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Parental Involvement in Children's Out-of-School Experiences and Behavioral Outcomes among students in selected primary schools in Addis Ababa

Manaye Adela Alamirew[1] , Belay Tefera Kibret[2]

[1] *PhD Student, Addis Ababa University, College of Education and Behavioral Studies, 1176*

[2] *Professor, Addis Ababa University, College of Education and Behavioral Studies, 1176*

Abstract

Parents have different level of involvement and interaction with their children through which they influence behavioral outcomes. The main purpose of this study was to scrutinize parental involvement in contributing for children's behavioral outcomes in Addis Ababa. Descriptive survey design was used along with quantitative and qualitative mixed approach. Systematic sampling employed to select child participants (n=452) from seven primary schools. The questionnaire in use was Likert-type three point scale (to measure out-of-school experiences, and parental involvement). Interview and observation checklist were also used. Purposive sampling was implemented for picking interview respondents and observation settings. Fourteen parent interviewees were part of the study. SPSS 25 was executed for analysis of quantitative data. Case-by-case thematic analysis was employed for analysis of qualitative part. The study revealed that sizeable number of parents pass much time at work and have very limited involvement with child out-of-school experiences. This is due to parents' work, education engagement, and other social responsibilities. Children have much time on screen watching TV, and playing mobile games on smart phones. This unsupervised engagement on screen made children have limited social interaction, and poor self-regulation. Unmonitored out-of-school experiences negatively affect behavioral outcomes such as social competence, self-regulation, and academic performance. Generally, the result indicated that parental involvement is limited, and children's out-of-school experiences have influences on child behavioral outcomes. Family engagement has statistically significant influence on child behavioral outcome as mediator variable. There should be appropriate involvement of parents in support of children to have adaptive behavioral outcomes.

Key Words: parental involvement, behavioral outcomes, family engagement, self-regulation, social competence, academic achievement

1. Introduction

Parents have various roles to play in their daily activities such as work, education, parenting, and other social responsibilities. In such demanding daily life, parenting role is needed in a distinguished way by their children (Desforges, & Abouchaar, 2003). The global condition witnesses that parents have responsibility of nurturing and caring for their children. In the African context, collective parenting gives support in several ways such as mutual care and support. In Ethiopia in general and Addis Ababa in particular have different tasks that share the time of parents from the time they budget to their children.

Parents get involved in children's daily experience in various ways, outside school, at school, or both. Epstein (2010) indicated as parental involvement begins with rearing children in positive ways, learning at home, and modifying/structuring the setting where children pass time. In Perceived parents' involvement as support and

pressure predicts children's affective experience of behavioral outcomes (Anderson, Funk, Elliott, & Smith, 2003; Epstein, 2010).

Parents have an assortment of levels of involvement in child experiences in general and out-of-school experiences (OSEs) in particular. They have their roles in influencing child behavioral outcomes. In children's experiences in the outside school time such as play, work, do home works and study, interact with parents, friends, and neighbors. Parents guide children daily practices (exposures) and interactions with context that determine behavioral outcomes (e.g. Ingoldsby & Shaw, 2002; Rogoff, 2003). These tend to have constructive or destructive behavioral consequences as per the useful or harmful feature of the setting and engagement (Parke, & Buriel, 2008; Rogoff, 2003; Zimba, 2011; Ingoldsby, & Shaw, 2002; Anderson-Butcher, Amorose, Lower, Riley, Gibson, & Ruch, 2014). As a result, parents have an important role to play in the upbringing and modeling of their children's behaviour as children stay at home with the parents much longer than at school and also due to the fact that children have more in-family interaction than schooling (Epstein, 2010).

Parenting in outside school environment related factors (Barbakoff & Yo, 2002; Ladd, 2005), and other socio-cultural exposures (Nsamenang, 2006) are determinants of behavioral outcomes (Fauth, Roth, & Brooks-Gunn, 2007; Ingoldsby & Shaw, 2002). These predictors are fundamental and prominent in the early ages especially at school age. Rogoff (2003) has indicated that as parents guide children, they inculcate benevolent behavior and show positive activities in cultural process.

In an environment where they live, children are in the conditions of interaction and relationships. These interactions affect different aspects of children's development–which include changes in behavioral, emotional, social, intellectual, and moral (e.g. NSCCP[1], 2004). Children get early experiences through interaction with family members and as they grow older they intermingle with the community. The experiences embrace practices which happen as OSEs.

In the OSEs, contexts are considered as settings of various experiences. These embrace social interaction and culture too. For instance, according to Bronfenbrenner (1994), a child is in the hub of pattern of circles of context in the environment regarded as an overarching system. In such contexts, there are individual differences in the type and level of experiences.

