

**PARENTAL ENGAGEMENT IN CHILDREN'S SOCIAL BEHAVIOR  
DEVELOPMENT IN SELECTED PRE- PRIMARY SCHOOLS IN NAKAWA DIVISION,  
KAMPALA DISTRICT.**


**By  
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GRADUATE TRAINING IN PARTIAL FULFILMENT OF THE REQUIREMENTS FOR  
AN AWARD OF A MASTERS OF EDUCATION (EARLY CHILDHOOD EDUCATION)  
OF MAKERERE UNIVERSITY**

**JUNE 2023**

## DECLARATION

I Kobulungi Kulthum declare that this is my original work and has never been published or submitted to any Institution of Higher Learning for any academic award.

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## **DEDICATION**

This dissertation is dedicated to the two females in my life who have encouraged and supported me in every possible way. To my daughter: If I could pick anyone in the entire world to be my daughter, I would pick you. You are the reason I am here. You have motivated me to be a better parent, a better teacher, and a better person. Because of you, I have found my calling. I am dedicated to serving young children, just like you. To my mother: All the thanks in the world could never be enough. Thank you for your patience.

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## TABLE OF CONTENTS

DECLARATION .....	i
APPROVAL .....	ii
LIST OF TABLES .....	viii
<b>CHAPTER ONE: BACKGROUND TO THE STUDY .....</b>	<b>1</b>
1.0. Introduction .....	1
1.1. Background to the study .....	1
1.1.1. Historical perspective.....	1
1.1.2. Conceptual perspective .....	3
1.1.4. Contextual Perspective.....	4
1.2. Statement of the problem .....	5
1.3. Purpose of the Study .....	6
1.4. Objectives of the study.....	6
1.5. Research questions.....	6
1.6. Scope of the study.....	6
1.6.1. Geographical scope .....	6
1.6.2. Content scope.....	7
1.6.3. Time scope .....	7
1.7. Significance of the study.....	7
<b>CHAPTER TWO: LITERATURE REVIEW.....</b>	<b>9</b>
2.0. Introduction.....	9
2.1. Conceptual Framework.....	9
2.2. Forms of parental engagement in children’s education .....	10
2.2.2. School based parental engagement .....	14
2.2.3. Parental academic socialization .....	17
2.3. Social behaviors .....	20
2.3.1. Time management.....	23
2.3.2. Dress code.....	24
2.4. Relationship between parental engagement and children’s social behaviors .....	26
2.3.1. Encourage parents to attend specific subject workshops .....	26
2.3.2. Organize parent –teacher association’s inclusive activities. ....	26

2.3.3. Parents attendance of Student led conferences. ....	27
2.3.4. Improved communication .....	27
2.3.5. Parents teachers home visit project .....	27
<b>CHAPTER THREE: METHODOLOGY .....</b>	<b>29</b>
3.0. Introduction.....	<b>29</b>
3.1. Research Approach .....	29
3.2. Research Design.....	29
3.3. Study participants.....	<b>30</b>
3.4. Sampling and sample size .....	30
3.4.1. Purposive Sampling Technique.....	30
3.5.2. Observation .....	<b>32</b>
3.5.3. Document analysis .....	<b>32</b>
3.7. Data collection instruments.....	<b>33</b>
3.7.1. Interview guide .....	<b>33</b>
3.7.2. Observational checklist. ....	33
3.7.3. Document check.....	33
3.8. Data quality control.....	33
3.8.1. Validity.....	33
3.8.2. Reliability.....	34
3.9. Research procedure.....	<b>34</b>
3.10. Data analysis .....	34
3.11. Ethical considerations .....	35
<b>CHAPTER FOUR: DATA PRESENTATION, ANALYSIS AND INTERPRETION.....</b>	<b>36</b>
4.0. Introduction.....	<b>36</b>
4.1. The study context. ....	<b>36</b>
4.1.1. Participants demographic data .....	<b>36</b>
4.2. Forms of parental engagement in children’s social behavior. ....	<b>38</b>
4.2.1. Forms of homebased parental engagement .....	38
4.2.2. School-based forms of parental engagement .....	<b>43</b>
4.2.3. Academic socialization as a form of parental engagement .....	46
4.3. Children’s Social behaviors of respectfulness, time management and dress code .....	<b>49</b>

4.3.1.	Children’s social behaviors of respectfulness .....	49
4.3.2.	Children’s social behaviors of Time management.....	50
4.3.3.	Children’s social behaviors in dress code .....	51
4.4.	Relationship between parental engagement and children’s social behaviors .....	53
4.4.1.	Home based parental engagement and children’s social behaviors .....	53
4.4.2.	Relationship between School-based parental engagement and children’s social behaviors	
4.4.3.	Relationship between academic socialization and children’s social behaviors .....	62
<b>CHAPTER FIVE: DISCUSSIONS, CONCLUSION AND RECOMMENDATIONS.....</b>		<b>65</b>
5.0.	Introduction.....	65
5.1.	Discussions of the major findings.....	65
5.2.	Forms of parental engagement.....	65
5.1.1.	Home based form of parental engagement .....	65
5.1.2.	School based parental engagement .....	68
5.1.3.	Academic socialization .....	70
5.3.	Childrens social behaviors .....	72
5.3.1.	Respectfulness .....	72
5.3.2.	Time management .....	72
5.3.3.	Dress code .....	73
5.4.	Relationship of parental engagement practices and children’s social behaviors .....	73
5.4.1.	Home based parental engagement practices .....	73
5.4.3.	Academic socialization .....	77
5.5.	Conclusion .....	79
5.6.	Recommendation .....	80
<b>REFERENCES.....</b>		<b>82</b>
<b>APPENDIX ONE: INTERVIEW GUIDE PARENTS .....</b>		<b>87</b>
<b>APPENDIX TWO: INTERVIEW GUIDE TEACHERS.....</b>		<b>89</b>
<b>APPENDIX THREE: INTERVIEW GUIDE SENIOR MAN AND SENIOR LADY. ....</b>		<b>91</b>

## LIST OF TABLES

Table 1	Sampling size
Table 2	Participants demographic data

## **ABSTRACT**

The study examined the parental engagement practices; children's social behavior of respectfulness, time management and dress code; and the relationships between parental engagement practices and children's social behaviors. The study was important because it is now common to find children in primary schools who display poor social behaviors. A qualitative study was conducted through an in-depth case study of two schools in Nakawa Division Kampala District and employed observation of children's social behaviors and in-depth interview of teachers, school administrators and parents. The study analyzed data findings using a thematic approach where data was put into themes, coded and categorized. Study findings showed that children of engaged parents copied and emulated their parent's social behaviors of respectfulness, time management and dress code, thus leaving an impact on the children up to adult life. Findings also indicated that those parents who were none engaged had children with poor social behaviors. The study found out that children of engaged parents expressed pro-social behaviors like coming to school on time, finishing the work on time, being respectful of adults, teachers and peers, being adept at time keeping and dressed well, while children of non-engaged parents are most likely to have poor social behaviors of respectfulness, time management and dress code. Therefore parental engagement in children's lives is a precursor for children's pro-social behaviors and must be promoted throughout the national educational ladder.

