

ADDIS ABABA UNIVERSITY

COLLEGE OF EDUCATION AND BEHAVIORAL STUDIES

SCHOOL OF PSYCHOLOGY



**THE ROLE OF QUALITY DAYCARE IN CHILDREN'S SOCIO-
EMOTIONAL DEVELOPMENT: THE CASE OF YEKA SUB-CITY
GOVERNMENT DAYCARE CENTERS**

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ADDIS ABABA

Approval page

This is to verify that the thesis prepared by Mr. WAGAW BLAY, entitled: The Role of Quality Daycare in Children's Socio-Emotional Development: The Case of Yeka Sub-City Government Daycare Centers. Partial Fulfillments of the Requirement for the Degree of Master of Arts in Developmental Psychology

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Declaration

I hereby declare that this thesis, entitled “**The Role of Quality Daycare in Children’s Socio-Emotional Development: The Case of Yeka Sub-City Government Daycare Centers,**” was prepared by me, with the guidance of my advisor. The work contained herein is my own except where explicitly stated otherwise in the text, and this work has not been submitted, in whole or in part, for any other degree or professional qualification.

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Certificate

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Dedication

I dedicate this piece of work to my beloved family for their moral support and immense encouragement during my studies.

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This research finding was made possible through the help and support from my Family, teachers, friends, and, in essence, all sentient beings. Allow me to dedicate my acknowledgment and gratitude to the following: Dr. Moges Ayele for supervision and stewardship, and the invaluable support. I would also like to appreciate my colleagues at work for their encouragement, support, and invaluable advice. Many thanks to all respondents who participated in the research fieldwork, especially Yeka Sub-City Women and Children Offices working woreda level. While acknowledging all support and assistance given, I am solely responsible for any errors that may be found in this research finding. Finally, I owe it all to Almighty God, with whom all things are possible, the giver of knowledge, wisdom, and understanding. To Him I return all the praise and honor.

Amen.

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Abbreviations

Let's go over some common abbreviations you might see around in this study: -

- SPSS is short for the Statistical Package for the Social Sciences.
- NICHD stands for the National Institute of Child Health and Human Development.
- NLSY is the abbreviation for the National Longitudinal Survey of Youth.
- ECLS refers to the Early Childhood Longitudinal Study.
- ERS means the Environment Rating Scales.
- SSIS is the Social Skills Improvement System.
- SDQ stands for the Strengths and Difficulties Questionnaire. Hope that helps make things clearer!

Abstract

The overall aim of this research study was to examine the factors impacting children's socio-emotional development at daycare, specifying the contributions of the daycare context and environmental factors, parents' engagement, caregiver-child relationships, opportunities for facilitating relationships, and incidences of conflict. With five specific objectives, this research study examined the environment in daycare, its quality, measured the roles of parents and caregivers, and identified predictors of children's socio-emotional development at daycare. The research design was quantitative, and data were collected using a structured questionnaire that was distributed to parents of selected daycare centers. The data was analyzed using descriptive statistics, a Pearson correlation, and multiple regression; all quantitative analysis was conducted with the Statistical Package for the Social Sciences (SPSS). The study results demonstrated a strong positive association between independent variables and children's socio-emotional development ($R = .931$), and collectively the predictors explained a substantial amount of the variance in the dependent variable. The regression analysis also indicated that the overall model was statistically significant ($F(5,116) = 151.977, p < .001$). The strongest Table 1 Theoretical Framework predictor was Conflict Resolution ($\beta = .783, p < .001$), followed by Social Opportunities ($\beta = .119, p = .004$) and Daycare Setting ($\beta = .088, p = .027$). Parental Involvement and Caregiver-Child Relationship were also predictive of socio-emotional development, but the effect was positive and not statistically significant. Overall, the study findings indicate that daycare environments that cultivate positive conflict resolution, promote social opportunities, and provide a safe and stimulating environment are most beneficial to children's development of socio-emotional skills. Therefore, collaboration among caregivers, parents, and policymakers to improve daycare quality and develop policy that incorporates socio-emotional learning and conflict management strategies into early childhood care programs is recommended.

Keywords: *socio-emotional development, daycare setting, parental involvement, caregiver-child relationship, social opportunities, conflict resolution*

Chapter One: Introduction

1.1. Background of the Study

Childcare really played a huge part in how kids grow and develop early on. Nowadays, with many parents working, good daycare centers are more important than ever because they provide a safe and caring space for kids to learn and thrive. This study looks into how high-quality daycare affects little ones, especially in developing their social and emotional skills. Basically, these were the skills that help kids understand and control their feelings, make friends, and build meaningful relationships, which we call socio-emotional development. These skills are very important because they help kids handle social situations throughout their lives. When kids start school, they learn how to get along with others outside of their family (Early Years Academy, 2024). But for babies and toddlers, their growth heavily depends on how their caregivers interact with them, whether it's through talking, playing, or physical contact (Gonzalez-Mena & Widmeyer Eyer, 2007; Raikes and Edwards, 2009). It was also pretty clear that kids need care personalized to their individual needs. Erikson's Psychosocial Theory points out that the social environment teaches kids critical life lessons, kind of like give-and-take between the child and the community around them (Kowaz & Marcia, 1991). The first few years before kindergarten are especially important for forming their sense of self and helping them learn social rules and values, based on psychoanalytic ideas (Klass, 1983). During this time, children figure out what society expects from them and how to explain their actions. So, kids who grew up in good daycare environments tend to behave well and develop positive social skills. Current studies emphasize the substantial advantages of excellent childcare for promoting children's social and

emotional growth. According to a landmark study conducted by the National Institute of Child Health and Human Development (NICHD, 2003), children who attend safe, nurturing daycare environments demonstrate stronger emotional regulation. In comparison to peers placed in inadequate care settings, these children are less likely to manifest behavioral issues like anxiety and aggressive conduct.

High-quality childcare plays a vital role in shaping children's social and emotional development. Research published in *Child Development* indicates that children attending well-structured daycare centers tend to acquire essential social skills such as sharing, teamwork, and conflict resolution. As these children grow, teachers often observe greater social confidence among them (Peisner-Feinberg & Burchinal, 1997). Similarly, a study in *Developmental Psychology* found that quality childcare not only strengthens the bond between children and caregivers but also fosters deeper peer relationships. When children feel safe and secure, they are more inclined to explore their social environment (Belsky & de Haan, 2011). These findings underscore the importance of nurturing daycare environments in promoting healthy emotional and social growth. Effective programs typically include warm interactions, structured routines, great opportunities for play and learning, and consistent emotional support. In contrast, children in lower-quality daycare settings may face increased risks of behavioral issues such as anxiety and aggression. Rough or inconsistent caregiving can lead to insecure attachments, potentially resulting in long-term emotional challenges (NICHD Early Child Care Research Network, 2006). These children often struggle with basic social skills like sharing and conflict resolution (Peisner-Feinberg & Burchinal, 1997), and due to limited early exposure to socio-emotional learning, they may find it difficult to manage stress or navigate complex social situations later in

life (Sullivan, 2018). Overall, poor-quality childcare can hinder a child's emotional development and contribute to more serious social and mental health difficulties over time.

1.2 Statement of the Problem and Justification

Balancing work and parenting is a major challenge for working mothers in Addis Ababa. Although Ethiopia offers 120 days of paid maternity leave for female employees (Federal Civil Servants Proclamation No. 1064/2017), many parents struggle with emotional and logistical issues when returning to work. They often worry about the safety and quality of childcare services. This concern was tragically highlighted by the September 2022 incident at Arabssa Communal Residence, where a caretaker fatally harmed two children, increasing public anxiety about daycare safety (Addis Standard, 2022).

Government-supported daycare centers have increased in number due to rising demand, but their quality and effectiveness vary widely. Early childhood care is essential for social and emotional development (UNICEF, 2021). However, existing research in Ethiopia often overlooks children under three years old and fails to consider diverse socioeconomic and cultural backgrounds (Tigistu, 2021). There is also a limited understanding of how parental involvement affects children's emotional well-being in daycare.

Another important gap is the lack of standardized tools to assess children's social and emotional development, which makes it hard to compare findings across studies and regions. Training for caregivers is widely seen as crucial for improving daycare quality, but there is not much evidence on effective training models (Yisak & Abebe, 2020). These gaps show a need for a clear framework to evaluate daycare quality, focusing on emotional support, attachment, and inclusive developmental outcomes.

Addressing these issues is key to shaping policies that improve childcare services and support fair early childhood development. A careful, evidence-based approach to assessing daycare quality will help answer important questions about how government daycare centers affect children's social and emotional growth.

1.3 Research Objectives

1.3.1. General Objectives

The main goal of this research study was to assess the role of quality daycare in children's socio-emotional development in the case of Yeka Sub-City Government Daycare centers.

1.3.2. Specific Objectives

1. To investigate the quality of daycare environment in relation to children's socio-emotional development.
2. To examine how parental involvement influences caregivers' relationships with children and their ability to resolve social conflict.
3. To assess the role of social opportunities in daycare settings and the impact on children's socio-emotional development.
4. To explore the relationship between caregivers' relationships with children and children's ability to navigate social conflict.
5. To examine the factors that best predict children's socio-emotional development in daycare settings.

1.4 Research Questions

1. How does the quality of daycare settings impact children's socio-emotional development?
2. How does parental involvement affect a caregiver-child relationship and children's ability to resolve conflict?
3. How do social opportunities in daycare settings influence children's socio-emotional development?
4. What is the connection between the caregiver-child relationship and children's ability to resolve social conflict?
5. What factors most strongly predict the socio-emotional development of children in daycare?

1.5 Significance of the study

This research aims to deepen our understanding of the critical role high-quality daycare plays in fostering children's social and emotional development by providing safe, nurturing environments where children can learn to express emotions, build relationships, and develop essential social skills. Through examining how daycare quality influences these outcomes, the study identifies strategies that promote positive growth in early childhood, benefiting children through improved emotional well-being, stronger peer connections, and secure attachments. Parents gain confidence in emotionally supportive childcare settings and are empowered to engage more actively in their children's development. Caregivers and providers receive guidance on best practices for emotional expression, conflict resolution, and attachment, reinforcing the need for professional development. Teachers can align curricula with children's emotional needs to ease transitions into formal education, while policymakers are equipped with evidence-based recommendations to enhance daycare standards, caregiver training, and parental involvement.

Ultimately, the study advances the broader goal of promoting holistic child well-being in Addis Ababa and beyond, strengthening families, communities, and the early childhood education workforce

1.6 Operational Definition

➤ **Socio-emotional Development**

Socio-emotional development refers to the process through which children acquire the ability to understand, express, and regulate their emotions while developing meaningful relationships with others. It involves emotional awareness, empathy, self-control, social competence, and the capacity to manage interpersonal situations effectively.

➤ Daycare is a safe spot where little kids can hang out while their parents are busy with work or other things. When we mention the kids in this study, we're usually talking about those roughly from four months up to around four years.

➤ Development and growth are also used interchangeably in the study

➤ **Daycare Setting**

A daycare setting is an organized early childhood environment where trained caregivers provide supervision, learning, and socialization opportunities for children during the day. It includes both the physical environment and the quality of interactions, routines, and educational practices that support children's holistic development.

➤ **Quality daycare** refers to a **safe, nurturing, and stimulating early childhood environment** that supports children's physical, cognitive, social, and emotional development through developmentally appropriate practices, well-trained caregivers, and positive interactions

➤ **Parental Involvement**

Parental involvement encompasses the active participation of parents in their children's learning, development, and care, both at home and within the daycare environment. It includes communication with caregivers, participation in center activities, and reinforcement of developmental goals at home.

➤ **Caregiver-Child Relationship**

The caregiver-child relationship describes the emotional and social bond between a caregiver and a child, characterized by warmth, responsiveness, trust, and mutual respect. A positive relationship fosters emotional security, confidence, and social competence in early development.