The out-side-school experiences of children at late childhood and their relationships lay the foundation for a huge sort of later developmental outcomes that essentially account for self-regulation, social competence and academic achievement. In addition, parental involvement and children's ways of interaction influence self-regulation such as the ability to control impulse of aggression and resolve conflicts in benevolent ways (National Scientific Council on the Developing Child - NSCDC, 2004).

Previous researchers such as Smyke and colleagues (2007) affirmed that within the milieu where children pass daily life, their experiences have relationship with behavioral outcomes, such as self-regulation, and social competence. Experiences of the child in the environment influence his/her learning and academic performance (Fauth, Roth, & Brooks-Gunn, 2007; Ingoldsby & Shaw, 2002). Hence, with parental involvement, the situations where children live and play determine behavioral outcomes. Out-of-school environment including parental involvement has an attribute that there is child interaction with peers, family and community (Ingoldsby et al., 2012). In the association and determination of behavior, the type of living situation matters for the exposure of the child upon which experiences happen.

In recent times, parents are passing busy day as early to work late to home. This has made them to have limited interaction with their children and reduced supervision to follow up child outside school experiences. As a result, there are unmonitored times of children that parents or guardians should watch out. Even though previous researchers unanimously articulated that childhood experiences play vital role for learning and development, impact of COSEs in Addis Ababa are less known or less studied. There is no exhaustive scientific research done so far in the area especially among school age children. Here, it is notable that out-of-school context is flux,

[1]NSCCP - Neighborhood Support Child Care Project

dynamic, and informal (less formal) (Ingoldsby, Shelleby, Lane, & Shaw, 2012; Smyke et al., 2007) that may make the COSEs to be predisposed to maladaptive and negative exposure in influencing children's behavioral outcomes (CBOs). Therefore, it is important to conduct research in this theme and setting.

For positive and adaptive behavioral outcomes, out-of-school experiences and surroundings wherein children live, play and/or work, are supposed to be encouraging, sustaining and promoting the emotional, social, and intellectual development of children. The aforementioned positive anticipations are supposed to bring about constructive learning and development of children. However, different researchers (such as Fauth, Roth, & Brooks-Gunn, 2007; Ingoldsby et al., 2006; Leventhal& Brooks-Gunn, 2003; Luthar, 2003; Morales & Guerra, 2006) have indicated that the complex attribute of COSEs in contextual domains (in interaction with family, and community) create difficulty in bringing about desirable CBO.

Parke and Buriel (2008) indicated that child interactions with parents are vital in determining CBOs. They have added that in the COSEs these parties function together rather than separate or independent influences. Though they have stressed on the critical influence of experiences on CBOs, they did not show the children's role as active and interactive constructors (e.g. Lindon, 2012) of their experiences. Parental involvement is not explicitly indicated as mediating factor between child experiences and behavioral outcomes.

Interactions of children in OSEs have patterns as child-parent interaction, child-to-child, child-technology (TV, computer, mobile), and with community (such as interaction with peers, neighborhood involvement in child guidance and follow up). These features include sensitivity and responsiveness of parents to the child's needs and signals, positive affection, frequent verbal and social interaction, and comprise cognitive stimulation by using various methods such as play (Atkins-Burnett et al., 2015; Carl, 2007). In the interaction between parents and the child create an environment of continuous positive child engagements. Atkins-Burnett and colleagues added that quality context is one that strives to balance children's positive engagement with family.

Studies (e.g. Gilbert, 2013; Ingoldsby, et al. 2012; Chung, 2000) indicated that uncontrolled or less monitored out-of-school practices such as unplanned television watching or playing computer games are less valuable than the supervised and monitored ones. Recently research interest is increasingly turning to the experiences of children in their out-of-school time (Grossman, Walker, & Raley, 2001). In COSEs, adaptive and positive experiences of children play critical role in child nurturing especially in guiding and acculturating in order to trigger positive CBOs such as high social competence and better self-regulation of a child (Ingoldsby et al., 2012; Carl, 2007). As noted above, in school age children's out-of-school contexts, active parental involvements serve as a protective method against risk. In addition, fostering responsibility for children at home can be done by allowing and letting children do tailored household chores - such as cleaning bedrooms, cleaning the yard, caring for younger siblings, washing dishes, and the like (Zimba, 2011). Zimba has added that the chores which children perform should be useful for their development and learning. However, Zimba did not indicate the extent or level of engagement on home chores.

The previously cited authors have discussed OSEs though their focus was on institution based arrangement especially the after-school care related practices. In addition, the socio-cultural and socio-economic backgrounds treated in most previous studies were different from the setting that this study targets. Hence, this research investigates the OSE related issues and CBOs (self-regulation, social competence, and academic achievement) in Addis Ababa.