# **CHAPTER ONE**

## **BACKGROUND TO THE STUDY**

### **1.0.Introduction.**

This chapter provides the background to the study. It provides the meaning of parental engagement children's social behavior development, operational definition of parental engagement and social behavior; the characteristics of the study area in which the research will be conducted; the research problem; objectives; research questions; significance; limitation to the study and conceptual theory. The main issue with which this study is concerned constitutes the effects of an absence of parents in the education of their children on the social behaviors of children in ECD.

### **1.1.Background to the study**

#### **1.1.1. Historical perspective**

Globally parental engagement is taken to be those behaviors and practices done by parents at home, school and in the community meant to support the social behaviors development of children (Bachaman and Votruba Drzal 2010). Queen Rania (2018), says that parental engagement is where parents showed behaviors and did activities aimed at promoting children's positive social behaviors and schools came up with approaches and programs that aimed at developing and enhancing parental engagement in order to promote children's social behaviors like time management, respectfulness and dress code. Mapp and Kuttner (2013) study in Jordan, found that active parental engagement positively influenced children's social behaviors at both school and at home which later influenced their academic success..

In Africa, children social behavior was managed by the full practical engagement of the primary parents, extended family and the community, who worked intentionally to foster proper upbringing and guidance of children on culturally accepted social behaviors including respectfulness, time management and dress code as they went about with their daily cores. In traditional African children's social behaviors were fostered, taught, mentored and trained, through oral literature using riddles folktales and proverbs in order to shape children's social behaviors such as respectfulness, time management and dress code (Enongene Mirabeau, 2018). Enongene Mirabeau (2018), adds parental engagement fostered appropriate social behavior in children, eliminated anti-

social behaviors and helped with social identity tightening. Adeyemi and Adeyinka (2003) described African traditional education as being philosophical, preoperational, functional, communal, perennial, holistic and aiming at fostering pro-social behavior and putting to check children's anti-social behavior. Western education however, required children to go to school settings, detached children from their parents, affected children's bonding with parents which in turn affected transforming children's social behavior in desired direction (Tuomas Takala 2013). In Uganda 21<sup>st</sup> century, family life and responsibilities have detached children from parent further, created situations where parents work more, children being kept in daycare centers, children being considered as incapable of caring for themselves and parents have limited time for children, such a situation has grossly affected children's social behavior development (MOES 2007).

In Uganda, Pre-primary school cater for children aged 2 to 6 years .The curriculum is based on the developmental needs of children. It emphasizes that development of children is a product of environment. While each child is unique, there are some distinctive common characteristics that teacher and care givers should be aware of. The mode of delivery is is through poems rhymes and play which all need fair interaction. Uganda has 7 – 4 - 2 formal educational structure, the official entry age of school is six and the duration is divided into lower primary, transition grade 4 and upper primary that is P5, P6, and P7. Most children are in boarding schools where the ratio of children to teacher is over whelming.

As a teacher and a boarding matron, working in Nakawa division schools I come across children exhibiting anti-social behaviors like speaking to adults and teachers with raised voices; daring teachers to report them to their parents if they feel they have the energy to; treating peers by shouting at them; grabbing fellow students belonging without seeking for permission; inappropriate responses when given community to work; coming to class dressed differently from the accepted uniform; entered classroom later than the expected time; dodging routine activities like sports among others. This demonstration of anti-social behaviors by children could have been a result of the missing link between parental engagement and children's social behavior.

### **1.1.2. Conceptual perspective**

Parental engagement comprises parent behavioral practices and activities done both in and outside home and school settings related to children, that aim at enhancing and supporting a children's pro-social, behavioral Goodall J (2015). According to Lavenda O, (2011), parental engagement is exhibited in three major dimensions, home-based, school-based, and academic socialization activities. In this study parental engagement was conceptualized as parental activities, practices and behaviors that influenced home, school settings and academic socialization in order to lead to positive social behavior outcomes of children's respectfulness, time management and dress code.

Dustin Rubenstein (2013) says, social behaviors in children are children's domains of thought, feeling and actions concerned with people and events used by children in their social world. Children social behaviors may be exhibited through respectfulness, time management and dress code. According to R.J. Rummel (2023) social behaviors are interactions that occur among two individuals, influenced by the situation and individual children's characteristics Beatrice Blyth (1980); and are a combination of the temperaments of the children along with the settings they are exposed to. Gresham, Van, and Cook, (2006), add that social behaviors predict interpersonal outcomes for children, and appear in two forms, good social and poor social behavior. Dowd and Tierney, (2005); Segrin and Flora (2000) added that children's social behaviors can be demonstrated when children exhibit social tasks like being respectful, time management and dress code. In this study social behavior in children was the children's thoughts, feelings and actions towards respectfulness, time management and dress code in their social world. Current best evidence indicates that children's social behaviors are influenced by the actions of parents (Hoover-Dempsey et al. 2005, The activities done by parents at home and school with children influence the children's social behaviors because children look at their parents as their role models.

### **1.1.3. Theoretical perspective**

This study will be informed by the Attachment theory of John Bowlby (1958). The theory describes attachment as a lasting psychological connectedness between human beings. The theory states that, a strong emotional and physical attachment of at least one parent is critical to children's development in many domains social behavior development inclusive. The attachment theory demonstrate that children with physically and emotionally engaged parents exhibits confidence and

calmness while children with none engaged parents demonstrate distress, discomfort, poor social behavior, decline in academic performance and insecurity. The theory will therefore, inform the study in three dimensions. The bond formed by children and parent impacts tremendously on how children listen, learn, and adhere to all instruction from the parent throughout their lives social behaviors inclusive. Secondly, the connectedness between the primary parent and the child breeds high self-esteem and confidence which is pertinent in fostering pro-social behavior . Thirdly, children when frightened exhibit social behavioral and motivational patterns of seeking proximity to their parent in order to receive comfort and care, so parental engagement, leads to positive interactions with children's, leading to building an emotional bond which in turn fosters social behavior. Children who are loved, guided, mentored, nurtured and protected, give back to the parent through listening and adhering to the instructions, good interaction skills and want to impress the parents by doing what the parents ask them to do.

#### **1.1.4. Contextual Perspective**

Nakawa Division is one of the five administrative divisions of Kampala the capital city of Uganda, and is located in the eastern side of Kampala District bordering with Kira Town and the Eastern part of Wakiso District. Nakawa Division has 23 parishes and 690 villages and is seated on 36.9 Km<sup>2</sup>. Nakawa Division has both national and international schools ranging from pre-primary schools, to primary, secondary and tertiary schools of which 636 are primary schools and 79 are government aided and 557 private. KCCA (2019). Nakawa Division had a population of 353,500 of which 174,300 are males and 185,400 are female. Children's social behavior in Nakawa division seem to be lacking acceptable social skills, given my observation as a teacher and boarding matron in Nakawa division schools, children exhibited anti social behaviors by not respecting guidelines, dressing inappropriately while coming to school, coming late for classes and missing co-curricular activities. Yet recorded literature speaking to children's social behavior in Nakawa division is still scanty this create a gap to be carried out. In Nakawa Division, Kampala District in MA Primary school and KB Primary School where the researcher observed that both schools had permanent structures, MA primary school is a thirty minutes' drive from Kampala city and has a big compound and very nice designated play areas. At the school front office there was a wonderful front desk personnel who welcomed me warmly. KB Primary School was an old government public school, with a very big compound filled with lots of trees and shrubs notably

was the washroom near the ECD center that was so clean, the staff members in the ECD section were very welcoming and readily gave me audience..