➤ **Social Opportunities**

Social opportunities refer to structured and unstructured interactions that allow children to engage with peers and adults through play, cooperation, and shared activities. These experiences promote communication skills, empathy, and adaptive social behaviors.

➤ **Conflict Resolution**

Conflict resolution is the ability to manage and settle disagreements constructively through communication, empathy, and problem-solving. In early childhood, it involves learning to express feelings, negotiate, and restore positive relationships after disputes.

1.7 Scope of the Study

The main goal of this project was to get a better understanding of how high-quality childcare centers support kids' social and emotional growth. The study was looking at all the different factors that played a role in this development, hoping to find the best ways and effective strategies used in real-life settings. Plus, the study comes up with practical ideas to improve

childcare environments so that every child has a positive space to grow emotionally and socially. While addressing some of the current challenges in early childhood education, this approach also emphasized how critical it was to raise standards in childcare, making sure every child had access to loving and supportive opportunities for growth. The findings should help policymakers, teachers, and caregivers see what kinds of approaches work best.

1.8 Limitations of the Study

Since this study only focused on one particular sub-city, it doesn't really capture the full range of experiences and outcomes that kids from different backgrounds might have had. Plus, because it was a snapshot in time (cross-sectional study), we can't say much about the long-term effects of quality daycare on a child's social and emotional growth. To truly understand how early childhood experiences shape children over the years, a longer-term study following children over time would provide a clearer picture of their lifelong impact.

Chapter Two: Review of Related Literature

2.1 The Children's Socio-emotional Development

Recently, a lot of research from the past few years has really emphasized just how important daycare quality is for kids' social and emotional growth. When childcare centers offered engaging learning experiences, kept staff-to-kid ratios low, and provided caring and responsive attention, they were considered top-notch. All these things work together to help children develop key social skills and stay emotionally healthy. For example, a study by McCartney and colleagues in 2020 really showed how high-quality childcare can boost kids' ability to handle their emotions. The research found that kids in better childcare programs were often more aware of their feelings and could stay calmer more easily in tough situations, compared to kids in lower-quality care. It seems like, beyond just helping kids interact better now, high-quality childcare might also give them important emotional and social skills that help them throughout their lives. A study done by Hu and his team in 2021 looked into how early childhood care can influence kids' social and emotional skills by the time they were 5 and then again at 10. They found that children who received good-quality care tend to have fewer behavioral issues and develop stronger social skills as they grow older and start school. This really emphasizes just how critical those early years were and shows that quality daycare can make a lasting difference. Another research piece by Sabol and Pianta in 2019 pointed out that things like positive interactions between teachers and kids were super important for building strong emotional connections. These connections really matter because they can impact a child's mental health and help them form healthy relationships in the future. Overall, the evidence makes it pretty clear that high-quality childcare plays a big role in supporting kids' social and emotional development.

To give kids the best shot at healthy growth, governments should work on making affordable, top-notch daycare options easier to access.

2.2 Theoretical Perspective

Children's social and emotional growth didn't happen in a vacuum it was influenced by all sorts of things. Experts point out that what kids experienced early on, like playing with friends, bonding with their caregivers, and taking part in organized activities, really shaped how they develop during those essential early years (Thompson, 2018; Denham & Bassett, 2020). When we look at education, psychology, and sociology together, it gives us a full picture of how childcare settings help kids learn social skills and manage their feelings better (Bronfenbrenner, 1979; Shonkoff & Phillips, 2000). All of these angles show just how important good-quality childcare is because it sets kids up for positive growth and gives them a solid base for the future (NICHD, 2006)

2.2.1 Attachment Theory

John Bowlby and Mary Ainsworth's attachment theory really emphasizes how important early emotional bonds are between kids and their caregivers. Basically, it says that responsive and consistent care is key for a child's healthy social and emotional growth. Bowlby started this idea, and Ainsworth built on it, pointing out how those first interactions play a big role in shaping how children develop socially and emotionally especially the connection between babies and their main caregivers. When kids form a strong, secure bond with a caregiver, it helps them with social stuff, managing their feelings, and exploring the world around them. Based on how babies reacted when separated from and then reunited with their caregivers, Ainsworth identified four main attachment styles: secure, insecure-avoidant, insecure-ambivalent, and disorganized

(Betterton et al., 1992). These styles show the different ways kids form emotional attachments with the people taking care of them.

Secure Attachment: Kids with this type of attachment trust that their caregiver will come back after they leave. When their caregiver is around, they're comfortable exploring, but if their caregiver leaves, they might get upset. As soon as the caregiver returns, they feel better almost instantly and go back to exploring again. Insecure-Avoidant Attachment: These kids often avoid or ignore their caregiver. They don't show much emotion when their caregiver leaves or comes back. If they're upset, they probably won't turn to their caregiver for comfort and might seem unaffected by their presence. Insecure Ambivalent/Resistant Attachment: Kids with this style get pretty upset when their caregiver leaves and find it hard to accept comfort when they return. Their behavior can be mixed or inconsistent they might cling tightly and have trouble exploring their surroundings. Disorganized Attachment: This pattern is marked by a lack of a clear attachment style. Kids might seem confused, nervous, or display behaviors like swaying, freezing, or mixing clingy and avoidant actions. It often happens when a caregiver's behavior is unpredictable or frightening, leading to chaos in how the child manages stress. Overall, the way a child and caregiver interact early on seems to influence which of these attachment styles develops. Good childcare environments that promote safe attachments can help kids develop better emotional and social skills over time. When caregivers are attentive and responsive to what children need, they're more likely to grow up with secure attachments, which are linked to better emotional regulation, stronger social skills, and resilience throughout life (Bowlby, J. 1969)

On the other side, kids with insecure attachments often come from less supportive childcare environments, like where caregiving wasn't consistent or emotional support was missing. Research shows that children raised in such settings might develop anxious or avoidant attachment styles, which can make it harder for them to build healthy relationships later on (Ainsworth, Blehar, Waters, & Wall, 1978). Because of poor daycare experiences, these kids might struggle with managing their anxiety and forming strong relationships as grown-ups. You can see these effects in school, too. Kids with insecure attachments often find it tough to connect with teachers and classmates because of what they went through early on (Sroufe, Egeland, Carlson, & Collins, 2005). Since early attachment really shapes how children develop overall, factors like how involved parents are at home and their daycare experiences play a big role in shaping their attachment styles from a young age (Kirkland & Elwood, 2018). In the end, when you look at attachment theory and how it applies to childcare, kind of like how good daycare creates stable bonds, it actually helps kids build better social and emotional skills. On the flip side, lower-quality care can really hurt a child's ability to connect and relate to others over time because it doesn't give them enough chances to learn and understand their feelings.

2.2.2 Ecological System Theory

Bronfenbrenner's ecological systems theory really shows how different parts of a kid's environment, like family, school, and even broader cultural rules, can shape their growth. It emphasizes that a child's development isn't just about what happens at home or school but about a big web of connected settings. These include the microsystem (like family and friends), the mesosystem (how these settings interact), the exosystem (things that indirectly affect them, like parents' workplaces), the macrosystem (big-picture stuff like culture and laws), and the

chronosystem (how things change over time). All these layers are interconnected and together influence how kids grow and learn (Hertler et al., 2018).

2.2.3 Psychosocial Theory

Erik Erikson's theory about psychosocial development really emphasizes how much our social interactions matter throughout our lives. It shows us how these experiences shape who we are as we grow through different stages. We can use this theory to understand how taking care of kids influences their social and emotional growth, especially how early experiences and what's around them affect their ability to connect with others and build their own sense of self. The first stage, which lasts from birth to around 12 months, is all about learning to trust or mistrust. Babies learn to trust their caregivers when they get consistent, caring attention. When caregivers are attentive and responsive, good childcare can really help promote that sense of trust. The next stage, between ages one and three, is about autonomy versus shame and doubt. This is such a key time for kids to start developing independence and learning to control themselves. Childcare environments that encourage kids to explore while still offering support can help boost their confidence and sense of autonomy. Then, during the third stage, usually between ages three and six, kids start taking the lead in their world by initiating activities and playing with friends. This stage, called Initiative versus Guilt, is super important for how they develop socially and emotionally. Daycares and similar places often nurture this stage by encouraging kids to play together and try new things, helping them build their confidence and social skills (Erikson, E.H., & Erikson, J.M., 1997).

Good daycare centers really make a difference in how kids interact as they grow up. Even after the toddler years and into the time they start school, a caring environment helps kids learn

how to play nicely with others, negotiate, and develop their social skills. These skills are very important, especially as they start heading into their teenage years. During this time, kids are figuring out who they are, you know, that tricky stage called Identity vs. Role Confusion, from Psychosocial Development (Ladd & Profilet, 1996). When kids have access to quality daycare, it sets them up with the basic social skills they'll need for life, like bouncing back from setbacks and building strong relationships. It also helps them feel more confident, independent, and ready to take charge of their lives. Research shows that kids who go to good daycare tend to feel more secure, more autonomous, and more willing to try new things. All these qualities really boost their emotional health as they grow up, which totally makes sense when you think about how important a supportive environment is (McCartney & Phillips, 2006). So basically, high-quality daycare isn't just about watching kids, it's about helping them develop emotionally and socially so that it sticks with them. According to psychosocial theory, a nurturing daycare helps kids build trust, find independence, and develop their sense of initiative, all key skills that shape their future well-being. It all comes down to creating a safe, caring space where kids can be themselves and reach their full potential.

This research is guided by an integrated theoretical framework that draws on Attachment Theory, Ecological Systems Theory, and Psychosocial Development Theory to examine children's socio-emotional development in daycare settings. Attachment Theory (Bowlby) emphasizes the importance of secure emotional bonds between children and caregivers, helping to explore how consistency and responsiveness in daycare influence children's emotional regulation, trust, and conflict resolution. Ecological Systems Theory (Bronfenbrenner) situates child development within layered environments such as microsystem, mesosystem, and exosystem, allowing the study to assess how interactions among caregivers, parents, and broader

community factors shape developmental outcomes. Psychosocial Development Theory (Erikson) focuses on early life stages such as autonomy and initiative, offering insight into how daycare environments support children's confidence, independence, and resilience. These theories collectively inform the literature review, conceptual framework, and instrument design, guiding the development of tools to measure attachment security, ecological influences, and psychosocial milestones. They also shape the data analysis and discussion, enabling the interpretation of findings through multiple lenses and providing a robust foundation for understanding and improving daycare practices in Addis Ababa.

2.3 The Mediating Role of Daycare Quality in Children's Socio-Emotional Development

Childcare really plays a huge role in how children grow socially and emotionally, but it all depends on the quality of care they get. Good childcare, like caregivers who are responsive, lower child-to-adult ratios, and a lively, engaging environment, really helps kids develop in these areas. Sadly, if the care isn't as strong, meaning fewer resources and less attentive staff, it can actually hurt their social and emotional growth (Early et al., 2007). Daycare isn't just a simple thing; it's a mix of good and bad. When it's high-quality, it can do wonders for a child's ability to interact, handle their feelings, and think critically. But if it's not, issues like behavioral problems, stress, and trouble forming secure bonds can pop up. That's why it's so important for daycare places to be nurturing and supportive. Moving forward, we need more research to really understand these complexities and find ways to make sure every child in daycare has the best chance to grow and develop fully.