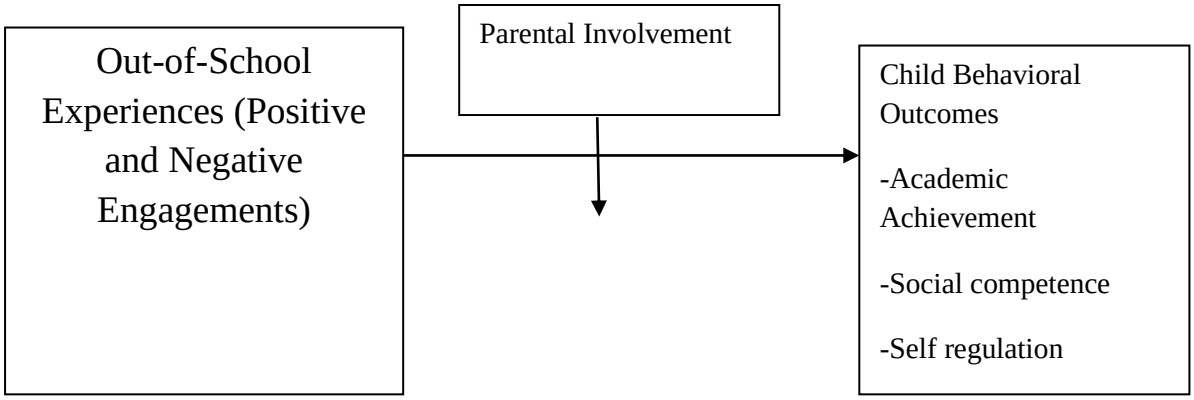
This study is about the involvement of parents in COSEs focusing on school age child's positive and negative engagements for CBOs. Sizable research outputs support the importance of investigation of parental involvement on OSEs and contexts in relation to CBOs (e.g. Ingoldsby et al., 2012). It is notable that OSEs of children determine their behavioral outcomes but it is important to find out how correlated are COSEs and CBOs, where children stay, and extent of influences are still expected to be researched. It is due to this reason that this research is momentous.

For the theoretical justification, the study consulted Bronfenbrenner's Ecological Systems Theory is incorporated as base; alongside with this Developmental Niche Theory is also taken in to consideration.

Conceptual Framework

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

Figure 1: Conceptual framework



As it is depicted in the framework, which is prepared based on theoretical and empirical review; the study mainly investigated the correlation, influences and/or contributions of the independent variable (COSEs categorized as positive engagements and negative engagements) on dependent variable CBOs with the corresponding sub-categories in each. The moderating variable is parental involvement. Harkness and Super (1983) stated that childhood experience is seen as independent variable influencing behavioral outcomes.

2. Research Questions

The research questions of the study are the followings.

a) How are the roles of parents' involvement in relation to children's out-of-school experiences?
b) How are children's behavioral outcomes influenced by parental involvement?

3. Methods

This section of research methods embodies the study design, population of the study and sample, sampling procedure, data collection instruments, data gathering procedure, and data analysis.

3.1. Study Design

The study followed concurrent triangulation design. This is mixed approach (Quan+Qual) upon which both continuous/numerical and categorical data were collected and analyzed. This helps to triangulate the findings and overcome the weakness of each form of data (Creswell, 2015). Mixed approach is preferred because in the methodological review of articles in this study, there were gaps in use of mixed method in the thematic area carried out (Creswell, 2015; Greene, 2007; Tashakkori & Teddlie, 2010).

3.2. Locale and Participants

The setting of this study is in Addis Ababa city. Addis Ababa is chosen for the study due to convenience and the livelihood is representative of many parts of the country. The other reason is that the investigator has much exposure of living arrangements and experiences in the city. The study population encompasses school age children and parents who are living in Addis Ababa. The sample is recruited from selected public schools (primary schools grades 4-6) recruited from 6 sub-cities. Relatively similar experiences of children and convenience are the criteria for preferring public schools.

3.3. Samples and Sampling Techniques

Sampling Procedure

Multistage sampling technique is used wherein the participants are recruited by cascading from city to sub-city, then to woreda whereby schools are located. Then from schools participants were selected by using simple random sampling. The sampling procedure was done by lottery technique through providing numbers as one and zero in folded pieces of papers. Only those who got one were taken in to the study. To select participants for interview and observation setting, the investigator used purposive sampling.

Sample size

Representative sample is vital for inferring the findings back to the population. When sample is drawn from a known population, the minimum sample size can be computed using Yamane's formula for determining sample size (Belay & Abdinasir, 2015). Hence, to determine the sample size, the investigator used Yamane's formula shown below:

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

Table 1: Population (in focus) of the study

Sex	Ni
Male	258,563
Female	306,159
Total (N)	564,722

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

Then sample size for the main study is determined to be 460.

