend, on the playing area and residence area, there is cooperation than competition between us.	.113	.226	.208
During out of home play, I feel discomfort due to presence of elder boys and girls.	.102	.160	.352
During play, when there is conflict among us, adults stop us (mediate us).	-.025	-.041	.775

Extraction Method: Principal Component Analysis.

Rotation Method: Promax with Kaiser Normalization.

Neighborhood Related – CNCR: Factor Analysis

		Correlation Matrix ^a										
		1	2	3	4	5	6	7	8	9	10	11
r	CNCR 1	1.000										
	CNCR 2	.623	1.000									
	CNCR 3	.453	.377	1.000								
	CNCR 4	.256	.188	.322	1.000							
	CNCR 5	.057	.008	.195	.301	1.000						
	CNCR 6	.037	.078	.224	.054	.225	1.000					
	CNCR 7	-.046	.015	.146	-.073	.117	.794	1.000				
	CNCR 8	.066	.060	.204	-.035	.177	.804	.867	1.000			
	CNCR 9	.045	.103	.149	-.047	.046	.221	.165	.056	1.000		
	CNCR 10	.056	.033	.158	.054	.184	.708	.746	.804	.110	1.000	
	CNCR 11	.061	.086	.109	.048	.118	.788	.652	.706	.116	.737	1.000

a. Determinant = .002

KMO and Bartlett's Test	
Kaiser-Meyer-Olkin Measure of Sampling Adequacy.	.786
Approx. Chi-Square	824.896
Bartlett's Test of Sphericity	df 55
Sig.	.000

Communalities		
	Initial	Extraction
There are convenient social (external) settings that make us to have positive relationship.	1.000	.740
Neighbors are supportive and assets for child behavioral outcomes (such as social competence, self-regulation and academic achievement)	1.000	.727
I am sure that in the absence of my parents/guardians, our neighbors take care of me.	1.000	.565
my parents/guardians get worried about my wellness when I stay longer while I am in neighbors’ house	1.000	.656
In the absence of my parents/guardians, I stay in another family in the neighborhood.	1.000	.655
The community supports and guides me showing how to do things.	1.000	.841
The community takes care of my feeling and gives me passion.	1.000	.833

When I feel bad, adults in the community help me to cool down and comfort me.	1.000	.861
There are adults the community whom I trust and they advise me.	1.000	.140
Adults in the community support me whenever I am in need.	1.000	.782
Adults/community members show me how to do things properly.	1.000	.728

Extraction Method: Principal Component Analysis.

Pattern Matrix^a

	Component		
	1	2	3
When I feel bad, adults in the community help me to cool down and comfort me.	.927	.011	-.003
The community takes care of my feeling and gives me passion.	.922	-.042	-.081
The community supports and guides me showing how to do things.	.905	.033	.052
Adults in the community support me whenever I am in need.	.877	-.015	.059
Adults/community members show me how to do things properly.	.851	.029	-.010
Neighbors are supportive and assets for child behavioral outcomes (such as social competence, self-regulation and academic achievement)	-.014	.876	-.135
There are convenient social (external) settings that make us to have positive relationship.	-.058	.862	.005
I am sure that in the absence of my parents/guardians, our neighbors take care of me.	.111	.618	.267
There are adults the community whom I trust and they advise me.	.204	.272	-.241
In the absence of my parents/guardians, I stay in another family in the neighborhood.	.121	-.167	.811
my parents/guardians get worried about my wellness when I stay longer while I am in neighbors’ house	-.123	.181	.755

Extraction Method: Principal Component Analysis.

Rotation Method: Promax with Kaiser Normalization.

a. Rotation converged in 5 iterations.

Structure Matrix

	Component		
	1	2	3
When I feel bad, adults in the community help me to cool down and comfort me.	.928	.096	.116
The community supports and guides me showing how to do things.	.914	.130	.173
The community takes care of my feeling and gives me passion.	.907	.024	.023
Adults in the community support me whenever I am in need.	.883	.081	.165
Adults/community members show me how to do things properly.	.853	.105	.103
There are convenient social (external) settings that make us to have positive relationship.	.023	.858	.207

Neighbors are supportive and assets for child behavioral outcomes (such as social competence, self-regulation and academic achievement)	.050	.842	.075
I am sure that in the absence of my parents/guardians, our neighbors take care of me.	.202	.693	.431
There are adults the community whom I trust and they advise me.	.200	.232	-.150
In the absence of my parents/guardians, I stay in another family in the neighborhood.	.207	.041	.785
my parents/guardians get worried about my wellness when I stay longer while I am in neighbors’ house	-.012	.352	.783

Extraction Method: Principal Component Analysis.