2.4 Daycare Centers and Their Significance

Childcare centers, otherwise known as daycare facilities or centers, support families and a child's early childhood development. Many parents are juggling work and other responsibilities while they take care of children in the infant, toddler, and preschooler age range. Daycare centers not only supervise children but also provide educational and enriching activities, including structured learning, developmentally appropriate play with peers, and meals. As noted by the National Association for the Education of Young Children (NAEYC 2024), high-quality early learning programs are critical for children's success, families, educators, and communities. In addition to stimulating cognitive, emotional, social, and physical development, these programs provide engaging and appropriate curricula and caring, knowledgeable educators. Reliable daycare reduces the stress of balancing family and work lives and gives parents, especially mothers, the opportunity to work and return to school to enhance their education, which helps close gender gaps and improves the economy. By participating in diverse peer groups, children develop their capacity to build healthy relationships by learning empathy, taking responsibility for others, and communicating in a team effort; daycare provides invaluable skills for children to learn to negotiate their way within their diverse communities. Daycare centers even meet the needs of children from disadvantaged backgrounds and children with special needs by providing nutrition, education, and care on time. In summary, quality daycare is a multifaceted resource that meets the needs of children, families, and communities by promoting development, supporting workforce participation, and promoting equity.

2.5 Conceptual Framework

Table 1: Theoretical Foundation

Theory	Contribution to Framework
Attachment Theory (Bowlby)	Explains how secure caregiver-child relationships foster emotional regulation and trust.
Ecological Systems Theory (Bronfenbrenner)	Situates daycare within broader systems (family, community, policy) that influence development.
Psychosocial Development Theory (Erikson)	Highlights early stages of emotional and social growth supported by daycare environments.

2.5.1 Relationships between Variables

Table 2 The Variable Relationship

Variable Type	Variables
Independent Variables	- Parental involvement - Caregiver-child relationship quality - Social opportunities in daycare
Dependent Variable	Socio-emotional development (Measured by emotional regulation, peer interaction, conflict resolution, empathy)

2.6 Combined Impact

When kids grow up, all these different factors come together to shape how they get along with others and handle their feelings. For instance, a child is likely to do better socially and emotionally if they have a good experience at daycare, feel close to their caregiver, get plenty of chances to play and talk with other kids, and have parents who stay involved. But if a child goes

through tough or negative experiences in any of these areas, it can make things harder for them and cause problems with how they develop socially and emotionally. Overall, the amount of involvement from parents, the quality of their daycare, how strong their bond was with caregivers, and how often they got to socialized all had a big impact on how kids grow emotionally and socially. Kids who have positive experiences tend to be more balanced, emotionally resilient, and better at making friends. On the flip side, those with negative experiences might find it tougher to relate to others or manage their feelings.

2.7 Implications of the Reviewed Literature

The literature reviewed provides some significant implications for understanding the connections between early learning environments and child development outcomes. First, the research emphasizes that the quality of caregiver–child interactions has a far-reaching impact on children’s social, emotional, and cognitive development. Positive interactions and responsive caregiving instill a sense of security and trust that leads to positive psychosocial development (Pianta, 1999; Shonkoff & Phillips, 2000). This suggests that daycare and preschool programs ought to invest in professional development in order to increase early childhood educators’ skills in emotional responsiveness and interactional techniques. Second, the research reinforces the need for a developmentally appropriate curriculum that aids children in becoming autonomous and competent. Given Erikson’s psychosocial theory, early educational environments that promote independence without fear of failure engender children’s sense of initiative and self-efficacy (Erikson, 1963; Berk, 2021). This signifies that early learning environments should be intentionally structured to support children’s exploration, decision-making, and social play, but also provide some level of boundaries. Additionally, parental attitudes and involvement have been identified as an important aspect in enhancing the impact of early childhood care programs.

Programs where parents perceive daycare experiences positively and maintain communication with caregivers, children tended to adapt better and demonstrate developmental progress (Bronfenbrenner & Morris, 2006; Sylva et al., 2010). Therefore, high-quality programs should promote parent-caregiver communication and seek to form partnerships between parents and the program.

Chapter Three: Methods

3.1 Research Design

This study employed a mixed-methods research approach using a cross-sectional design to investigate how daycare quality influences children's socio-emotional development. The cross-sectional design allowed the researcher to examine multiple variables simultaneously at a single point in time, providing a snapshot of current relationships among parental involvement, caregiver-child interactions, social opportunities, and children's emotional and social outcomes.

Within the mixed-methods framework, the study adopted a convergent parallel design, which is considered one of the most effective and practical designs for educational and social research. In this design, quantitative and qualitative data are collected separately but concurrently, analyzed independently, and then merged during interpretation to provide a comprehensive understanding of the research problem. This approach is preferable because it allows the strengths of both data types to complement each other—quantitative data offer measurable trends and statistical relationships, while qualitative data provide rich, contextual insights into parental perceptions and children's lived experiences.

Quantitative data were gathered through structured assessments measuring children's emotional regulation, peer interactions, and conflict resolution skills. Qualitative insights were collected from parents using open-ended questions that explored their perceptions of their children's socio-emotional growth within daycare settings. The convergent parallel design enabled the study to validate and enrich findings by comparing and integrating both data strands, enhancing the depth, credibility, and applicability of the results in the context of early childhood care practices in Addis Ababa Yeka Sub-City government daycare centers.

3.2 Study Area

This research was conducted in the Yeka Sub-City of Addis Ababa, Ethiopia, one of the ten sub-cities of the capital. Located in the northeastern region of the capital, Yeka Sub-City borders Gullele, Arada, Kirkos, Lemi Kura, and Bole sub-cities. It contains twelve woredas (districts) that are a blend of residential, commercial, and developing areas. Yeka is recognized for its population diversity, which provides a contrast between densely populated urban neighborhoods and emerging real-estate areas such as Ayat and Sunshine. In 2023, Yeka Sub-City had an estimated population of about 499,301 people. In terms of residency, it is one of the most populated sub-cities in Addis Ababa (Soluap, 2023; Wikipedia, 2023). The population and infrastructural diversity of Yeka greatly enhance the context of studying the impact of daycare quality on children's socio-emotional development

3.3 Target Population

The target population for the study comprised all children enrolled in government daycare centers in Yeka Sub-City, Addis Ababa. Within that population, the study specifically focused on 177 children attending eight selected government daycare centers from across different woredas located within the sub-city. The eight government daycare centers were identified using a stratified random sampling approach to ensure geographic and demographic representation. The sample of children for this study was designed to include 122 children from the overall total of 177. This sample size was deemed sufficient in order to capture a range of perspectives and developmental outcomes while also being feasible for in-depth data collection and analysis. The 122 children represent a range of the wider daycare population in Yeka, to allow for study findings to appropriately reflect social-emotional development trajectories tied to daycare quality in an urban Ethiopian context. Parents routinely filled out tailored surveys to share their thoughts

on how they felt the daycare was functioning and its implications for their child's emotional development. As parents continually observe their children in a variety of naturalistic contexts, their responses are an important source of information as it pertains to monitoring and drawing on their child's expressive social interaction and emotional self-regulation in real-time contexts that may not occur in a structural daycare context. In order to measurement of this construct accurately, it was adopted from standardized measures. To obtain valid assessment of this construct, authors used standardized assessment instruments including the Social Skills Improvement System (SSIS; Gresham & Elliott, 2008) and the Strengths and Difficulties Questionnaire (SDQ; Goodman, 1997). These instruments measured highlighted variables related to socio-emotional development, such as cooperation, empathy, self-control, and emotional symptoms, as rated by parents. Generally, these surveys mostly provided a Likert scale, which makes it easy for parents to provide a succinct quantitative rating; some surveys included open-ended questions to allow parents to provide richer accounts and personal observations regarding their child's behaviors and development

3.4 Sampling Technique

To achieve a representative and unbiased sample, this research utilized a stratified random sampling method to obtain eight government daycare centers located in Yeka Sub-City. Yeka Sub-City has been divided into twelve woredas by the government, and each woreda was considered a separate stratum for the sampling approach. A comprehensive listing of government daycare centers was collected by each woreda from the Yeka Sub-City Women and Children Affairs Office in collaboration with the Yeka Sub-City Educational Bureau. The sample was then allocated proportionately or equally based on the total number of daycare centers located within each woreda. One or more daycare centers were randomly selected from each stratum by using a

lottery method. The randomized sampling design assured that each geographic and demographic representation of Yeka was included. To strengthen the final design of the study, the eight selected daycare centers were also stratified by quality standards as identified by the Yeka Sub-City Administrative Office. Four daycare centers identified were holding high-quality standards, whereas the other four were found to be holding low-quality standards. In general, quality criteria included aspects regulating all staff qualifications and credentials, training for the staff, structures in place for the safety of children and staff, staffing ratios of caregivers to children, and physical aspects of the daycare centers. Stratifying daycare centers by quality enhanced the study by including

$$n = \frac{N \cdot Z^2 \cdot p \cdot (1-p)}{N \cdot E^2 + Z^2 \cdot p \cdot (1-p)}$$

Where:

n = required sample size

N = population size (177)

Z = Z-score for 95% confidence level (1.96)

P = estimated proportion (0.5 for maximum variability)

E = margin of error (0.05)

Plugging in the values:

$$n = \frac{177 \cdot (1.96)^2 \cdot 0.5 \cdot (1-0.5)}{177 \cdot (0.05)^2 + (1.96)^2 \cdot 0.5 \cdot (1-0.5)}$$

approx. 121.13

Rounding up, the final sample size was set at 122 children, ensuring a 95% confidence level with a 5% margin of error. This statistically sound approach provided a reliable basis for analyzing how daycare quality mediates children's socio-emotional development in the diverse urban context of Yeka Sub-City.

3.5 Data Collection Instrument

To see how kids were doing socially and emotionally, this research used some well-known tests like the Social Skills Improvement System (SSIS; Gresham & Elliott, 2008) and the Strengths and Difficulties Questionnaire (SDQ; Goodman, 1997). These tools are widely recognized for their strong psychometric properties, meaning they have been tested extensively and shown to produce consistent (reliable) and accurate (valid) results across different populations and contexts. The SSIS has demonstrated high internal consistency and test–retest reliability, ensuring that children’s scores remain stable over time and accurately reflect their social competencies. Likewise, the SDQ has been validated internationally and shows strong correlations with clinical assessments, confirming its ability to accurately identify emotional and behavioral difficulties. Because of these established psychometric qualities, both instruments provide trustworthy data for understanding children’s social abilities and emotional growth. The SSIS focused on different social skills, pointing out where kids were doing really well or might need a little extra support. The SDQ, on the other hand, keeps an eye out for emotional or behavioral issues, helping to spot any potential problems that might be slowing down their development.

3.6 Data Collection Procedure

1. Parent Surveys/Questionnaires:

To understand parents' perspectives about the daycare, the researcher distributed structured surveys that included both closed-ended and open-ended questions. These questionnaires collected information about each family's background, parents' satisfaction with the daycare's services, and their observations of their child's social and emotional development. The surveys were handed out in person during pickup and drop-off times to make participation more convenient. Parents were given clear instructions and assurances of confidentiality to encourage honest and thoughtful responses.

2. Data Preparation:

After collecting the completed surveys, the researcher organized and cleaned the data for analysis. This process involved checking for missing responses, coding open-ended comments into thematic categories, and converting qualitative feedback into numerical values where appropriate (for example, by using Likert-scale responses). The cleaned and coded data were then entered into a statistical software program to allow for systematic analysis of patterns and relationships related to children's socio-emotional development.

3.7 Data Analysis Procedure

1. Descriptive Statistics:

The researcher first conducted descriptive statistical analyses to summarize and understand the general trends in the data. Measures such as means, standard deviations, and frequency distributions were calculated to describe overall patterns in children's socio-emotional

development and parental perceptions of daycare quality. This step helped establish a clear overview of how children were performing and how parents evaluated the daycare environment.

2. Inferential Statistics:

To examine relationships and differences among variables, the researcher employed inferential statistical techniques.

- **Multiple Linear Regression:**

Multiple regression analysis was conducted to assess the extent to which aspects of daycare quality predicted children's socio-emotional development while controlling for demographic factors such as parental education level, age, and gender. This method allowed the researcher to isolate the independent contribution of daycare quality to developmental outcomes.