## **1.2. Statement of the problem**

Studies by Steinberg, (2009); Rudney, (2005) detail that parental engagement is linked to children's academic competence, a strong feeling of self-worth, positive social relations, fewer behavioral problems and can result into positive social behavior outcomes, Pomerantz et- al (2012). Children's acquired social behavior is measured by what children sense to be or do as social behavior, directly observe as effects of social behavior and modify as own social behavior Roos Van Denberg and Lissy Van Noort (2011). Children are expected to exhibit good social behaviors, and consequently are likely to excel academically and economically, while children with poor social behaviors are likely to suffer high school dropout cases, high crime rates, unwanted pregnancies Copland (2017) and will lack human understanding, facilitate other antisocial behaviors such as being aggressive, anti-people, crime on humanity, and a general lack of social identity Enongene Mirabeau (2018). Children's social behavior is a product of varied and specific experiences that begin early and continue throughout children's development and take place in both school and home social settings where they encounter various experiences given by parents and teacher from which children's social behaviors develop.

Children in Nakawa division are expected to exhibit a range of good social behaviors like respectfulness, time management and proper dress code within home and school settings. Given my observation as a teacher and matron, in Nakawa Division Kampala District, there are a number of children with poor social behaviors as regards respectfulness, time management and dress code. In addition to continuous use of bad language and being rude to adults in common area like the dining hall and while on the bus going back home. If this kind of situation if not highlighted and corrected soon Nakawa Division might breed children who will suffer the demerits of poor social behavior. At the same time it is still not known why children in primary schools in Nakawa Division exhibit poor social behaviors in the areas of respectfulness, time management and dress code. It is not known whether children's poor social behaviors could be a result of none parental engagement. It was therefore necessary to carry out this study to find out the forms of parental engagement, children's social behaviors of respectfulness and dress code; and the relationship

between parental engagement and children's social behaviors in Nakawa Division Kampala District.

### **1.3. Purpose of the Study**

The purpose of this study was to investigate the forms of parental engagement and how it shapes children's social behaviors in primary schools in Nakawa division.

### **1.4. Objectives of the study**

1. To find out the forms of parental engagement practices in primary schools in Nakawa Division Kampala district.
2. To find out children's social behaviors of time management, respectfulness and appropriate dress code in primary schools in Nakawa division
3. To explore the relationship between parental engagement and children's social behavior of time management, respectfulness and appropriate dress code in primary schools in Nakawa Division.

### **1.5. Research questions**

1. What are the forms of parental engagement practices in primary schools in Nakawa Division Kampala district?
2. What are the forms of children's social behaviors in time management, respectfulness and appropriate dress code in primary schools in Nakawa division?
3. What is the relationship between parental engagement practices and children's social behaviors of time management, respectfulness and appropriate dress code?

### **1.6. Scope of the study**

#### **1.6.1. Geographical scope**

The study was conducted in Nakawa Division Kampala District the host of Uganda's capital city. According to KCCA (2019) Nakawa Division comprises of an area of 52.8 km<sup>2</sup>, has a total population of 317,020 people of which 43.9% are children 0-8 years and has high, middle and low income communities that feed the schools with children. Nakawa Division has a mixture of both public and private schools. Both parents and teachers within these schools are expected to

participate in the teaching of social behaviors to children. The study was conducted in two primary schools. The study looked at parental engagement in children's social behavior in P1,P2 and P3 to get an in-depth understanding of parental engagement in children's social behavior.

### **1.6.2. Content scope**

Parental engagement in children's social behavior is believed to help children have a proper way of interacting, and exhibiting other pro-social behavior. This study looked at the forms of parental engagement; that is home based parental engagement, school based parental engagement and academic socialization, three forms of children's social behavior, namely, respectfulness, time management and dress code and how parental engagement is related to each form of children's social behaviors in Nakawa Division Kampala district.

### **1.6.3. Time scope**

The study covered the time between 2019 to 2022 in two primary schools of Nakawa Division, Kampala District, Uganda.

### **1.7. Significance of the study.**

The policymakers like the Ministry of Education may use the findings to enact policies that support parental engagement that fosters social skills by making policies that enhance parental engagement so as to enhance social skills.

The parents may benefit from the study findings which will provide solutions to challenges of parental engagement practices that fosters social skills and benefits of social behavior. The teachers will also benefit from the relationship between parental engagement and social skills development a situation that makes the teacher's job easy.

The study findings may add on the knowledge of parenting practices in Uganda, and provide a frame work that can guide on how parents can be encouraged to be involved in their children education and address the challenges faced by children with uninvolved parents in their education.

The teachers may use the study findings to get information on how to encourage parents to be engaged in children's learning and day today activities so as to impact positively on social behaviors. The children will benefit from the study if the policy makers enact policies that give chance to parents to have more time with children and even get engaged in the children's learning.

The head teachers and counselors will use the study findings to structural plans for parental engagement in school activities. that foster good social skills like parents attending school events , parents creating time to read books with the children engaging parents in games and sports as a way of encouraging young children to participate in most activities.