Participants were selected from 6 sub-cities. 460 children were participants for filling the three point scale questionnaire prepared for each group.

3.4. Data Gathering Tools and Data Collection Procedures

Data gathered was done by using questionnaire, interview, and observation checklist.

Measuring Instrument and Construction

A. Questionnaire

For data gathering, questionnaires were prepared by adapting and modifying items from various sources/literatures. The tool contained demographic characteristics, and Likert-type rating scale on child OSEs (positive and negative engagements), parental involvement, and CBOs (self-regulation, academic achievement, and social competence).

B. Interview Guide

Semi-structured interview guide was prepared with questions that mainly evolved from research questions. Interview questions on the theme of children's outside school experiences and parental involvement were asked for parent respondents to know the level and contributions of their involvement in COSEs for CBOs.

C. Observation Checklist

The investigator designed observation checklist. This was for the purpose of assessing outdoor experiences of children in their outside school time. The investigator conducted systematic observation in residential areas, and playgrounds. Areas where children were available selected incidentally. From six places selected three condominium sites were chosen (Mikililand, Jemo 1, and Gotera). These are located in the sub-cities that the study espoused the selection of participants. The observations were done after the consent of parents who were availability during data gathering process. Detailed observations of parent physical availability during children's engagement in outside home practices were detected.

Validation of Tools

The researcher compiled the tools based on review of other instruments, which are related with the variables under study. Item construction was accompanied by forward and backward translation upon each synthesis and evaluation was done. The questionnaire made to pass through expert judgment. Experts' judgments were used to assure the content validity of the instruments by calculating Content Validity Ratio (CVR) using Lawshe formula. Amharic version of the instrument was prepared with the assistance of professional from Ethiopian Languages and Literature.

Table 2: Chronbach Alpha of the variables

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

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

Administration

Amharic version questionnaires administered with trained assistant data collectors. Eighteen parents were interviewed. In addition, there was observation of playing areas in residence areas of children to see the out-of-school settings in the context.

3.5. Data Analysis Methods

After collection of data, the researcher has done the task of coding, entry, and analyzing them. After coding and tabulation, data encoded to SPSS. Finally, quantitative data analyzed using SPSS version 25 in-line with the variables. ANOVA, hierarchical linear regression, and Structural Equation Modeling were part of the analysis. Furthermore, data from observation, and interview analyzed qualitatively analyzed by using (case-by-case) thematic analysis following repeated reading of the note, looking at pictures, and listening oral responses that are found from fieldwork in data collection. The analyses of 452 questionnaires are presented in this report.

3.6. Ethical Considerations

As far as the ethical considerations are concerned, the researcher complies with the APA ethical guidelines of conducting study. For this sake, in lieu of child respondents, the investigator secured assent from children and informed consent from parents. Meanwhile, confidentiality, respect for privacy, and anonymity of data are applied. Assistants also respect ethical matters of the data collection. Sources are properly acknowledged and credit is given. Above all, the researcher is obedient and genuine in implementing the scientific procedure of conducting the study.

4. Data Analysis, Finding and Results

4.1. Introduction

This part of the report incorporates the findings obtained from questionnaire, interview, and observation in line with the primary data gathered and analyzed. The sub-sections include: response rate, child engagement during COSEs (incorporating sub-categories such as: home chores, work for income, homework/study, watching TV/movie, computer/mobile games, outdoor play, gambling, and stealing), and CBOs. Subsequently, moderating roles of family is incorporated. Finally, statistical analysis is presented for displaying relationship between determinants and outcome variable.

4.2. Response Rate

With backing of data gatherers, child respondents have filled and returned 452 questionnaires out of 460. This means 8% of the questionnaires are in the non-response due to failure to return or defective to enter in to analysis. Administering questionnaire to children was difficult process due to children's short attention span, and reading ability. To overcome the challenges, the sentences in questionnaire were shortened. The process of data collection was playful to make participants fill free and respond to questions. In most cases, data gatherers were reading questions to children.

4.3. Participants' Demographic Characteristics

Demographic characteristics espouse age of child respondents, gender, grade level, number of siblings, and family size. This is to give information about respondents.