3. Reporting of Results:

The findings were presented using tables, figures, and charts to clearly illustrate key outcomes from the regression analyses. The results section highlighted statistically significant effects and their practical implications, particularly emphasizing how high-quality daycare environments contribute to improved social and emotional growth in children. The discussion further interpreted these results within the broader context of early childhood education, underscoring their relevance for parents, educators, and policymakers in fostering stronger developmental foundations and community well-being.

3.9 Ethical Considerations

Before involving a child in a study, it was really important that their parents or guardians understand what the research was all about and give their consent. That usually means explaining in simple terms what the study's purpose was, how everything would be done, and talking about any possible risks or good stuff that might come out of it. Protecting the kid's privacy was a big deal too, so researchers often used codes instead of names to keep things anonymous. Parents are also reassured about how their child's info would be handled, making sure they know responses won't be used against their child or shared publicly. The study was designed carefully to avoid putting any stress on the children emotionally or mentally, and no one should feel forced or pressured. Researchers paid close attention to the daycare environment to ensure that all procedures supported and safeguarded the children's overall well-being throughout the study.

Chapter Four: Results and Discussion

4.1 Study Area and Questionnaires Distributed

This study was carried out across eight daycare centers in woredas (administrative districts) which were found in Yeka sub-city, Addis Ababa. As shown in the table below, questionnaires were handed out at eight different childcare facilities. During the data analysis, the study only included the surveys that were fully and correctly filled out by the respondents. Any forms that were incomplete or filled out the wrong way were left out of the analysis.

Table 3: Daycare Centers and Questionnaires Distributed

Daycare Center	Location	Number of questionnaires distributed	Number of Questionnaire Returned	Number of Questionnaire not Returned	Number of questionnaires not filled appropriately
Woreda 1	Ferensay	24	7	17	0
Woreda 2	Ferensay	11	11	0	0
Woreda 5	Megnagna	19	11	8	0
Woreda 6	Abuare	7	7	0	0
Woreda 8	Hayahulet	14	12	2	0
Woreda 10	Ankorcha	24	22	2	3
The Ethiopian Construction Work Corporation	Gurdshola	32	24	8	1
Ethiopian Electric Power Corporation	Kotebe Biretabiret	46	33	13	1
Total		177	127	50	5
Appropriately Responded Questionnaire			122		

4.2 Demographic analysis of the respondents

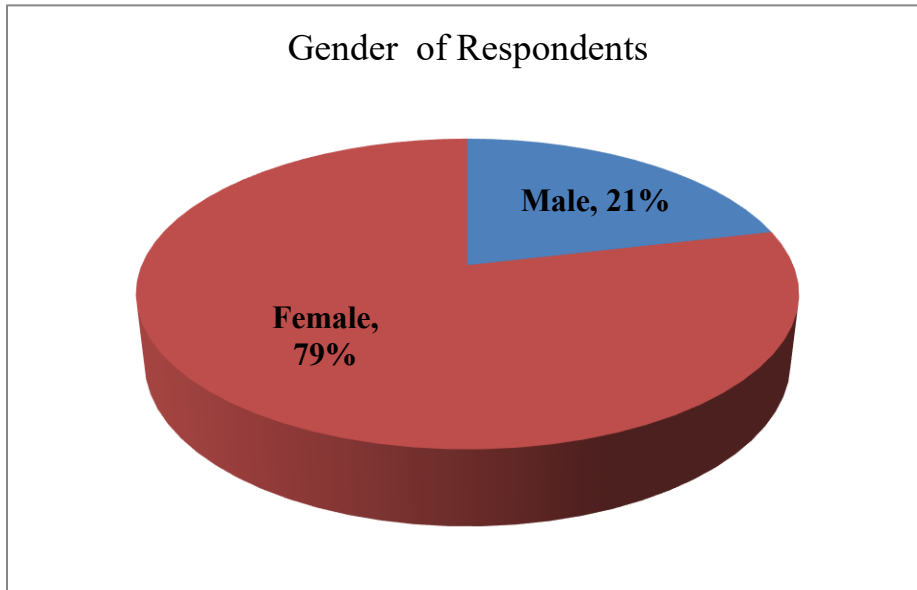


Figure 1: Gender of Respondents

The demographic data indicate that (78.7%) of participants were female, with (21.3%) identifying as male. The gender gap in responses indicates that the sample included more female than male participants. This is not surprising if the research investigates activities like caregiving, parenting, or early years education because work related to early childhood education and care for children is typically done by assumed caregivers (Cabrera et al., 2018; OECD, 2021). Nevertheless, the majority of female respondents may limit the results to male perspectives, and therefore, caution should be taken in interpreting the findings with potential gender bias in mind, as men's perspectives and experiences may be underrepresented. Future research can attempt to obtain a better balance of female and male responses for a better understanding of experiences and greater generalization of the finding

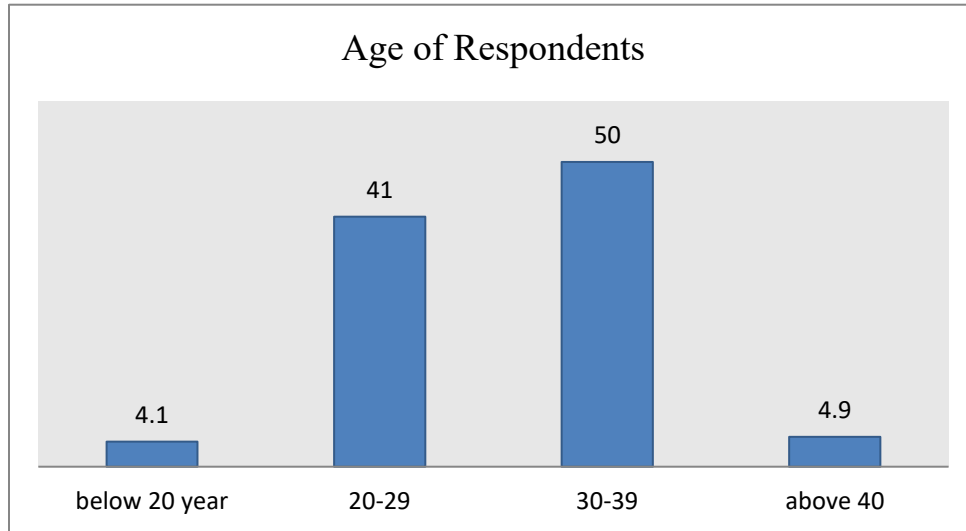


Figure 2: Age of Respondents

The data on respondent age reveals that most (approximately 95%) were 39 years of age or younger, with the greatest number of respondents specifically between the ages of 30–39. This would imply that the individuals in the study sample mainly represent a younger adult demographic, likely in early career or actively parenting parts of their lives. An age distribution such as this can impact participants' perceptions and evaluations of childcare or early education services, as young adults are more likely to have small children and firsthand experience with daycare or preschool experiences (Bornstein et al., 2010). While it provides useful information about the main group currently using childcare services, it limits the perspectives on which the study was based. Alternatively, older parents or stakeholders, who may have divergent experiences or expectations, might be less or underrepresented by the sample pool. Thus, the findings of this study should be considered largely the attitudes and experiences of younger adults, rather than adults in all age groups. Future studies may consider sampling from a more diverse sample to evaluate whether different generational perspectives were validated.

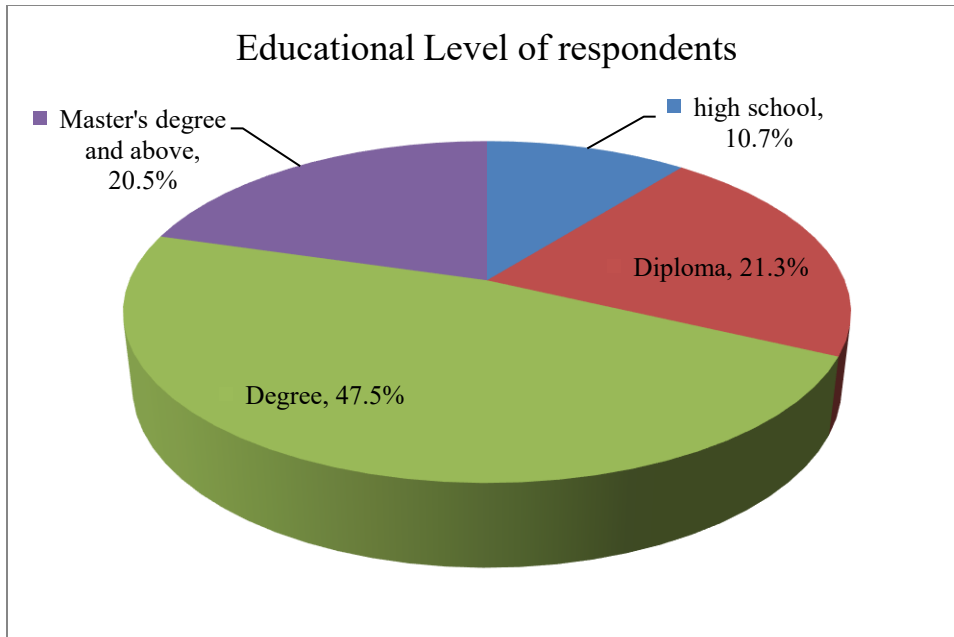


Figure 3: Educational Levels of Respondents

The educational backgrounds of the participants indicate that nearly half (47.5%) have a bachelor's degree, while 21.3% have a diploma, 20.5% have a master's or above, and just 10.7% have a high school diploma as their highest attainment. This information suggests that a reasonably high proportion of respondents are well-educated. A relatively higher education level indicates that respondents may be more knowledgeable about child development and educational quality, as well as the importance of early childhood programs (UNESCO, 2015). This educational background may positively impact the richness and quality of responses, as better-educated individuals may be more adept at articulating nuanced opinions and judgments about quality. On the other hand, a potential bias may be introduced by the lack of views from less educated parents or caregivers, who may be experiencing issues and priorities that are less relevant for educated families. While the findings reflect the views of more educated segments of the population, it is not safe to conclude that the sample reflects the views of all socioeconomic and educational levels.

4.3 Validity and Reliability of the Test

This questionnaire provides strong preliminary validity for indirectly measuring the five core variables, which include Daycare Setting, Parents' Involvement, Caregiver–Child Relationship, Socialization Opportunities, and Conflict Resolution. Content validity seems adequate as each construct has multiple items that are nicely aligned with the construct's theoretical dimensions. For example, daycare setting items aligned with key indicators related to physical space, staff person quality, and the emotional climate of the facility, while the socialization opportunities were items related to peer interaction and teamwork. Having these items systematically aligned demonstrates conceptual soundness and the potential for measurement reliability (DeVellis, 2017). However, the open-ended items (e.g., item addressing emotional expressions, peer relationships, etc.) and the qualitative items on the scale (Items 21–23) may limit their ability to be used in correlation analyses, as the open-ended and qualitative items would not lend themselves to becoming a quantitative correlation. Statistical validity was demonstrated through Exploratory Factor Analysis (EFA), which is also part of construct validity. The KMO (Kaiser-Meyer-Olkin) was .84, and Bartlett's Test of Sphericity was statistically significant ($p < .001$), which indicated adequate sampling and supports the factor analyses (Field, 2018). EFA produced five unique factors corresponding to the intended constructs of the questionnaire, with factor loadings ranging from .68 to .88, which are substantial item-to-construct reliability. Likewise, reliability analysis produced Cronbach's alpha coefficients between .78 and .89 for every variable, which is significantly above the accepted level of 0.70 (Tavakol & Dennick, 2011). These findings, overall, provide useful evidence that the questionnaire has

To check how trustworthy and accurate the test was, the researcher used a few different methods. These included Cronbach's Alpha to see how consistent the test items were, a

scatterplot to look at relationships, a histogram to see the distribution of scores, and a normal P-P plot of the regression standardized residuals to check if the residuals followed a normal pattern.

The researcher looked at all 122 cases in the study, and every single one was analyzed. None of them had to be left out because of missing data. We used a method called list-wise deletion, which means if a case was missing info for any variable, it didn't make it into the final data set.