**CHAPTER TWO**  
**LITERATURE REVIEW**

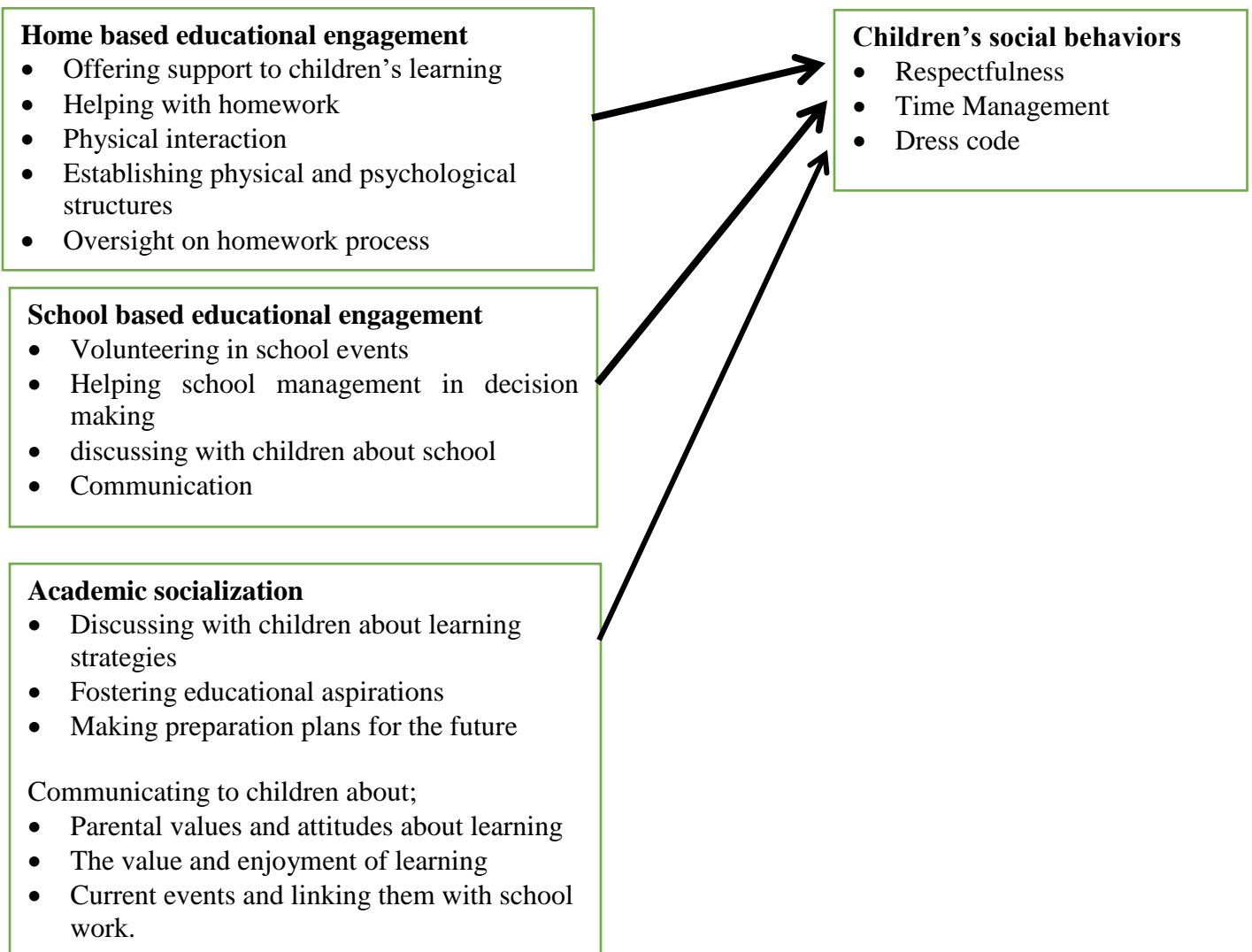
**2.0. Introduction**

This chapter gives the literature reviewed globally, regionally and locally on the forms of parental engagement; three forms of children’s social behavior namely respectfulness, time management and dress code; and the relationship between parental engagement practices and children’s social behaviors of respectfulness, time management and dress code.

**2.1. Conceptual Framework**

**Independent Variable**

**Dependent Variable**



According to Englund et al. (2004) Parental engagement is a multidimensional construct that consists of parental behaviors, practices and beliefs on children's education both at home, and in school. Hill and Chao (2009) say that parental engagement generally includes three aspects, home-based involvement; school-based involvement and academic socialization. Benner et al (2016) elaborates and adds that home-based parental engagement entails parental practices and activities at home such as offering support to children's learning; helping with homework; physical interaction; establishing physical and psychological structures and oversight on homework process. Benner et al (2016) adds that school-based involvement practices are activities implemented at school such as volunteering in school events; helping school management in decision making; discussing with children about school; and communication. Benner et al (2016) says, academic socialization activities include parents discussing with children about learning strategies; fostering educational aspirations; making preparation plans for the future; communicating to children about parental values and attitudes about learning, the value and enjoyment of learning and current events and linking them with school work. Each form of parental engagement practices relates directly with children's social behaviors of respectfulness, time management and dress code. It is the parental engagement activities at home, school and community that children depend on to socially interact and behave well as expected. The cited literature was done in the western world so it is not fair to consider it for Nakawa division children, this therefore calls for a study to be carried out in nakawa division to get reliable data.

## **2.2. Forms of parental engagement in children's education**

Research shows that parent engagement in schools is closely linked to better children's social behaviors, and that parental engagement makes it more likely for children to avoid anti-social behaviors. Parental engagement leading to enriched social experiences is a significant predictor of children's social behaviors, including respectfulness, time management and dress code (Boberiene, 2013). Parental engagement includes activities and behaviors that connect with and support children in ways that are interactive, purposeful, and directed toward meaningful learning and affective social behaviors like respectfulness, time management and dress code (Sheridan et al., 2011). Parental engagement makes an enormous impact on the children's attitude, attendance, and academic achievement and promotes better cooperation between parents and school. It also allows parents and teachers to combine efforts to help the children attain good social behaviors and

succeed in school. The researcher wanted to find out how parents if at all were engaged in children's learning and how their engagement related to children social behaviors.

### **2.2.1. Home based parental engagement**

According to Suresh Kumar N Vellymalay (2012) children's success in school depends on how parents successfully manage the children in the home environment. El Nokali et.al (2010) found that home-based parental educational activities improved on a children's social behavior; parental confidence; and built parental knowledge to support child's learning resulting into lower levels of children's anti-social behavior.

#### Offering support to children's learning

Children learn every day and everywhere , at home, at school and in the community. Parents have a key role in supporting their children's learning matters, have a key role in shaping their values, attitudes and approaches to learning at home and at school. Different studies attest that parents offer support to children's learning in many ways. Tam and Chan (2009) study found that parental engagement practices in children's education involved supporting children's learning at home with such practices as, checking on whether a child had homework and monitoring schoolwork were beneficial for improving children's social relationship. Benner, Boyle, and Sadler, (2016) study agreed with Tam and Chan (2009) study that during parent-child interactions that supported learning, children learnt from their parents' expression of emotions and used these learned reactions to handle their own issues later in life. Parents offer support to children's learning by being present at school when possible. And attend class days, parent conferences, volunteer in the classrooms, give children time while at home, send in children's needed supplies and materials,. Parents also offer support to children's learning by; showing interest in children's school work; finding outside help were children are struggling; building connections with their children as they share excitement over their success; helping children work through disappointments; focusing on specific questions like what do you like and dislike about school?; reading together with children; displaying children's work at home. Parents also offer support to children's learning by keeping a positive attitude towards education by making any school involvement positive; supporting children no matter the outcomes; and supporting children through any academic struggles.

### Helping with homework:

According to Hong et al. (2004) homework performance is defined as the process that occurs when a learner begins, continues to work, and complete school assignment at home. Hong et al (2004) define homework as tasks assigned to children by school teachers that are intended to be carried out at home; and the most common purpose of homework is to have children revised lessons which were already taught in the class to reinforce learning and facilitate mastery of specific skills. Such extended tasks and assignments are aimed to help students obtain the maximum benefit when the new material is covered in class. Benner, Boyle, and Sadler, (2016); Green, Walker, Hoover-Dempsey, and Sandler, (2007), believe that parental engagement practices in helping with children's homework, at home, or in after school programs or during the school day provides parents with opportunities that promote and support children's learning of related social behaviors and attitudes. Hoover-Dempsey, and Sandler, (2007), says as parents help children with homework, interactions are made between parents and children and this provides opportunities for parents to link further into the child's social behaviors, talk to children about good or bad social behaviors; guide children's social behaviors; and teachers to hear from parents about children's social behavior and parents. There is recorded data to show how parents helped children with homework, this called for an extensive investigation