Rotation Method: Promax with Kaiser Normalization.

Component Score Coefficient Matrix

	Component		
	1	2	3
There are convenient social (external) settings that make us to have positive relationship.	-.017	.425	.007
Neighbors are supportive and assets for child behavioral outcomes (such as social competence, self-regulation and academic achievement)	-.007	.431	-.094
I am sure that in the absence of my parents/guardians, our neighbors take care of me.	.025	.305	.195
my parents/guardians get worried about my wellness when I stay longer while I am in neighbors’ house	-.031	.092	.545
In the absence of my parents/guardians, I stay in another family in the neighborhood.	.030	-.080	.584
The community supports and guides me showing how to do things.	.220	.013	.038
The community takes care of my feeling and gives me passion.	.224	-.025	-.059
When I feel bad, adults in the community help me to cool down and comfort me.	.226	.002	-.002
There are adults the community whom I trust and they advise me.	.049	.132	-.173
Adults in the community support me whenever I am in need.	.213	-.010	.042
Adults/community members show me how to do things properly.	.207	.011	-.007

Extraction Method: Principal Component Analysis.

Rotation Method: Promax with Kaiser Normalization.

Component Score Covariance Matrix

Component	1	2	3
1	1.149	.459	2.136
2	.459	1.090	.554
3	2.136	.554	3.140

Extraction Method: Principal Component Analysis.

Rotation Method: Promax with Kaiser Normalization.

Appendix 15: Model Summary and Estimates

Model Fit Summary

Model Fit Summary					
CMIN					

Model	NPAR	CMIN	DF	P	CMIN/DF
Default model	9	168.586	1	.000	168.586
Saturated model	10	.000	0		
Independence model	4	954.936	6	.000	159.156

RMR, GFI				
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Model	RMR	GFI	AGFI	PGFI
Default model	.121	.739	-1.614	.074
Saturated model	.000	1.000		
Independence model	.192	.289	-.184	.174

Baseline Comparisons					
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Model	NFI Delta1	RFI rho1	IFI Delta2	TLI rho2	CFI
Default model	.823	-.059	.824	-.060	.823
Saturated model	1.000		1.000		1.000
Independence model	.000	.000	.000	.000	.000

Parsimony-Adjusted Measures			
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Model	PRATIO	PNFI	PCFI
Default model	.167	.137	.137
Saturated model	.000	.000	.000
Independence model	1.000	.000	.000

NCP			
------------	--	--	--

Model	NCP	LO 90	HI 90
Default model	167.586	128.575	214.005

Model	NCP	LO 90	HI 90
Saturated model	.000	.000	.000
Independence model	948.936	851.089	1054.167

FMIN

Model	FMIN	F0	LO 90	HI 90
Default model	1.231	1.223	.939	1.562
Saturated model	.000	.000	.000	.000
Independence model	6.970	6.927	6.212	7.695

RMSEA

Model	RMSEA	LO 90	HI 90	PCLOSE
Default model	1.106	.969	1.250	.000
Independence model	1.074	1.018	1.132	.000

AIC

Model	AIC	BCC	BIC	CAIC
Default model	186.586	187.268	212.931	221.931
Saturated model	20.000	20.758	49.273	59.273
Independence model	962.936	963.239	974.645	978.645

ECVI

Model	ECVI	LO 90	HI 90	MECVI
Default model	1.362	1.077	1.701	1.367
Saturated model	.146	.146	.146	.152
Independence model	7.029	6.315	7.797	7.031

HOELTER

Model	HOELTER .05	HOELTER .01
Default model	4	6
Independence model	2	3

Table 30: Estimates**Covariances: (Group number 1 - Default model)**

	Estimate	S.E.	C.R.	P	Label
FE <--> COSE	.230	.031	7.500	***	par_1
FE <--> CBO	.025	.010	2.384	.017	par_2
COSE <--> CE	.239	.031	7.678	***	par_3
FE <--> CE	.238	.030	7.862	***	par_4
COSE <--> CBO	.026	.013	2.022	.043	par_5

Correlations: (Group number 1 - Default model)

	Estimate
FE <--> COSE	.955
FE <--> CBO	.096
COSE <--> CE	.951
FE <--> CE	.965
COSE <--> CBO	.096

Variances: (Group number 1 - Default model)

	Estimate	S.E.	C.R.	P	Label
FE	.235	.031	7.590	***	par_6
COSE	.245	.033	7.338	***	par_7
CBO	.286	.035	8.276	***	par_8
CE	.258	.031	8.276	***	par_9