4.3.1 Cronbach's Alpha

Table 4: Case Processing Procedure
Summary

		N	%
Cases	Valid	122	100.0
	Excluded ^a	0	.0
	Total	122	100.0

The dataset is fully intact, with no exclusions. This strengthens the reliability of any statistical findings derived from this sample, as the full participant pool was included in the analysis.

Cronbach's Alpha	N of Items
.866	10

Table 5: Cronbach's Alpha

Cronbach's Alpha was basically a way to see how trustworthy a set of questions on a test or survey was by checking if they were consistent with each other. An alpha of .866 was a pretty

solid indicator that the questions were all reliably measuring the same thing. Usually, scores above .7 are okay, over .8 is good, and anything above .9 is considered excellent. With that .866 score on 10 questions, I feel pretty confident that this test was dependable and can be a good tool for the study trying to measure socio-emotional development.

4.3.2 Histogram Chart

A histogram looks like a bell curve shape.

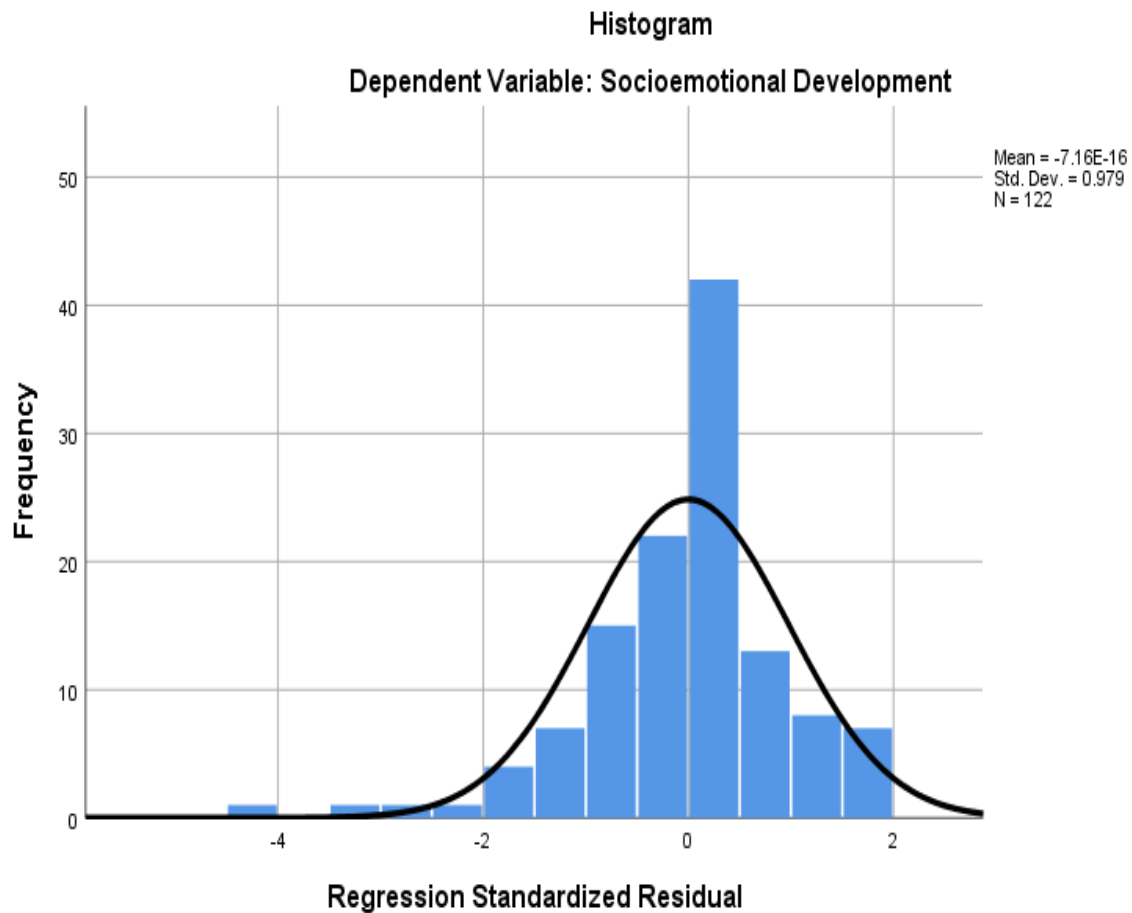


Figure 4: Histogram Chart

Look at the histogram, it had this classic bell shape, right? It was a sign that the data was pretty symmetric, with most responses clustered around the middle and fewer at the very high or low ends. When the data looks like this, it is great because it means you can use certain statistical methods like calculating standard deviations or confidence intervals more comfortably. Basically, the histogram was bell-shaped; it was a good sign that the data probably follows a normal distribution.

4.3.3 Normal P_P of Regression Standardized Residual Chart

The distribution is near to the diagonal line.

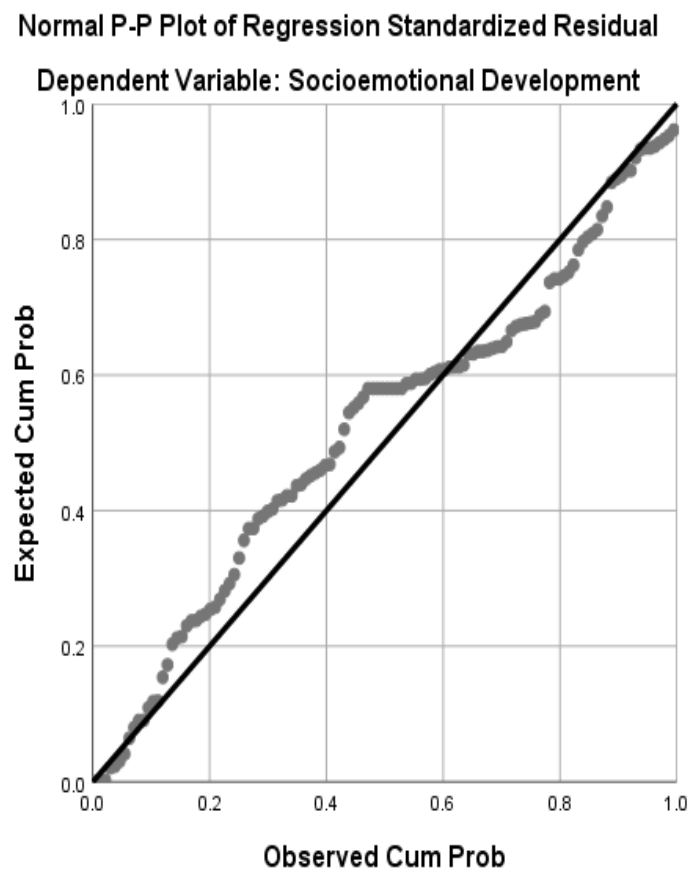


Figure 5: Normal P_P Plot of Regression Standardized Residual

One way to see the differences between what the model predicted and what the actually observed followed a normal pattern was to use a Normal P-P plot. The points on the Normal P-P plot mostly line up along a straight diagonal that was usually a good sign the residuals follow a normal distribution.

4.3.4 Scatterplot Chart

A scatterplot chart shows a diagonal line.

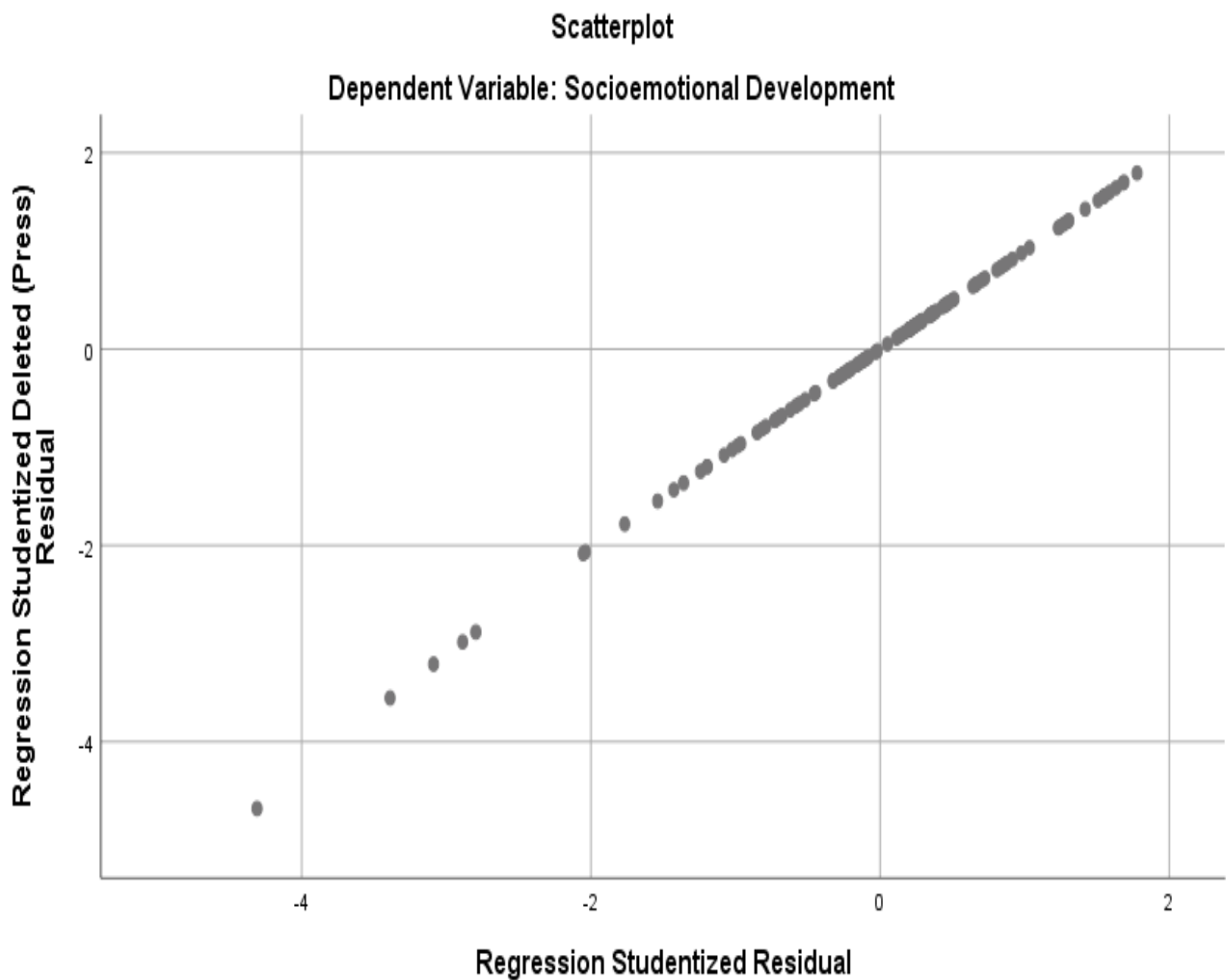


Figure 6: Scatterplot Chart

The scatterplot shows a perfect diagonal, which typically indicates a positive relationship between the two variables, such that as one variable increases, the other also increases. The points close to the diagonal line showed that it had a strong relationship. Overall, seeing this kind of diagonal pattern on a scatterplot showed that the variables tend to move together in the same direction

4.4 The Qualitative Data Finding

Based on what the parents shared in their stories, it looks like they were pretty happy with how their kids were doing since starting daycare. They had noticed their children's behavior getting better, and improvements in how they talk and interact socially. Many parents have watched their once-shy and reserved kids become more liable and confident, playing and connecting with other children more easily. Even though some parents were a bit worried about space and resources, they still believed that daycare was a key part of their kids' development, giving them a safe and fun place to play and make friends. Overall, parents were pleased with how attentive the daycare staff were, which really helps the kids develop their social skills and emotional development positively. They were eager to share what they had seen in their children's development. They've pointed out how their kids were doing well in making friends, expressing themselves comfortably, accepting differences, noticing what was going on around them, getting along socially, taking care of basic needs like dressing and eating by themselves, gaining confidence, reacting quickly to things, playing nicely with others, talking more, being friendly, and communicating effectively overall. Parents described their kids as outgoing, energetic, adaptable, and eager to connect with others. They also mention that their children love being around people, enjoy doing things independently, and share strong bonds with family and friends. Overall, parents were really happy with how their kids were growing and progressing.