### Physical interactions:

Parent-child interaction refers to the physical and psychological interaction between parents and their children which deeply affects children's physical and psychological development (Jeon, Peterson, & DeCoster, 2013). The parent-child interactions provide the primary social learning context of children from infancy to children's entire life. Key parenting behaviors that support growth in social behaviors acquisition are warmth, sensitivity and responsiveness, and there are also those parenting behaviors like none parenting that interfere with or hinder these social behavior developmental periods. Research by Darling N, Cumsille P (2003), shows that those children who begin as secure are much more likely to experience high quality social behaviors across development. Darling N, Cumsille P (2003), adds on that specific parenting practices, and parenting styles do exert influence on children's social behaviors directly or indirectly Robinson (2009) says that socialization in the family is the starting point for influencing good social behavior. As for Kostelnik, et. al (2012) they considered that parents' educational attitudes,

modeling, award, explanation, cooperation and order impacts on children's development of prosocial behavior. Herschell et al (2003) supports Kostelnik, et. al (2012) view but maintains that parent-child interactions affect prosocial behavior. Foster, Reese-Weber, Universal believed that the demonstration of prosocial behavior by parents in their interactions with their children contributes to the development of this behavior by their children. Runyon and Deblinger (2013) proposed that parents are the models for prosocial behavior, which is established through parent-child interactions. Foster, M. Reese-Weber, J. H Kahn (2007) believed that the demonstration of good social behavior by parents in their interactions with their children contributes to the development of this behavior by their children. According to Hoover-Dempsey et al. (2001) parental engagement practices promote parent-child, teacher-parent and child-child physical interactions that nurtures and lays a foundation for children's social behaviors and affects the strength of their social health. The process of creating together with those activities of physical interactions boost children's social behaviors, because such physical interactions provides parents with opportunities to guide children's social skills development; children to practice the learnt social skills and enables children to learn good social behaviors. Young children who grow with secure and health parent child interactions helps the child to exhibit optimistic and confident social behaviors; lay the foundation for better social skills; and healthy social development.

Establishing physical and psychological structures:

Tamis-LeMonda, Luo McFadden, Bandel and Vallonton (2019) says a home learning environment is a predictor of differences in children's social developments. Bradley and Corwyn (2002) says home learning environments are multifaceted in nature but the key features of home learning environments are; children's participation in learning activities; the quality of parent-child interactions; and the availability of learning materials. Parental engagement establishing physical structures includes a wide range of aspects; the physical environment in which they live; the physical things around them; the people around them and children's interactions with the world and people. Children need the basics to be taken care of first, food, shelter, medical care and hygiene. Toth et al (2015) in their study posit that parents establish psychological structures that include parent-child interactive activities like reading and playing together; parent-child shared activities like dancing, painting and reading; computer use, learning and playing activities; and parent learning and supervision activities. Parents establish both physical and psychological

structures for the child's homework performance, by specifying regular times for homework; establishing structures for time use; articulating and enforcing expectations, rules, and standards for homework behavior; helping children to structure time, space, and materials for homework; structuring homework within the flow of family life; and ensuring parental availability on demand. The presence of well laid out physical and psychological structures helps to build the child's social behavior and skills like having regard of others, self-regulation and time management. There is no literature supporting physical and psychological structures for children in their homes in Nakawa hence creating a study gap.

Oversight on homework process:

Abeles, (2015) says that when parents provide oversight they are not only able to respond, reinforce, reward the student's homework performance, efforts, completion, correctness; but they also offer emotional and social behavior support for student performance. Such unstructured moments and downtime are also essential for healthy social functioning Abeles, (2015).

However, the studies sighted above were done in America where the life style is different from that of Nakawa Division of Kampala District, hence these findings alone cannot be relied on solely thus necessitating a study in Nakawa Division. In Nakawa Division most parents even though they would love to help children with homework they are incapacitated mainly because they do not know how to do children's homework, have feelings that since they pay school fees then the teachers should do it all even helping children with homework. This prompted this study to be carried out.

### **2.2.2. School based parental engagement**

School-based engagement includes also visits to school for school events such as Parents and Teacher Association (PTA), meetings, open houses, and communication between parents and school personnel (Hill and Tyson, 2009). Al-Mahrooqi, R. et al., (2016) says this parental engagement perspective encompasses such constructs as parents participating at their children's schools, communicating with the school, discussing with their children what they have done during school time, and supervising schoolwork at home. School-based engagement includes such practices as communicating with teachers, helping in the classroom, attending school events,

participating in parent–teacher conferences, and being involved in a parent–teacher organization (Epstein & Sanders, 2002). According to Rodriguez and Tamis-LeMonda (2011) school based parental engagement in learning occurs when parents participate in school related activities, teachers provide parents with learning resources or information, that enables parent-child communication on social behavior issues which in turn increases parents’ understanding of children’s social behaviors and creates supportive family interactions that foster children’s pro-social behaviors Pomerantz et al. (2007).

#### Volunteering in school events

Westmoreland et al., (2009), parents volunteering, should be in helping with several volunteering classroom activities and workshops, at school, like helping with classroom parties, fundraising activities, boy scouts, and carnivals. Some schools hold parent workshops in week days or on weekends to explain and discuss techniques with parents on how to help with homework and how to effectively discuss subject content with their children. According to Comer (1995), School Development Program include school-based engagements like parent-teacher conferences, volunteering at school, being present in the school and participation in school governance. According to the National Center on Safe Supportive Learning Environment (NCSSLE 2019), parental engagement in school events fosters a feeling of school community as a second family, which in turn instills in children discipline, respect for the school peers and teachers and consequently brings about good social behaviors for the learners. Adelman and Taylor, (2007); Hoover-Dempsey et. al (2005); Murray, (2009) added that parental involvement in school events gets children involved in raising money, which is a pro-social behavior. Parental volunteering at school events like fundraising, games and sports and other school based activities is an essential way of showing children that parents take interest in their education Elana Pearl 2018. Activities like assisting with technology, providing career guidance information help parents to know their children ways of learning and interaction style better. Elana Pearl Ben Joseph (2018) suggest that parent volunteers offer a huge resource and support base showing children the importance of participating in larger community. Further investigation indicate that parental volunteerism increases children’s achievement and promotes positive self-esteem which is a pro social behavior indicator. In as much as literature supports parents volunteers activities, this is all shown in other

places other than Nakawa division in Kampala District creating a gap that called for study to find answers.

#### Helping school management in decision making

Parents do help school management in decision making, by taking an active role in the governance and decision making necessary for planning, developing, and providing an education for the community's children. Parents are engaged in school management's decision making by joining the school board, participating in school decisions while attending meetings, as this facilitates access with the administration and some of the parents are in the know on what is going on be it positive or if there is a problem. Nyemba and Chitiyo, (2018) adds on that some schools have gone ahead and established Associations for parents where a parent would go and say whatever they want. Other forms of helping school management in decision making involves parents helping school management to develop new plans for the school in terms of architectural improvements; or laying a foundation of skills, values, and attitudes to improve the child's social behaviors.

#### Discussing with children about the school

Discussing with children about the school involves three key parental behaviors and practices. The first parental behavior practice is tuning in by paying attention to what children are communicating and responding appropriately on children's spoken language, getting down to children's eye level, maintaining a comfortable eye contact and showing that you are interested in what children are saying. A second parental engagement practice is talking more with children while using descriptive words to add to their daily normal routines. Lastly parental behavioral practices must include taking turns by encouraging children to respond to their words and actions, provide support to children as they engage in conversations and ask open ended questions. Talking about the school may for example include fostering empathy and self-perception, interacting with the child through talking about what happens in school every day, who the child's friends are and why they are friends, and child's personal challenges or strengths identifies at school. Interactions of this nature bond the parent with the child reveal the child's self-awareness and social-awareness competencies that need to reinforce.