Table 3: Participants' Demographic Characteristics

SR	Variable	Sub-category	f	%
1	Age of child respondents	Below 10 years old	32	7.1
		10-11 years old	268	59.3
		11-12 years old	152	33.6
		Total	452	100.0
2	Gender of respondents	Male	206	45.6
		Female	246	54.4
		Total	452	100.0
3	Grade of child respondents	Grade 3-4	172	38.0
		Grades 5-6	280	61.9
		Total	452	100.0
4	Number of Siblings	None	88	19.5
		1-3	158	35.0
		3-5	84	18.6
		Greater than 5	122	27.0
		Total	452	100.0
5	Number of Family Members	Below 4	19	4.2
		4-6	186	41.2
		6-8	122	27.0
		Above 8	125	34.0
		Total	452	100.0

In this study, most child participants (59.3%) are in the age range from ten to eleven years old. As far as gender is concerned, it is relatively proportional though numbers of female participants (54.4%) are greater in number

compared to boys (45.6%). On the other hand, 364 (80.5%) of the participants have siblings. 433 (95.8%) of child participants are from families with size 4 up to 8 members.

In the educational level of parents, half of the participants 60.7% (274) are from parents whose educational level of diploma and below. 39.3% (178) of them have first degree and above.

In request of their view towards the socio-economic status, 60.4% (273) of the participants indicated as they are from low-income family as to their perceived response; whereas 22.3% (101) of the indicated that they are from middle income families as to their rating. On the other hand, the remaining others i.e. 17.3% (78) indicated as they are from high SES.

In the living arrangement of children, 44.9% (203) are living with the mother and father, 37.6% (170) live only with mother, 11.9% (54) with relatives, and 5.5% (25) with father only. Though the main purpose of this study is not about the family structure, here one can infer that 43.1% of school age children living with single parents.

Research question 1 - How are the roles of parents' involvement in relation to out-of-school experiences?

In pursuit of parental involvement in COSEs, only 70 (15.5%) participants agreed that in their out-of-school time, their parents stay with them physically for much time, while 320 (70.8%) chose uncertain, and 62 (13.7%) disagree (M = 2.02; SD = 0.54). This is decisive indicator that very many parents have gaps in physical availability as much time required. In addition, 382 (84.5%) of participants stated that since their parents (guardians) are busy outside home, they do not give much time to children. However, the responses to the interview and questionnaire items revealed as parents use different mechanisms to supervise at distance by giving call, and employing maid.

Most children in Addis Ababa pass much time by playing, watching TV, gaming, and assisting parents in home chores in their out-of-school experiences. Parent participants stated that a child's actions about their desire to play games repeatedly are beyond their control. Most kids engage in outdoor play only after receiving permission to do so. There are variations in the duration of time that parents and kids decide to spend playing outside. When parents force their children to leave the play area and get home, it aggravates the kids. They insisted on playing with the nearby kids. When it comes to child bullying, family members take varying positions. There are situations in families where the father and mother place the responsibility for their child's misbehavior on one another.

For instance, an interviewee who is mother of eight years old boy said the following:

"If you see the situation of our children, absence of convenient playing area has made them to be in hazardous setting and situation that could affect their behavior negatively. For instance, if you go and look around the public square of our residence area, it is full of liquor houses and gambling places for adults such as 'Karambula[2]'."

Parent participants indicated that the physical setting outside home is full of different challenges. Liquor houses and Khat selling shops are part of difficult settings. On the other hand, the social setting of children in relationships that gives way for play and child-to-child interaction. Though child interaction helps to trigger social relation, this merely may not make the child to have better social competence. Parent participants entailed that there are opportunities such as access for friends and sharing playing materials as good side of COSEs in the area of residence.

167 respondents, or 47%, said that it is tough for their parents or guardians to make them study and complete their assignments. This is explained by the parents' restricted physical availability, their educational background, and other factors that the inquiry revealed. 375 (83%) of the participants said that their parents or guardians don't really check on them at night to see if they've finished their homework. Parents rarely inquire whether I have completed my homework and then walk away if the response is in the affirmative. Parents occasionally

[2]Karambula is type of game that adults play. Adults often play it for gambling purpose.

write notes and sign their names in the children's remark book. The goal of this is to interact with educators. These habits are changing, and parents aren't paying close attention to the specifics.

One fourth of participants, i.e. 124 (27.4%) agreed that parents/guardians support/guidance helps children to do the right thing in the right way. The remaining others chose uncertain and disagree. This indicates that there is problem in parental involvement. Even though there are problems in physical availability, most of the participants (85%) indicated that their parents/guardians support them whenever they are in need. Generally, parental involvement is full of monitoring or controlling dictating the "*Do Not's*" than guiding or supporting.

Research question 2 - How are children's behavioral outcomes **influenced by parental involvement?**

This part of analyses comprises of responses towards behavioral outcomes such as social competence, self-regulation and academic achievement.

Social Competence

Social competence is sub-category of CBOs. In this analysis, responses from interview and observation related to the theme are integrated in the analysis.