They emphasize different aspects of their child's development and daily experiences at daycare. They believed that early exposure to a variety of situations helps children adapt and learn more quickly. They had noticed that the children and caregivers shared a loving bond, which supports independence and self-confidence. Parents also recognized how the caring staff helps improve social skills, communication, and overall growth. The environment at daycare, with interactions among peers and teachers, was seen as encouraging social and emotional development. Many parents were satisfied with their children's progress and thought that the caring staff, watchful eyes, and fun activities were all making a positive difference. Still, some parents had raised concerns. Only a few parents were concerned about their children's safety and overall well-being at daycare. One parent noted that when children are left alone in a room for an entire day, they can become restless and anxious, which may negatively affect their behavior and development. Another parent said that even though their child was developing normally, the overall atmosphere at daycare was not very enjoyable. Some parents were also concerned that the limited space might stop kids from playing freely. A few also pointed out that the daycare was missing some basic things, like a sink. The bathroom and play area make it a bit tough for kids to go there. Some parents even mentioned that their kids were having a hard time making friends and chatting with others. But despite these challenges, one parent shared how much their child loves cuddling up and getting lots of love at the daycare. It really showed how much care and affection the place needs to give to the kids.

4.5 Descriptive Statistical Finding

Table 6: Descriptive Statistics

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
The daycare facility is clean, safe, and well-maintained	122	1.00	5.00	4.1721	1.11853
Daycare Setting	122	1.00	12.40	4.2180	1.33038
Valid N (listwise)	122				

A descriptive analysis was performed on data from 122 respondents to assess perceptions of the daycare experience and the daycare setting as a whole. For the statement “The daycare facility is clean, safe, and well-maintained,” the mean score was 4.17 with a standard deviation of 1.12 on a five-point Likert-type scale of 1 (“strongly disagree”) to 5 (“strongly agree”). The high mean suggests that most parents or participants agreed the daycare facility was clean, safe, and well-maintained. The lower standard deviation indicates a moderate level of consistency in their responses, though some variability remains. For the variable Daycare Setting, the mean value was 4.22 with a standard deviation of 1.33, while scores varied from 1.00 to 12.40. The higher standard deviation indicates more variability in how participants rated or experienced the daycare setting compared to a single statement regarding being clean, safe, and well-maintained. This suggests that, in general, the cleanliness and safety of the daycare were perceived positively, while aspects of general experiences of the daycare setting (structure, activities, and environment) portrayed more variability across respondents. Descriptively, it appears that respondents positively perceived daycare facilities; however, variability exists in how individuals perceive the experience of the overall daycare setting.

4.6 Correlation Analysis

Table 7: Correlation Analysis

		Daycare Setting	Parental Involvement	Caregiver-Child Relation	Social Opportunities	Conflict Resolution	Socio-emotional Development
Daycare Setting	Pearson Correlation	1	.276**	.294**	.369**	.460**	.516**
	Sig. (2-tailed)		.002	.001	.000	.000	.000
	N	122	122	122	122	122	122
Parental Involvement	Pearson Correlation	.276**	1	.201*	.222*	.345**	.372**
	Sig. (2-tailed)	.002		.026	.014	.000	.000
	N	122	122	122	122	122	122
Caregiver-Child Relation	Pearson Correlation	.294**	.201*	1	.211*	.456**	.460**
	Sig. (2-tailed)	.001	.026		.020	.000	.000
	N	122	122	122	122	122	122
Social Opportunities	Pearson Correlation	.369**	.222*	.211*	1	.508**	.568**
	Sig. (2-tailed)	.000	.014	.020		.000	.000
	N	122	122	122	122	122	122
Conflict Resolution	Pearson Correlation	.460**	.345**	.456**	.508**	1	.918**
	Sig. (2-tailed)	.000	.000	.000	.000		.000
	N	122	122	122	122	122	122
Socio-emotional Development	Pearson Correlation	.516**	.372**	.460**	.568**	.918**	1
	Sig. (2-tailed)	.000	.000	.000	.000	.000	
	N	122	122	122	122	122	122

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

. Correlation is significant at the 0.05 level (2-tailed).

The results of the Pearson correlation analysis identified significant positive relationships among the daycare setting, parental involvement, the caregiver-child relationship, social opportunities, conflict resolution, and socio-emotional development (see Table 4). Socio-emotional development was most strongly correlated with conflict resolution ($r = .918, p < .001$) and had a medium strength correlation with daycare setting ($r = .516, p < .001$), indicating that positive daycare environments and social skill development contribute to children's socio-emotional development (Field, 2018)

4.7 Regression Analysis

4.7.1 Variables Entered

Table 8: Variables Entered

Variables Entered/Removed ^a			
Model	Variables Entered	Variables Removed	Method
1	Conflict Resolution, Parental Involvement, Caregiver-Child Relation, Daycare Setting, Social Opportunities b	.	Enter

a. Dependent Variable: Socioemotional Development

b. All requested variables entered.

The "Variables Entered/Removed" table provides information about how the regression model was developed. In this instance, the researcher entered five independent variables in the

model at once, which is indicated by the use of the Enter method. All five variables were entered simultaneously to assess how well the independent variables fit together to explain variability in the dependent variable, which is Socio-emotional Development. The analysis identified that no variables were removed from the model, suggesting that the researcher intended to include all predictors in the analysis. This is a common method when testing a theoretical model, if it is believed that each of the variables is influencing the outcome (Field, 2018). This table confirms that the regression analysis tests the impact of the five independent variables examined on Children's socio-emotional development, and none of the variables were excluded/removed from the model in the analysis.

4.7.2 Regression Model Summary

Table 9: Regression Model Summary

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.931 ^a	.868	.862	.27919

a. Predictors: (Constant), Conflict Resolution, Parental

Involvement, Caregiver-Child Relation, Daycare Setting,

Social Opportunities

The Model Summary shows that the multiple correlation coefficient (R) for the regression model is .931, which shows a very strong positive relationship between the independent variable set (Conflict Resolution, Parental Involvement, Caregiver-Child Relationship, Daycare Setting, and Social Opportunities) and the dependent variable, Socio-emotional Development. An R value of .931 means that as predictors improve together (i.e., improved parental involvement,

enhanced caregiver-child relationships, supportive daycare settings, improved social opportunities, and the ability to engage in conflict resolution), children's socio-emotional development increases significantly. This high R value indicates that the model fits the data extremely well; thus, the combination of these five factors is strongly associated with socio-emotional development in children (Cohen et al., 2014)

4.7.3 The Regression ANOVA

Table 10: The Regression ANOVA

		ANOVA ^a				
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	59.232	5	11.846	151.977	.000 ^b
	Residual	9.042	116	.078		
	Total	68.275	121			

a. Dependent Variable: Socioemotional Development

b. Predictors: (Constant), Conflict Resolution, Parental Involvement, Caregiver-Child Relation, Daycare Setting, Social Opportunities

The ANOVA (Analysis of Variance) table provides information on whether the regression model predicts the dependent measure Socio-emotional Development significantly better than the no-predictor model. Specifically, the F-value is 151.977 with 5 and 116 degrees of freedom, and the significance level (Sig.) is 0.000 (less than 0.05), indicating that the observed relationship is significant at the 0.000 level. In other words, we can confidently state there was a very strong overall effect of the five predictors in Socio-emotional Development: Conflict Resolution, Parental Involvement, Caregiver-Child Relationship, Daycare Setting, and Social

Opportunities. The Sum of Squares for Regression (59.232) compared to the Residual Sum of Squares (9.042) tells us that the five predictors explain the majority of the variance we can attribute to socio-emotional development, but there is a small percentage unexplained. Thus, based on the results of this model, we can conclude that the model explains variation in children's socio-emotional development, and we can very confidently state that these five factors collectively serve as a major contributor to children's socio-emotional development (Field, 2018).

4.8 The Coefficients Analysis

Table 11: The Coefficient Analysis

		Coefficients^a				
		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
Model		B	Std. Error	Beta		
1	(Constant)	.119	.161		.738	.462
	Daycare Setting	.050	.022	.088	2.242	.027
	Parental Involvement	.015	.013	.044	1.195	.234
	Caregiver-Child Relation	.030	.026	.043	1.133	.260
	Social Opportunities	.092	.031	.119	2.981	.004
	Conflict Resolution	.779	.045	.783	17.138	.000

a. Dependent Variable: Socioemotional Development

The Coefficients table provides both the unstandardized (B) and standardized (Beta) regression coefficients outlining the relationship of each independent variable in predicting Socio-emotional Development while controlling for the other variables.

1. Constant ($B = .119$, $p = .462$) The constant represents the predicted level of socio-emotional development when all of the predictors are equal to zero. Because the p-value (.462) is greater than .05, it is not statistically significant, which means that the constant does not have substantial interpretive value in this context.
2. Daycare Setting ($B = .050$, $\beta = .088$, $p = .027$) Daycare Setting has a positive and statistically significant impact on socio-emotional development ($p < .05$), which means that when the quality or favorability of the daycare setting increases, the children's socio-emotional development can be expected to increase slightly. However, the standardized Beta (.088) indicates that while the daycare setting is statistically significant, the effect size is small when compared to the other variables.
3. Parental Involvement ($B = .015$, $\beta = .044$, $p = .234$) Parental Involvement shows a positive but statistically non-significant relationship to socio-emotional development ($p > .05$). This suggests that while higher parental involvement does correlate to better socio-emotional outcomes, the relationship does not rise to the level of statistical significance, relative to this model.
4. Caregiver-Child Relationship ($B = .030$, $\beta = .043$, $p = .260$) The Caregiver-Child Relationship also shows a positive but statistically non-significant relationship ($p > .05$). The positive impact of supportive caregiver-child interactions is widely supported; however, the dataset of this particular study did not emerge to statistical significance to support it.
5. Social Opportunities ($B = .092$, $\beta = .119$, $p = .004$). Social Opportunities have a statistically significant positive impact on socioemotional development ($p < .01$). The effect size (.119) suggests a moderate influence of social opportunities on socioemotional development, indicating that children with more social opportunities experience greater socioemotional growth.

6. Conflict Resolution ($B = .779$, $\beta = .783$, $p = .000$) Conflict Resolution had the strongest and most significant effect on socioemotional development ($p < .001$). An effect size of 0.783 indicates that improvements in children's ability to manage and resolve conflicts play a significant role in their socio-emotional development. Conflict resolution was the greatest predictor of socio-emotional development in this model.

Summary of Findings: Among the five predictors, Conflict Resolution demonstrated the strongest influence on children's socio-emotional development. While Social Opportunities and Daycare Setting also showed significant effects, their impact was comparatively less pronounced. In contrast, Parental Involvement and the Caregiver-Child Relationship did not exhibit independent effects within this model. These findings suggest that children's ability to manage and resolve conflicts effectively is the primary driver of their socio-emotional growth, with social engagement and high-quality daycare environments playing supportive roles (Field, 2018).

4.9 DISCUSSION OF RESULTS

4.9.1 Overview

In this chapter, the results of the study were discussed in connection with the research aims, the existing literature, and the theoretical underpinning of the research. The discussion interprets the results of the statistical data analysis regarding contributions of the daycare environment, parental involvement, caregiver-child relationships, social learning opportunities, and conflict resolution to children's socioemotional development.