## Communication

Communication is crucial for parents to keep themselves updated with their children's progress in school and align their actions accordingly (Manzon et al., 2015). Communication refers to open discussions between parent and child on academic and nonacademic matters, as well as a clear display of parents' interest in a child's general and academic well-being (OECD, 2012b). Parents maintain communication lines with the teachers and talk to the teacher about weak and strong areas of the child. Mostly, different methods used by schools to communicate with parents were convenient. If not communicated through e-mails, their children bring home envelopes or folders once or twice a week containing all the necessary information such as report cards, forms for parents to complete and sign, updates about school activities, and weekly classroom agendas (Nyemba and Chitiyo, 2018). In addition, visits to school to gather relevant information and establish good relationships, discussions with teachers to keep abreast of the child's progress lead to effective communication between parents and teachers (Desforges and Abouchaar, 2003). Kraft & Rogers, (2015) argue that when parents receive feedback on their children social behaviors they could improve, recommend maintain frequent teacher-parent communication in order to allow for an expedient interaction between the home and the school and identify and implement targeted interventions to encourage children's social behaviors both in the school and the community.

Through parental engagement parents are able to establish relationships with teachers, school administrators other parents and learn important information about school policies and behavioral expectations Yonezawa (2000), these may increase parents ability to shape their children's social behaviors. McNeal (1999) says that parental engagement reduces problems behaviors because as parents come to know one another and agree on goals, these relationships serve as an extra source of social constraints to stem potential good social behaviors in children. Cneal (1993) found that by increasing parental communication between home and school helped to reduce on poor social behaviors, increase good social behaviors at both home and school and increase the clarity of rules and reinforced appropriate social behaviors in children.

### **2.2.3. Parental academic socialization**

According to Hill and Tyson, (2009), academic socialization involves communication between parents and children about parental expectations for education and about the value and enjoyment

of learning, discussing learning strategies with children, linking school work to current events and other topics, fostering educational aspirations and making preparations and plans for the future. Lennings and Bosch (2011) defined academic socialization as consisting of activities which are directed at building children's decision-making and problem solving skills and affirming their growing autonomy, independence, and academic abilities. Academic socialization is an adult initiated process by which developing children through insight, training and imitation acquire the habits and values congruent with adaptation to their culture Baumrin, (2006). A major part of children's academic socialization involves helping children to develop social control, or to adapt to the society's rules of behavior. In this case, parents monitor children's acts while they are with their peers. McCord, (2007) says parents need to know the friends of their children and the kinds of family they come from, this is so by trying to relate and try to communicate with fellow parents. Some of the skills children, learn through peer relationships include assertiveness, conflict management and how to control aggression. Yet research investigations indicate that playing with peers gives children an opportunity to share feelings, language and experiment with different social roles. Parents supporting children in their social interactions helps the development of social skills and increased improvement in academic skills during the early years Emine Ahmetoglu et al (2020).

#### Communicating about parental values and attitudes about learning

Parental academic socialization behaviors and parenting practices come in forms of communicating about parental values and attitudes about learning to children. Rojalin Samal (2012) believes that parental beliefs and expectations about their children's social behavior are strongly related to children's beliefs about their own competencies, social behaviors and achievement. Research by Samal (2012) found that there was a relationship between specific parental involvement behaviors and children's social behavior. Xu and Montgomery (2021), says Chinese parents give verbal encouragement to their children to study harder and achieve more, which acts as a form of motivation that contributes to their children's success and social behaviors.

#### Communicating about the value and enjoyment of learning,

Khattab (2015) says educational aspirations, namely, the idealistic values that reflect the educational attainment one hopes to achieve, are an important predictor of children's academic

achievement and behavioral outcomes. Eng (2012); Park (2008), have argued that parent-child communication can function as social capital in the form of information, opportunities, and resources to help children think about their future. Chen et al. (2023) study found that parents' expressed aspirations for high educational outcomes for their children were related to their children's educational aspirations. Hartley. (2006), hypothesize that enjoyment of learning is the pleasant emotional state of the learner during the learning and education process due experiencing a positive situation that motivates the learner to complete the task to persevere this feeling

#### Communicating about and linking school work to current events

According to Fan and William, (2010) parents who support and motivate their children at school have children who tend to have a great sense of coping with academic challenge . In most developing countries, there is a considerable gap between what is learned in the classroom and the real life context of children present or future world. through academic socialization parents are able to link school with current events through social support behaviors of modeling, taking children to visit important educational sights and participating in important educational plays, drama and concerts

#### Discussing with children about learning strategies

Every learning process requires a plan or a strategy to be adapted for one to achieve the main purpose of learning. Among the important things in the process of learning are what to use in learning and how to use it. Learning strategies are the various operations that learners use in order to make sense of their learning, A learning strategy is learning skills, learning to learn skills, thinking skills, problem skills or the methods which learners use to intake, store and retrieve during the learning process. Learning strategies are specific actions taken by the learners to make learning easier faster. More enjoyable . more self-directed, more effective and more transferable to new situations.

#### Fostering educational aspirations

Metsapelto et. al . (2017) link higher levels of externalizing problem behaviors to lower levels of educational aspiration through the mediating role of reading skills. They suggest that disruptive behaviors exhibited in the classroom lead to poor development of basic academic skills like

reading and a steady process of disengagement from school, increasing the risk of school dropout. Positive educational aspiration may be conceptualized as a component of academic success. Viljaranta, et al.,( 2009) says that as children progress through school, beliefs about the importance of schooling and ideas regarding future education are developed, largely in response to their experiences of the school context and the influence of home factors. that facilitate more positive educational aspirations. Hay et. al (2015) identified parent support as one of the key factors that influence the formation of educational aspirations and recommended that interventions aimed at raising children's aspirations should not be seen as a quick fix, but be multidimensional and implemented over time.

#### Making preparations and plans for the future

The family process factors like parental attachment, parent support, parent modeling, parenting styles, parent-communicated expectations, family cohesion, and family involvement in school have a sizable influence on career development outcome. Parental support is a potential protective factor and positive influence on career development. Whiston and Keller (2004b) describe the positive influence of parental support as being linked to a positive parent-child relationship with higher aspirations and expectations, a secure sense of self, greater career-related self-efficacy, and increased career commitment. Siraj-Blatchford, (2009), suggests that the quality of the home learning environment where parents were actively engaged in activities with children strongly promoted intellectual and social development in children. Demie and Lewis (2010); Mongon and Chapman (2008), found that successful approaches included, building a vision of success, setting clear direction, cultivating values of respect, good behavior and caring, having a clear approach to discipline, understanding and developing children and having clear lines of authority.