Table 4: Descriptive statistics of Social Competence (n=452)

Qn	Item		Alternatives			
			Not at all	Rarely	Often	Total
1	I respect others	f	4	176	272	452
		%	0.9	38.9	60.2	100
		M =2.59: SD = 0.51				
2	I am sociable	f	28	244	180	452
		%	6.2	54.0	39.8	100
		M =2.34: SD = 0.59				
3	[I] listen to others' feelings and points of view	f	20	199	233	452
		%	4.4	44.0	51.5	100
		M = 2.47: SD = 0.58				
4	[I] want to get along with others	f	13	78	361	452
		%	2.9	17.3	79.9	100
		M = 2.77: SD = 0.48				
5	[I] obey to orders	f	50	275	127	452
		%	11.1	60.8	28.1	100
		M = 2.17 : SD = 0.6				
6	[I] am helpful to others	f	42	320	90	452
		%	9.3	70.8	19.9	100
		M = 2.11: SD = 0.53				
7	[I] share things with others	f	43	184	225	452
		%	9.5	40.7	49.8	100

		M = 2.4: SD = 0.66				
8	[I] am worried about people in problem	f	9	41	402	452
		%	2.0	9.1	88.9	100
		M = 2.87 : SD = 0.39				
9	[I] try to resolve conflicts	f	124	246	82	452
		%	27.4	54.4	18.1	100
		M = 1.91 : SD = 0.67				
10	I argue too much.	f	222	218	12	452
		%	49.1	48.2	2.7	100
		M = 1.54: SD = 0.55				
11	People get angry on me	f	194	231	27	452
		%	42.9	51.1	6.0	100
		M = 1.63: SD = 0.59				

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

Almost all participants indicated as they respect other children and adults by showing benevolent behaviour. In the meantime, a great deal of respondents indicated as they are sociable (*M =2.34: SD = 0.59*). In understanding others' feelings, 316 (69.9%) of children indicated as they are good, but 136 (30.1%) lack this component of the social competence (*M = 2.62; SD=0.62*). Two hundred three participants 218(48.2%) indicated as they rarely argue, 222 (49.1%) chose the not at all option, and the remaining 12 (2.7%) often show this behaviour (*M = 1.54; SD=0.55)*.

Vast majority of participants indicated as they listen to other's feelings and points of views this is showing regard for people. In general, the social competence of children is positive and adaptive.

Self-regulation

Self-regulation refers to a child's ability to manage their behavior, emotions, and thoughts effectively in response to different social situations. It is a crucial aspect of healthy development in school-age children, and it can influence their academic performance and social interactions with peers and adults.

Table 5: Descriptive statistics of Self-regulation (n=452)

Qn	Item		Not at all	Rarely	Often	Total
1	…Wait my turn in activities	f	71	259	122	452
		%	15.7	57.3	27.0	100
		M = 2.11 : SD = 0.64				
2	…Persist with tasks until completed	f	150	217	85	452
		%	33.2	48.0	18.8	100
		M =1.86: SD = 0.71				
3	…Fidget or squirm a lot	f	60	336	56	452

		%	13.3	74.3	12.4	100
		M = 1.99: SD = 0.51				
4	… do things by myself	f	8	113	331	452
		%	1.8	25.0	73.2	100
		M = 2.71: SD = 0.49				
5	…Get over being upset quickly	f	54	272	126	452
		%	11.9	60.2	27.9	100
		M = 2.16: SD = 0.61				
6	…Nervous or clingy in new situations	f	66	202	185	452
		%	14.4	44.7	40.9	100
		M = 2.27: SD = 0.69				
7	I often fight or bully children	f	252	176	24	452
		%	55.8	38.9	5.3	100
		M =1.49: SD = 0.59				
8	…Often worried	f	117	250	85	452
		%	25.9	55.3	18.8	100
		M = 1.93: SD = 0.67				
9	…Often afraid or scared	f	121	241	90	452
		%	26.8	53.3	19.9	100
		M =1.93 : SD = 0.68				
10	…am shy when meeting new children	f	52	103	297	452
		%	11.5	22.8	65.7	100
		M = 2.54: SD = 0.69				
11	…Often lose temper, has tantrums	f	75	311	66	452
		%	16.6	68.8	14.6	100
		M = 1.98: SD = 0.56				
12	…am very excited	f	47	276	129	452
		%	10.4	61.1	28.5	100
		M = 2.18: SD = 0.59				
13	…rush to do activities without analyzing them.	f	-	52	400	452
		%	-	11.5	88.5	100
		M = 2.89: SD =0.32				

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

Self-regulation refers to an individual's ability to control their behavior, emotions, and thoughts to achieve their goals. In the context of children, self-regulation is crucial for their academic success, social and emotional development, and overall well-being.