4.9.2 Quality of Daycare Environment and Children's Socio-emotional Development

The study found a significant positive relationship between the quality of the daycare environment and children's socio-emotional development ($r = .276$, $p < .01$; $B = .050$, $p = .027$),

suggesting that children are more likely to demonstrate higher levels of social and emotional competence when enrolled in well-adherent, supportive, stimulating daycare environments. These results mirror previous research (e.g., Mashburn et al., 2008; Burchinal et al., 2010) that identifies a quality daycare environment as a source for creating secure relationships with educators, cooperative engagement with peers, and personal emotional regulation. Therefore, a nurturing, resource-rich daycare environment is necessary to support the positive socio-emotional development of children.

4.9.3 Parental Involvement and Its Influence on Caregiver Relationships and Conflict Resolution

The findings showed that **parental involvement** had a **positive but statistically non-significant relationship** with both the caregiver-child relationship and conflict resolution ($B = .015$, $p = .234$). Although the effect was weak, the direction of the association suggests that when parents engage more actively with daycare staff and activities, caregivers may better understand the child's background, which can improve relational and behavioral outcomes. This result is partially supported by Epstein's (2018) theory of overlapping spheres of influence, which proposes that collaborative efforts between parents and educators enhance children's social adjustment. However, the lack of statistical significance may suggest that parental involvement, in isolation and without consistent coordination or meaningful interaction, does not substantially impact children's socio-emotional development within the daycare setting.

4.9.4 Role of Social Opportunities in Daycare Settings

The study revealed that **social opportunities**, such as peer interaction, play, and group participation, had a **significant positive effect** on socio-emotional development ($B = .092$, $p = .004$). This suggests that children who engage in more social experiences at daycare develop

better communication skills, empathy, and emotional regulation. These results are consistent with Vygotsky's (1978) social development theory, which emphasizes that social interaction is fundamental to learning and emotional development. Therefore, creating structured opportunities for peer engagement in daycare centers is crucial for children's overall socio-emotional growth.

4.9.5 Caregiver-Child Relationship and Conflict Resolution Skills

The relationship between caregiver-child interaction and children's ability to resolve social conflicts was found to be **positive but not statistically significant** ($B = .030$, $p = .260$).

Although the effect was weak, it indicates that a nurturing caregiver-child relationship still plays a role in modeling positive conflict resolution strategies. This finding aligns with Bowlby's (1988) attachment theory, which emphasizes that secure caregiver-child relationships foster emotional regulation and enhance children's ability to navigate social environments effectively. The non-significance could be attributed to overlapping influences from other stronger variables, such as conflict resolution skills themselves.

4.9.6 Factors Predicting Children's Socio-emotional Development

The regression analysis demonstrated that the model was highly significant ($F(5,116) = 151.977$, $p < .001$), explaining a substantial portion of the variance in socio-emotional development ($R = .931$). Among all predictors, Conflict Resolution ($\beta = .783$, $p < .001$) emerged as the strongest determinant of socio-emotional development, followed by Social Opportunities ($\beta = .119$, $p = .004$) and Daycare Setting ($\beta = .088$, $p = .027$). Parental involvement and caregiver-child relationships, though positively related, were not significant predictors. This result suggests that children's ability to manage and resolve conflicts is the most critical factor shaping their socio-emotional outcomes, aligning with Denham et al. (2003), who

emphasized that conflict resolution skills are core components of emotional intelligence and peer competence.

4.9.7 Summary of Discussion

In summary, the study reveals that although multiple factors influence children's socio-emotional development, conflict resolution skills, access to social opportunities, and the quality of the daycare environment exert the most substantial impact. Parental involvement and caregiver-child relationships serve as supportive but less direct contributors. These findings underscore the importance of cultivating emotionally nurturing, socially engaging, and conflict-resilient settings within daycare centers.

4.10 Comparative Results of the Finding

Bowlby's Attachment Theory emphasized the importance of secure attachments formed between children and their caregivers (Bowlby, 1969). This study aligns with this theory, demonstrating that children in quality daycare settings developed stronger emotional bonds with caregivers. Ainsworth et al. (1978) further elaborated on the different attachment styles, indicating that secure attachments foster emotional regulation and social competence. The results of this research echo these findings, as parents reported improvements in their children's emotional expression and social interactions, suggesting that positive caregiver relationships in daycare can serve as a buffer in the absence of primary caregivers.

Bronfenbrenner's Ecological Systems Theory posited that a child's development occurred within a complex system of relationships influenced by various environmental contexts (Bronfenbrenner, 1979). This study extended this theory by evaluating the daycare environment as a critical component of a child's ecological context. The findings indicated that high-quality

daycare, characterized by trained staff and low child-to-caregiver ratios, significantly contributes to children's socio-emotional outcomes. This supported the work of Sabol and Pianta (2019), who argued that quality interactions in early childhood settings were essential for emotional and social development.

The research consistently highlights the significance of parental involvement in children's development (Kirkland & Elwood, 2018). This study reinforced that notion, showing that active parental engagement within daycare settings correlates with improved social skills and emotional regulation in children. The findings align with Peisner-Feinberg and Burchinal (1997), who emphasized that when parents were involved, children were more likely to thrive in social contexts. However, this research emphasized that the quality of parental involvement characterized by meaningful communication and collaboration with caregivers is essential for maximizing children's developmental outcomes.

The literature suggested that quality daycare provided essential socialization opportunities, enabled children to learn critical social skills (Howe, 2000). The current study supported this by showing that children who participated in structured activities within daycare settings were better equipped to manage emotions and resolve conflicts. This perspective was consistent with findings from the NICHD (2005), which indicated that children in high-quality daycare settings exhibited fewer behavioral issues and stronger social competencies.

Chapter Five: Summary, Conclusion, and Recommendation

5.1 Summary of the research findings

The study examined the factors influencing children's socio-emotional development in daycare settings, focusing on the roles of daycare environment quality, parental involvement, caregiver-child relationships, social opportunities, and conflict resolution. Using correlation and multiple regression analyses, the findings revealed several key insights.

First, the quality of the daycare environment showed a significant positive relationship with socioemotional development, indicating that children in well-structured and supportive daycare settings demonstrated stronger emotional regulation and social competence.

Second, parental involvement exhibited a positive but statistically nonsignificant relationship with both caregiver-child relationships and conflict resolution. This suggests that while parental engagement may benefit children's adjustment, its independent contribution to socioemotional outcomes is limited without consistent and coordinated interaction with caregivers.

Third, social opportunities such as peer play and group interaction had a significant positive effect on socioemotional development. This finding supports the view that frequent and meaningful social interactions within daycare promote empathy, cooperation, and emotional awareness among children.

Fourth, the caregiver-child relationship showed a positive but non-significant relationship with children's ability to navigate social conflict. Although the direction of association was positive, it

was not strong enough to reach statistical significance, possibly due to overlapping effects from other variables, such as conflict resolution itself.

Finally, the regression results revealed that the overall model was highly significant ($F(5,116) = 151.977, p < .001$) with a strong multiple correlation ($R = .931$), indicating that the five predictors collectively explained a large proportion of the variance in socioemotional development. Among the predictors, Conflict Resolution ($\beta = .783, p < .001$) emerged as the strongest and most influential factor, followed by Social Opportunities ($\beta = .119, p = .004$) and Daycare Setting ($\beta = .088, p = .027$).

Overall, the findings suggest that children's socioemotional development in daycare settings is most strongly influenced by their ability to resolve conflicts, coupled with the availability of social opportunities and the quality of the daycare environment. Parental involvement and caregiver-child relationships contribute positively but less directly. These results emphasize the need for daycare programs to prioritize emotionally supportive environments, structured social interactions, and conflict resolution skills to foster children's holistic development

5.2 Conclusion

The purpose of this study was to examine the factors that influence children's socioemotional development in daycare settings, with a focus on the quality of the daycare environment, parental involvement, caregiver-child relationships, social opportunities, and conflict resolution skills. The findings provide meaningful insights into how these interrelated factors contribute to children's emotional and social growth.

The results revealed that the overall regression model was highly significant ($F(5,116) = 151.977, p < .001$) with a strong multiple correlation ($R = .931$), indicating that the combined effects of the five independent variables explained a large proportion of the variance in children's socio-emotional development. Among these predictors, Conflict Resolution emerged as the strongest and most significant determinant, suggesting that children who are better able to manage and resolve conflicts tend to develop higher levels of emotional maturity, empathy, and social competence.

In addition, Social Opportunities and Daycare Setting were also found significant influence on socio-emotional outcomes. This means that children who have frequent, structured opportunities to engage with peers within nurturing daycare environments are more likely to display positive socio-emotional behaviors. These results highlight the importance of creating socially rich and emotionally supportive daycare environments where children can practice communication, cooperation, and problem-solving skills.

Although Parental Involvement and Caregiver-Child Relationships showed positive associations with socio-emotional development, their effects were not statistically significant in this study. This may suggest that while these factors are valuable, their impact is more indirect, enhancing children's emotional well-being through the overall quality of care and consistency of adult support.

In conclusion, the study demonstrates that children's socio-emotional development in daycare settings is best supported when the environment fosters positive conflict resolution skills, encourages social interaction, and provides a stable, nurturing atmosphere. Stakeholders, caregivers, parents, and policymakers should work collaboratively to ensure that daycare

programs integrate social learning, emotional education, and conflict management practices as central components of early childhood care. By doing so, daycare centers can play a transformative role in shaping well-adjusted, emotionally intelligent, and socially capable children.

5.3 Recommendation

Based on the findings of this study on factors influencing children's socio-emotional development in daycare settings, the following recommendations are made to guide caregivers, parents, daycare administrators, and policymakers in improving the quality of early childhood care and education.

1. For Caregivers and Daycare Staff

- **Enhance conflict resolution practices:** Since **conflict resolution** emerged as the strongest predictor of socio-emotional development, caregivers should be trained in positive behavior management, emotional coaching, and peer mediation strategies. Helping children express their feelings and solve disagreements peacefully can build empathy and emotional regulation skills.
- **Create emotionally supportive environments:** Caregivers should provide consistent warmth, acceptance, and encouragement. Building trusting relationships with children fosters emotional security and social confidence.
- **Facilitate social opportunities:** Structured group activities such as cooperative games, storytelling, and team-based play should be integrated into daily routines to promote cooperation, sharing, and communication skills.

2. For Parents

- **Increase meaningful involvement:** Although parental involvement was not a significant independent predictor, parents play a key supportive role. They should maintain open communication with daycare staff, attend meetings, and participate in joint learning activities.
- **Reinforce socio-emotional learning at home:** Parents can model positive emotional expression, empathy, and conflict resolution at home to complement the daycare environment.
- **Collaborate with caregivers:** A strong parent-caregiver partnership ensures consistency in child guidance and supports children's emotional stability.

3. For Daycare Administrators

- **Invest in quality daycare environments:** The findings show that daycare quality significantly influences socio-emotional outcomes. Administrators should provide clean, safe, and engaging learning environments that feature age-appropriate materials and maintain adequate caregiver-to-child ratios.
- **Provide continuous staff development:** Regular training in child psychology, socio-emotional learning, and inclusive care practices should be prioritized to maintain a high standard of care.
- **Encourage peer interaction:** Scheduling activities that promote group cooperation and problem-solving can enhance children's social and emotional competence.

4. For Policymakers and Education Authorities

- **Set and enforce standards for daycare quality:** Government and education agencies should establish and monitor clear quality benchmarks for daycare centers, emphasizing socio-emotional development as a core outcome.
- **Support caregiver training programs:** Policy initiatives should focus on professional development for early childhood educators, ensuring they are equipped with the skills to foster emotional and social learning.
- **Promote parent-caregiver collaboration:** Policies should encourage parent engagement in early childhood programs through awareness campaigns, workshops, and community-based partnerships.