Matrices (Group number 1 - Default model)**Implied (for all variables) Covariances (Group number 1 - Default model)**

	CE	CBO	COSE	FE
CE	.258			
CBO	.000	.286		
COSE	.239	.026	.245	
FE	.238	.025	.230	.235

Implied (for all variables) Correlations (Group number 1 - Default model)

	CE	CBO	COSE	FE
CE	1.000			
CBO	.000	1.000		
COSE	.951	.096	1.000	

	CE	CBO	COSE	FE
FE	.965	.096	.955	1.000

Implied Covariances (Group number 1 - Default model)

	CE	CBO	COSE	FE
CE	.258			
CBO	.000	.286		
COSE	.239	.026	.245	
FE	.238	.025	.230	.235

Implied Correlations (Group number 1 - Default model)

	CE	CBO	COSE	FE
CE	1.000			
CBO	.000	1.000		
COSE	.951	.096	1.000	
FE	.965	.096	.955	1.000

Residual Covariances (Group number 1 - Default model)

	CE	CBO	COSE	FE
CE	.000			
CBO	.229	.000		
COSE	.020	.212	.038	
FE	.020	.211	.037	.037

Standardized Residual Covariances (Group number 1 - Default model)

	CE	CBO	COSE	FE
CE	.000			
CBO	9.848	.000		
COSE	.688	9.325	1.278	
FE	.677	9.464	1.310	1.284

Factor Score Weights (Group number 1 - Default model)

Regression and Correlation

Correlation coefficient of variables (N=452)

		Correlations			
		COSE	FE	CE	Behavioral Outcomes
FE	Pearson Correlation	.184**	1		
	Sig. (2-tailed)	.000			
	N	452	452		
CE	Pearson Correlation	-.233**	.037	1	
	Sig. (2-tailed)	.000	.427		
	N	452	452	452	
Behavioral Outcomes	Pearson Correlation	.777**	.354**	-.204**	1
	Sig. (2-tailed)	.000	.000	.000	
	N	452	452	452	452

** . Correlation is significant at the 0.01 level (2-tailed).

Model summary of the variables

Model Summary ^d									
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.777 ^a	.604	.603	.252	.604	687.223	1	450	.000
2	.807 ^b	.650	.649	.237	.046	59.314	1	449	.000
3	.808 ^c	.652	.650	.237	.002	2.151	1	448	.143

a. Predictors: (Constant), COSE

b. Predictors: (Constant), COSE, FE

c. Predictors: (Constant), COSE, FE, CE

d. Dependent Variable: Behavioral Outcomes

ANOVA table

ANOVA ^a						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	43.745	1	43.745	687.223	.000 ^b
	Residual	28.645	450	.064		
	Total	72.389	451			
2	Regression	47.087	2	23.544	417.796	.000 ^c
	Residual	25.302	449	.056		
	Total	72.389	451			
3	Regression	47.208	3	15.736	279.961	.000 ^d
	Residual	25.181	448	.056		
	Total	72.389	451			

a. Dependent Variable: Behavioral Outcomes

b. Predictors: (Constant), COSE

c. Predictors: (Constant), COSE, FE

d. Predictors: (Constant), COSE, FE, CE

Coefficients of Variables

Coefficients ^a													
Model		Unstandardized Coefficients		Standardized Beta	t	Sig.	95.0% Confidence Interval for B		Correlations			Collinearity Statistics	
		B	Std. Error				Lower Bound	Upper Bound	Zero-order	Partial	Part	Tolerance	VIF
		1	(Constant)				.513	.065		7.910	.000	.386	.641
COSE	.761		.029	.777	26.215	.000	.704	.818	.777	.777	.777	1.000	1.000
2	(Constant)	.155	.077		2.018	.044	.004	.306					
	COSE	.722	.028	.737	25.975	.000	.667	.777	.777	.775	.725	.966	1.035
	FE	.206	.027	.219	7.702	.000	.153	.258	.354	.342	.215	.966	1.035
3	(Constant)	.225	.090		2.491	.013	.048	.403					
	COSE	.712	.029	.727	24.859	.000	.655	.768	.777	.761	.693	.908	1.101
	FE	.209	.027	.222	7.807	.000	.156	.261	.354	.346	.218	.959	1.042
	CE	-.024	.016	-.042	-1.467	.143	-.056	.008	-.204	-.069	-.041	.939	1.065

a. Dependent Variable: Behavioral Outcomes

Chart