Most children respond as they wait their turn in activities (*M = 2.11: SD = 0.64*). From the total of participants, 56 (12.4%) of children indicated as they are often fidget or squirm a lot, but 336 (74.3%) chose as rarely, whereas 60 (13.3%) rated as not all (*M=1.99; SD=0.51*).

In Addis Ababa, Ethiopia, many school-age children face challenges that can hinder their self-regulation skills. For instance, poverty, violence, and limited access to educational resources can negatively affect their emotional and social development. Children are experiencing increased screen time and reduced physical activity.

However, children's out-of-school experiences can also contribute to improving their self-regulation skills. For example, play, extracurricular activities, such as sports, music, and dance, can provide opportunities for children to practice self-control, patience, and discipline. Similarly, community-based programs that address children's socio-emotional needs can foster their self-regulation skills and promote positive behaviors.

Parents and caregivers play a critical role in supporting their children's self-regulation skills, too. They can provide structure and routine at home, model healthy behaviors, and teach problem-solving and coping skills. Additionally, parents and caregivers can encourage their children to engage in activities that promote self-control and emotional regulation.

Overall, self-regulation is a vital skill for school-age children, and it requires the support of parents, caregivers, and the community. By providing opportunities for children to practice and develop their self-regulation skills, Addis Ababa can promote healthy development and long-term success for its young population.

In the analysis of outcome variable especially self-regulation, very many children participants, i.e. 381 (84.3%) indicated that wait their turn during play and other social interactions. But the remaining 71 (15.7%) do not wait.

Academic achievement

The academic achievement in the analysis was as per the semester average of the children in 2022 academic year. The semester average converted in to standardized score (Z score) for analyzing data. The regression analysis has shown that COSEs have statistically significant influence on academic achievement of children as 74% of academic achievement is explained by COSEs.

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

Parental involvement in the academic achievement of children is very limited. This is due to lower level of parental education and other demographic characteristics.

Variable Relationships and Model Summary

Table 6: Model Summary

Model Summary[d]

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics					Durbin-Watson
					R Square Change	F Change	df1	df2	Sig. F Change	
1	.789[a]	.622	.621	.387	.622	740.095	1	450	.000	
2	.794[b]	.630	.629	.383	.009	10.337	1	449	.001	

a. Predictors: (Constant), COSE

b. Predictors: (Constant), COSE, FE

c. Dependent Variable: Behavioral Outcomes

The above model summary is based on stepwise multiple linear regression. As it is depicted from the table of the model summary, COSEs explained 62.2% of behavioral outcomes (R^2 =.622, F (1,450)=740.09, p<.001); and both COSEs and FE explain 62.9% of CBOs (R^2 =.629, F(2,449)=382.89, p<.001).

Table 7: Model Summary of Estimates

Variables			Estimate	S.E.	C.R.	P	Label
COSE	<--	PI	.230	.031	7.500	***	par_1
CBO	<--	PI	.286	.035	8.276	***	par_2
CBO	<--	COSE	.239	.031	7.678	***	par_3
CBO	<--	PI_COSE	.238	.030	7.862	***	par_4

As it is depicted on top the Structural Equation Modeling computed from SPSS Amos indicates that the independent variable (COSE - Children's Out-of-School Experiences) has significant impact on dependent variable (CBO – Children's Behavioral Outcomes). The moderating variable (PI - Parental Involvement) has statistically significant impact on CBO. On the other hand, the interaction variable (PI_COSE) has statistically significant impact. As a result, we can conclude that there is parental involvement is moderating between COSE and CBO.

5. Discussion

In this study the findings which have different features of parental involvement in shaping children's out-of-school experiences. Children play, study, do home chores, and work to get income by assisting parents in their out-of-school experiences. Children with greater parental involvement were found to be better in social competence, self-regulation, and academic achievement. This is similar with the works of Barbakoff and Yo (2002). It has been reported that children who got positive parental involvement have positive, adaptive, and comfortable OSEs. These children are more socially engaged with their peers. Previous findings pointed out that supportive family and home attributes appear to serve a protective function against children's disruptive-aggressive responses to maladaptive situations. However, when there is controlling kind of parental intervention rather than positive involvement, children incline towards negative or less useful OSEs. For fear of penalty and scolding of parents, children start to lie and hide things.

According to Carl (2007), children gradually develop and understanding of how others feel when parents or guardians verbalize feelings, emotions, and the importance of them. In addition, they tend to identify those which are the appropriate responses to their feelings. Parental involvement helps to promote pro-social awareness showing opportunities for children to participate in situations that foster caring and thoughtfulness.

Child care and support practices can encourage and support children's development of positive self-concept (Carl, 2007; Atkins-Burnett, et al. 2015). Given other things as they are, researchers (such as Desforges & Abouchaar, 2003) have explored that when there are more active forms of parent involvement then this produces greater achievement advantages than the more passive ones. The findings in this study have similar findings with the one stated.