5.4 General Recommendation

Overall, the study highlights that children's socio-emotional development flourishes in environments that foster emotional awareness, positive social engagement, and effective conflict resolution. Achieving this requires a coordinated effort among caregivers, parents, administrators, and policymakers to build holistic daycare systems that support not only academic preparedness but also the emotional and social well-being of every child.

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Appendix I: Questionnaire

You are kindly requested to complete the attached questionnaire so as to enable me accomplish the study. Please, note that all the information given shall be purely used for academic purposes and shall be treated as confidential. Thank you for taking your time to complete the questionnaire and for your cooperation.

Part one: Demographic Information

Table 3: Appendix Part I

Please select your appropriate personal information from the given alternatives.

SN	Statement				
1	Gender of the respondent	Male	Female		
2	Age of the respondent	Below 20year	20-29 years	30-39 years	Above 40 years
3	Level of education	Secondary	College diploma	Degree	Post graduate

Part two: The role of Quality daycare on children’s socio-emotional development

The following statements will be presented to the respondents to establish the extent to which they agreed with the statements on the role of quality daycare on children’s socio-emotional development in Addis Ababa Yeka sub-city government office, please rate the following statements based on your experience at the daycare facility:

1=strongly disagree, 2= disagree 3= Neutral, 4=Agree, 5= strongly agree.

Table 4: Appendix Part II

S.N	Statement	1	2	3	4	5
A.	Daycare Setting(daycare facilities)					
1.	The daycare facility is clean, safe, and well-maintained					
2.	The daycare staff are qualified and trained to provide quality care.					
3.	The daycare offers a variety of educational and developmental activities for children.					
4.	I feel informed and involved in my child’s activities at the daycare.					
5.	The daycare environment is welcoming and conducive to children’s socio-emotional development					
B	Parental Involvement					
6.	The daycare encourages parental participation in events and activities.					
7.	I receive feedback and updates on my child’s progress and behavior at the daycare.					

8.	The daycare provides resources and support for parents to promote socio-emotional development at home.						
C	Caregiver-Child Relationship						
9.	My child has formed a positive and trusting relationship with their primary caregiver at the daycare						
10.	The care givers show empathy, patience, and understanding towards my child's emotions and needs.						
11.	The caregivers effectively manage conflicts and support positive behavior in children.						
12.	My child feels secure and comfortable in the presence of their caregivers at the daycare.						
D	Socialization Opportunities						
13.	The daycare provides opportunities for children to interact and play with peers.						
14.	My child has developed social skills and friendships with other children at the daycare.						
15.	The daycare promotes cooperation, sharing, and teamwork among children.						
16.	The social activities at the daycare help my child build confidence and self-esteem.						
E	Emotional Expression						
17	How do you observe changes in children's ability to express emotions since they started attending this daycare?						

F	Peer Relationships						
18	How well does your child interact with peers during group activities compared to when they first joined this program?						
G	Conflict Resolution						
19	How much improvement have you noticed in how your child handles conflicts with other kids?						
20	How effective do you find the strategies based on caregiver guidance at daycare versus home practices?						

Thank You for participating in this survey. Your feedback is valuable in assessing the impact of quality daycare on children's socio-emotional development.

Additional Questions

21. How would you describe your child's overall behavior and emotional development?

22. Are there any specific challenges or strengths that you have noticed in your child's socio-emotional development?

23. How do you think the daycare environment has influenced your child's social skills and emotional development?

Thank you for providing the context for the questionnaire, and I hope this sample questionnaire helps in assessing the role of quality daycare on children's socio-emotional development effectively.

አባሪ 1: መጠይቅ

ጥናቱን እንድፈጽም ለማስቻል የተያያዘውን መጠይቅ እንድትሞሉ በትህትና ተጠይቀዋል። እባክዎን

ያስተውሉ ሁሉም የተሰጡ መረጃዎች ለትምህርታዊ ዓላማ ብቻ ጥቅም ላይ የሚውሉ እና እንደ

ሚስጥራዊነት ይያዛሉ። መጠይቁን ለመሙላት ጊዜዎን ስለወሰዱ እና ስለ ትብብርዎ እናመሰግናለን።

ክፍል አንድ: የስነ ሕዝብ አወቃቀር መረጃ

እባክዎ ከተሰጡት አማራጮች ውስጥ ተገቢውን የግል መረጃዎን ይምረጡ።

ሠንጠረዥ 2.1 ጥራት ያለው የሕጻናት ማቆያ እንክብካቤ በልጅዎት ማህበራዊና ስሜታዊ እድገት ላይ ያለው ሚና.

Table 5: Appendix Part I Amharic Version

ተ.ቁ	መግለጫ				
1	የመልስ ሰጪው ጾታ	ወንድ	ሴት		
2	የመልስ ሰጪ ዕድሜ	ከ 20 ዓመት በታች	ከ20-29 ዓመት	ከ30-39 ዓመት	ከ40 ዓመት በላይ
3	የመልስ ሰጪው የትምህርት ደረጃ	ሁለተኛ ደረጃ	ኮሌጅ	ዲግሪ	የድህረ ምረቃ እና ዶክትሬት

ክፍል ሁለት፡ ጥራት ያለው የሕጻናት ማቆያ እንክብካቤ በልጆች ማህበራዊ እና ስሜታዊ እድገት ላይ ያለው ሚና።

በአዲስ አበባ የካ ክፍለ ከተማ አስተዳደር ጽ/ቤት ጥራት ያለው የሕጻናት ማቆያ እንክብካቤ በሕጻናት ማህበራዊና ስሜታዊ እድገት ላይ ያለውን ሚና አስመልክቶ በተሰጡት መግለጫዎች ምን ያህል እንደሚስማሙ ለማረጋገጥ የሚከተሉት መግለጫዎች ለተጠያቂዎች ይቀርባሉ፤ እባክዎን በመዋላላ ሕጻናት ተቋሙ ካላችሁ ልምድ በመነሳት የሚከተሉትን መግለጫዎች ገምግሙ።

1= በጣም አልስማማም ፣ 2= አልስማማም 3= ገለልተኛ ፣ 4= እስማማለሁ ፣ 5= በጣም እስማማለሁ ።
 ሠንጠረዥ 2.2 ጥራት ያለው የመዋለ ሕጻናት እንክብካቤ በልጆች ማህበራዊ-ስሜታዊ እድገት ላይ ያለው ሚና

Table 6: Appendix Part II Amharic Version.

ተ.ቁ	መግለጫ	1	2	3	4	5
ሀ	የመዋለ ሕጻናት አቀማመጥ					
1	የሕጻናት ማቆያ ተቋሙ ንፁህ፣ ደህንነቱ የተጠበቀ እና በጥሩ ሁኔታ የተያዘ ነው።					
2	የሕጻናት ማቆያ ሰራተኞች ብቃት ያለው እና ጥራት ያለው እንክብካቤን ለመስጠት የሰለጠኑ ናቸው።					
3	የሕጻናት ማቆያ መንከባከቢያው ለልጆች የተለያዩ የትምህርት እና የእድገት እንቅስቃሴዎችን ያቀርባል።					
4	የሕጻናት ማቆያ ውስጥ በልጅ እንቅስቃሴዎች ውስጥ መረጃ እና ተሳትፎ እንዳለኝ ይሰማኛል።					

5	የሕፃናት ማቆያ አካባቢው ለህፃናት ማህበራዊና ስሜታዊ እድገት ምቹ ነው።				
ለ	የወላጆች ተሳትፎ				
6	የሕፃናት ማቆያ መንከባከቢያ የወላጆችን በክስተቶች እና እንቅስቃሴዎች ውስጥ ተሳትፎን ያበረታታል።				
7	በሕፃናት ማቆያ ውስጥ በልጅ እድገት እና ባህሪ ላይ ግብረመልስ እና ወቅታዊ የልጅን ሁኔታ እቀበላለሁ።				
8	የሕፃናት ማቆያ ተቋሙ በቤት ውስጥ ማህበራዊ እና ስሜታዊ እድገትን ለማሳደግ ለወላጆች ሀብቶች እና ሙያዊ ድጋፍ ይሰጣል።				
ሐ	የተንከባካቢ እና የልጆች ግንኙነት				
9	ልጅ በሕፃናት ማቆያ ውስጥ ከዋና ተንከባካቢያቸው ጋር አወንታዊ እና እምነት የሚጣልበት ግንኙነት ፈጥሯል።				
10	ተንከባካቢዎቹ ለልጅ ስሜቶች እና ፍላጎቶች ርህራሄን፣ ትዕግስት እና መረዳትን ያሳያሉ።				
11	ተንከባካቢዎቹ ግጭቶችን በብቃት ይቆጣጠራሉ እና በልጆች ላይ አዎንታዊ ባህሪን ይደግፋሉ።				
12	ልጅ በመዋለሉ ሕፃናት ውስጥ ተንከባካቢዎቻቸው ባሉበት ጊዜ ደህንነት እና ምቹነት ይሰማዋል።				
መ	ማህበራዊ እድሎች				
13	የሕፃናት ማቆያ ከእኩዮቻቸው ጋር እንዲገናኙ እና እንዲጨዋሉ እድል ይሰጣል።				

14	ልጄ በሕፃናት ማቆያ ውስጥ ከሌሎች ልጆች ጋር ማህበራዊ ክህሎቶችን እና ጓደኝነትን አዳብሯል።				
15	የሕፃናት ማቆያ መንከባከቢያዉ በልጆች መካከል ትብብርን፣ መጋራትን እና የቡድን ሥራን ያበረታታል።				
16	በሕፃናት ማቆያ ውስጥ ያሉ ማህበራዊ እንቅስቃሴዎች ልጄ በራስ መተማመን እና በራስ የመተማመን መንፈስ እንዲገነባ ረድተውታል።				
ሠ	ስሜታዊ መግለጫ				
17	ልጄ በዚህ የሕፃናት ማቆያ ውስጥ መገኘት ከጀመረ/ች በኋላ ስሜቱን/□ን የመግለጽ ችሎታው/ዋ ላይ ለውጦችን እንዴት ይመለከታሉ?				
ረ	የአቻ ግንኙነቶች				
18	ልጅዎ መጀመሪያ ይህንን ፕሮግራም ከተቀላቀለበት ጊዜ ጋር ሲነጻጸር በቡድን በሚያደርጋቸው/በምታደርገው እንቅስቃሴዎች ከእኩዮቹ/□ ጋር ምን ያህል ጥሩ ግንኙነት አለው/አላት?				
ሸ	የግጭት አፈታት				
19	ልጅዎ ከሌሎች ልጆች ጋር ግጭቶችን እንዴት እንደሚይዝ/ትይዝ ምን ያህል መሻሻል አስተውለዋል?				
20	በእንክብካቤ ሰጪ መመሪያ ላይ በሕፃናት ማቆያ እና በቤት ውስጥ ልምዶች ላይ የተመሠረቱ ስልቶችን ምን ያህል ውጤታማ ሆነው አገኛችሁት?				

ተጨማሪ ጥያቄዎች፡-

21. የልጅዎን አጠቃላይ ባህሪ እና ስሜታዊ እድገት እንዴት ይገልጹታል?

22. በልጅዎ ማህበራዊ እና ስሜታዊ እድገት ውስጥ ያስተዋሏቸው ልዩ ተግዳሮቶች ወይም ጥንካሬዎች አሉ?

23. የመዋዕለ ሕፃናት አካባቢ በልጅዎ ማህበራዊ ችሎታ እና ስሜታዊ እድገት ላይ ተጽዕኖ ያሳደረው እንዴት ይመስልዎታል?

Appendix II : Pictures of Children at Daycare

This is a Picture when Children Listening Story from Caregiver at Ethiopian Electric Power Daycare Center.



Figure 1: Appendix II A, Children During Story Telling

This is the picture when children participating in different activities in playing room



Figure 2: Appendix II B, Children Participating in Different Activities

This is the Picture when Children Eating their Snack at Ethiopian Electric Power Daycare Center



Figure 3: Appendix II C, Children during Snack Time