### **2.3. Social behaviors**

Regner, Loose and Dumas, (2009); Trung and Ducreux, (2013) protest that parental engagement may improve children's behavior, social abilities, relationship to society in general. According to You, Chhuon and Hudley (2009); Trung and Ducreux, (2013), high parental engagement reduces the amount of disobedience and students' aggressive behavior. While Hill and Taylor, (2004) add on that when children receive identical rules or information from both parents and teachers, they will clearly follow the instructions, thus, children are able to get information about

school importance, social capital and social control and it promote children's capability, motivation to learn and taking part in different activities. McClellan & Katz (2001) and Bilmes (2012), say that children who are socially healthy tend to demonstrate, and continue to develop, several important social behaviors and skills. Such children are usually in a positive mood; listen and follow directions; have close relationships with caregivers and peers; care about friends and show interest in others; recognize, label, and manage their own emotions; understand others' emotions and show empathy; express wishes and preferences clearly; gain access to ongoing play and group activities; and are able to play, negotiate, and compromise with others Hyson (2004); Kostelnik et al. (2015), add on that children who exhibit social behavioral difficulties tend to have trouble following directions and participating in learning activities. Compared with healthier peers, they may be more likely to suffer rejection by classmates, have low self-esteem, do poorly in school, and be suspended. Parental home based engagement has been associated with improved attention and task persistence, and reduced conduct problems as well as improved social skills and play interaction at school (McWayne, Hampton, Fantuzzo, Cohen, and Sekino, 2004).

The sub domain of respectfulness emphasizes obedience. The African cultural value of respect emphasizes obedience and dictates that children should be highly considerate of adults and should not interrupt or argue. Respectfulness relates to knowing the level of courtesy and decorum required in a given situation in relation to other people of a particular age, sex and social status. Respectfulness ultimately serves as a means of maintaining harmony within the extended family. Respectfulness has sub domains of obedience, deference, decorum and public behavior and each of the sub domains has specific behavioral manifestations. The sub domain of obedience refers to conformity to authority, emphasizes the importance of following commands and accepting rules without question. Behavioral manifestations of obedience are depicted by children; obeying parents no matter what; accepting parental authority without questioning it; looking parents in the eyes during commands; staying quiet when reprimanded or disciplined; and never talking back.

The sub domain of deference refers to courtesy owed to elders and reflects the hierarchical aspect of respect and embraces the view that elders are afforded special status in society. Behavioral manifestations of the sub domain of deference are depicted by children; never listening in, on or participating in adult conversations; never expressing disagreements with parents; never

interrupting adults; offering seats to adults; waiting for all adults to have seats before they occupy a seat; offering help to adults and deferring to adult wishes. The sub domain decorum dictates children's appropriate behaviors of social interactions in more formalized settings. Children are expected to say good morning, please, good night, use their manners, and greet others formally. Behavior manifestations of decorum includes avoiding use of bad words; avoid using a rude tone of voice; saying magical words like please, thank you, may I, or sorry; greeting adults politely and addressing elders formally.

Public behavior. The sub domain of public behavior refers to a set of boundaries imposed on the behavioral expressions of children in public situations. Children must present well to others particularly in public because children are seen as a reflection of their entire family. It is in the public where a parent wants his or her children to be most respectful. Behavioral manifestations in public includes children; when visiting someone's home never touch anything without permission; staying calm and quiet in public situations; and never running around noisily in unsanctioned situations.

### **2.3.1. Time management**

Eilam and Aharon (2005) defined and operationalized time management as; a means for monitoring and controlling time; setting goals in life and keeping track of time use; prioritizing goals and generating tasks from the goals; and the perception of a more structured and purposive life. Claessens et al. (2007) defines time management as the completion of tasks within an expected timeframe while maintaining outcome quality, through mechanisms such as planning, organizing, prioritizing, or multitasking. Claessens et al., (2007) add that time management are those behaviors that aim at achieving an effective use of time while performing certain goal-directed activities and exerts a positive influence on student learning outcomes.

Claessens et al., (2007) explain further that time management behavior practices of children can be categorized into four domains namely; planning, meeting deadlines, effective organization, and mechanics of time management. The behavioral practices of planning include children setting goals that are achievable and measurable; taking a break between tasks; and planning ahead. The behavioral practices of meeting deadlines, is where children are able to evaluating what is required in the task; get the right resources for a task; give room for problems when undertaking a task; and planning for a task in detail. The behavioral practices for effective organization among children, include prioritizing wisely; setting a time limit to complete a task and organizing one's self. The mechanics of time management behavioral practices that children use to manage time effectively are those skills that children employ in order to monitor and control time like; capturing, writing tasks down all the time; emptying, processing the tasks that children have to do; deleting, getting rid of stuff that children don't need to do; delegating, or giving a task to somebody else to do; children storing, or recording relevant information in the most appropriate places to access it later; children scheduling, and committing one's self to when they are going to get a task done; deferring or listing, a task and making the decision later; acting now or just doing the task; children switching, or getting from portion of the task to another portion of the task; children interrupting, or putting one task down and picking up another task; children taking note of warnings, or being aware of possible dangers; and children reviewing, or analyzing what they have got and where they are or what they are at a given time.

### **2.3.2. Dress code**

Originally, dress codes were first established in England to charity schools in the 16<sup>th</sup> century where uniform dresses were often provided for poor children (Kidd, 1999) and got into public schools later. In Africa, dress codes came into practice in 19<sup>th</sup> century and have perceived differently from one culture to another (Hansen & Madison, 2013). The politics of fashions, designs and dressing styles have contributed towards unethical dressing behavior globally, and the dressing codes, have affected children's social ethical behavior manifested through children's personalities as in talking, wearing, walking, feeling and thinking. Today, in developing countries, it is quite easier to identify children's ethical behavior by just looking at the dressing style which leads to predetermined children's character and respect (Hamilton, 2009; Mvungi, 2014).

Schools all over the world have enacted dress code as a behavioral policy to enhance social controls and create safe environments. Dress codes have been developed mainly to protect children against strangers coming into school grounds; reduce on student on student violence and to prevent gang activity. Dress codes have been found to act as social controls to; fight violence associated with attending school; improve attendance rates; modify behaviors; improve academic achievement; reduce the focus on fashion contests; and promoted ideas and achievement. Allman (2004) says; parents, nurture their children's attitude towards dressing behavior as it has a futures implication to their diverse professional careers. Allman (2004) adds that the clothing behavior of children in homes does not reflect African culture and integrity; parents don't discourage their children's indecent clothing and some buy for them and don't care of what the society may speak of them. Mvungi (2014) argues that a dress is a true reflection of what an individual is, that means there is a close relationship between outside image and inner image. Mvungi (2014) also believes that dressing behavior is an indication of an individual's attitudes toward dressing standards.

School Uniforms are designated clothing required to be admitted to attend a particular school. Studies by Caruso (1996), Stanley (1996), and Brown (1998) found that the potential benefits attributed to school uniforms included; improved discipline, increased respect for teachers, increased attendance at school, a decrease in distractions that keep students from concentrating on lessons, improved academic performance, an increase in student self-esteem and confidence, decreased overall clothing costs, promotion of group spirit, a decrease social stratification and

fashion statements which are indicated by the wearing of expensive clothing by those who can afford them compared to those who cannot, improved classroom behavior, decreased school crime and violence, and strangers on school compounds are easily recognized. The major functions of school uniforms is to enforce norms; maintain school institutional power; identify school membership and to suppress individuality (Brown, 1998). School uniforms help students communicate in a positive direction, making more healthy choices, and still retain their identity with their peers while developing ownership and pride in their school and their own behavior. Appropriate clothing for school is all apparel that encourages engagement of learning or clothing that does not advertise or suggest unhealthy choices and behaviors by students. Healthy social behavior are those children's choices made by students that would sustain a positive learning environment for themselves and others.