Parents reported that their children regularly received homework although, their mean estimates of the amount of time children devoted to homework varied in certain extent. This finding was particularly second graders (as similar with Guberman, 2004) but there is also variation among third graders in the finding of this study.

Very many children are engaged in video games and gaming by using smart phone of their parents. Osuagwu (2015) indicated as video games and negative behavioral outcomes are associated. Similar to Osuagwu's findings, current study revealed that video games and too screen time (such as watching TV) made school age children in Addis Ababa to have limited social competence, inadequate self-regulation and poor academic

achievement. In the parental involvement, great deals of number of parents are in difficulty of stopping children from this engagement.

Desforges and Abouchaar (2003) indicated that magnitude of the effect of parental involvement on school outcomes is apparent across all social groups. However, the values and the way they are modeled in the home are somewhat different in different cultures and family background nevertheless the general association between parental involvement and achievement is common across families. Similar finding is unveiled here in moderating out-side school experiences even though there are differences in the employment type. Employed parents, who pass much time away from home, show more of supervision or controlling kind of involvement.

6. Conclusion and Recommendations

6.1. Conclusion

In their out-of-school experiences, children have various forms of daily activities. The experiences are grouped as adaptive/positive or maladaptive/negative based on the consequences. Parental involvement is believed to have helping role in managing out-of-school time of children.

Great deals of number of children pass much time on screen (TV and mobile gaming) and playing. Parents try to know how children are experiencing these practices. A few children work to get money and some others are engaged on different home chores by receiving order from their parents. Work related engagement is through taking part in the family business. The finding yielded that doing tailored activities as home chores makes children to be introduced in to daily practical skills. On the other hand, unmonitored/uncontrolled screen time distracts social competence, self-regulation and affects academic achievement negatively.

Parents are involved in day-to-day activities of children. The involvement is in scheduling activities such as play, study, and do home work. In addition, there is parental involvement in disciplining children. Parents take corrective measure in guiding children what to do and what not do. But (government or private) employed parents have less involvement and supervision compared to self-employed parents since the later shows much time of availability.

Family engagement (FE) plays the moderating role between COSEs and CBOs. The study overwhelmingly demonstrates that the moderating role of parents' involvement in COSEs is dominated by disciplining and principle through dictating what to do and what not to do. Most parental involvement appears as controlling rather than guiding children's activities.

In conclusion, parental involvement plays a fundamental role in determining children's out-of-school experiences and behavioral outcomes, particularly in challenging situations such as Addis Ababa whereby parents pass much time outside home for work and social affairs. Regardless of the challenges, promoting meaningful parental involvement can have positive effects on children's academic and social development.

Children spend an average of 1 hour and 40 minutes by watching TV and/or gaming on mobile per day. This is so serious that the screen time high which affects social competence, academic achievement, and self-regulation. Boys spend more time outside home as engaged in outdoor practices in their COSEs. In developing of child social competence, COSEs play critical role. Especially scrutinized outdoor play was indicated as very important means to guide children towards better social competence but parental involvement matters. Children's OSEs are positively correlated with social competence and self regulation, and negatively correlated with academic achievement.

Parental involvement plays a crucial role in shaping children's out-of-school experiences and their behavioral outcomes. In Addis Ababa, where children face multiple challenges including poverty and lack of access to after school care center, parental involvement becomes even more critical. Parents who are actively engaged in their children's out-of-school activities such as monitoring home situations, cross-checking how children pass day time when they get back from school can positively impact their children's behavior and academic success.

However, the moderating effect of parental involvement on children's behavioral outcomes is not uniform across all families. Factors such as socioeconomic status, parental education level, and cultural values can influence the extent and type of parental involvement. Therefore, it is essential to promote parental involvement in a way that is culturally appropriate, equitable, and responsive to the needs of diverse families.

9.2. Recommendations

The following recommendations are put as ways forward.

1. In most cases, out-of-school time of children remain predominantly unmonitored. So parents should create balance between their working time and the time they pass with their children.
2. Parental involvement has significant influence on child behavioral outcomes. Hence, positive and adaptive PI and interactions are recommended. Parents should not simply focus on controlling only. Parents who use smart phones for gaming expose children to do more on video games.
3. Parents who pass much time on TV screen make children to have more exposure. These are supposed to be modified and face-to-face interpersonal relationships should be enhanced. Parents should work on reducing the duration of screen time (TV, and mobile gaming….) of children.
4. Trainings and parental education are helpful for parents to get better insight towards their involvement for close follow up of COSEs.
5. Experts in child development should give training to parents in order to create positive and adaptive outside school setting for children.

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