In this regard dressing behavior may be positive or negative depending on what a children believes about outcomes of his/her dressing and evaluation of those dressing outcomes. Siduna (2017) studied students' attitudes towards dress codes and confirmed that conforming to school dress codes or policy related guidelines helped students gain respect, study comfortability and understanding who they are. When dress codes positively perceived students will conform and if negatively perceived will not. Students do not abide to dress codes policies because they see them as rigid restricting them from moving with the ever-changing world fashions. Previous studies (Lowe, Dillon, Rhodes & Zwiebach, 2013) demonstrate how parents and the public community support school dress code because it diminished chaos, conflicts, attendance offences, students' economic level distinction and enhanced learning and sense of belonging. This suggests that if students perceive dress code positively they are ready to change and comply to formal and ethical dress codes that do not irritate the public community. Formal dressed students were perceived honesty, of high status, sense of authority, and friendly with good characters (Witt & Kerssen-Griep, 2011).

## **2.4. Relationship between parental engagement and children's social behaviors**

According to Jennings and Bosch, (2011), effective schools are characterized with having high levels of parental engagement which can be related to improved children's learning, attendance and social behavior, regardless of the social or cultural background of the family. In general, research findings supported that parental engagement in children's learning has positive effects on academic achievement, educational attainment, in addition to reducing the likelihood of dropout and lowering social behavioral problems for children at various stages of the life course (Higgins and Katsipataki 2015; Kim and Hill 2015).

### **2.3.1. Encourage parents to attend specific subject workshops**

While the teachers are at the front of the classroom deliberating the necessary teaching and guidance, it's the family that provide the essential foundation for social skill success. This can only be fully achieved if the parents and caregivers are involved and trained on how to help children with homework, of specific subjects, this helps the parent to keep track of the children's academic progress and the child feels supported fostering social behaviors. Most parents do not attend the specific subject workshops while other schools do not plan for such work workshops which leads to limited parental engagement in the children's learning hence a gap in the children's social behaviors

### **2.3.2. Organize parent –teacher association's inclusive activities.**

Parent- teacher associations must be formed to make parents get involved in their children's social behavior. These associations give parents a chance to discuss and influence the social behaviors growth of a child. Parent teacher associations do different activities that give an insight to the child's cooperativeness is key and also parents get to relate with each other in a way that may help to monitor children's social skill development. Activities such as games and sports where parents race with teachers, orienting new teachers in school by offering a tour around ,offering pro social behavior talks to the children, Ambrosoli international school newsletter 2019 suggest that PTAs organize events for the school giving parents , children and teachers an opportunity to connect and interact . Such events are in interest of the school but most importantly the social development of children. With the exception of a few schools most schools in Nakawa division do not have parent teacher associations creating questions how children's social behaviors are being followed up.

### **2.3.3. Parents attendance of Student led conferences.**

According to MJ Dreas Shaikha (2018) In student led conferences the teacher becomes the facilitator and the student becomes leader a situation that enables the child to express how they understand different disciplines and discuss the weak areas. This makes the student feel supported by family and boosts the children's self-esteem which is an indicator of pro social behavior. However in Uganda there continues to be a situation where parents attend class day meetings discussing children's performance, however, the teachers and parents do take the lead, while the children who are learners are not given chance to express themselves. Due to this kind of situation the researcher found it necessary to carry out this study

### **2.3.4. Improved communication**

Communication is sharing information, emotions, and feelings and is done through talking to each other, writing letters, or using body language. MOOC ICS (2013), says that communication being an act of transmitting information expressed in thoughts, ideas or emotions. Parent may use media like emails, letters, text messages, video calls, captured pictures radios, mobile cellphones news journals to communicate to the children's teachers. According to Ramirez (2018) school-home and home-school communication is essential in creating an understanding of school programs and children's progress in social behavior skills development. The teacher-parent communication must discuss about the child's academic progress, emotions, physical ability, school projects and generally social behavior skills. The kind of information shared from the parents to the teachers, from the community to the school and to the parent, keeps the children well recorded on the progress of the school program.

### **2.3.5. Parents teachers home visit project**

Basing on the literature from John Hopkins university study on how families and school staff meet through an initiative called parents teachers home visit project this home visit is very much focused on building trust and respectful relationship between parents and teachers. In addition to respectful relationship the children get to realize there is a strong bond between home and school and therefore children can't lie about anything concerning school, This will also enhance good social behavior in children. In their study Denham et al., (1997) and Schmidt, DeMulder, & Denham, (2002) found that children exhibited greater social competence and fewer social

behavioral problems when they had emotionally positive parents. However in Uganda there is no literature to support school home visit in Nakawa division hence prompting this study .

### **Research gaps**

Parental engagement in schools supports and improves children's learning, development and social behaviors. According to Abie Ntekane (2018), by getting engaged in their children's education parents can keep track of the child's social behaviors development both at school and at home. Bray, (2001) and Suzuki, (2002) say that both government and non-governmental programmes that promote parental engagement in children's education, create positive effects on children's social behaviors. Roos Van den Berg and Lissy Van Noort (2011) found out that in the developing countries, parental engagement in children's education was not being promoted by government and was limited by parental illiteracy, low literacy levels and poverty. Masood Badri et al (2014) study in the United Arab Emirates found that parental engagement practices in pre-primary children's education influenced children's social behavior positively. Riedinger (1997) adds that the best period for building children's social behavior is during the preprimary level; that parental engagement in both home and school environments strongly influenced and created positive social behavior transformation. Simon Njogu Njagi et al (2014) say that parental engagement brings forth a relationship between the parent and the teachers leading to teacher's understanding of individual children's family dynamics, cultural background and challenges which in turn has positive influences on the development of children's social behaviors. Abdullah et al. (2011) noted that the activities at home between a parent and child or at school between a teacher and a parent or between child-teacher-parent, could define parental educational engagement. In Uganda Nakawa Division, Kampala District in particular, there are no regular activities between children and parents given the work patterns of the employed parents. This created a gap for this study to be carried out. These research findings therefore necessitated a study on the relationship between parental engagement and pre-primary children's social behavior of respectfulness, time management and dress code in Nakawa Division of Kampala District.

## **CHAPTER THREE**

### **METHODOLOGY**

#### **3.0. Introduction**

This chapter focused on the research methods used to collect and analyze data. This chapter includes the research approach, research design, population sample data collection instruments, data collection procedures and data analysis.

#### **3.1. Research Approach**

A research approach is an effective way to increase the validity of social research. A research approach entails the plan and rules of procedure that entails the step-by-step assumptions to detailed methods of data collection and data analysis Creswel (2019). In a qualitative research study, the researcher is expected to relay on linguistic words, express meaning based data which is naturalistic. Literature from Berg (2007) stresses that qualitative research study seeks answers to questions by probing various social settings and population that live in the specific settings of the study. The researcher used the qualitative approach method because it was extensively effective in expressing the meanings that respondents gave to questions concerning social behaviors of children in primary schools in Nakawa Division of Kampala district. The rational of employing the qualitative method was that it would discover the would be pro social behaviors, the poor social behavior, causes and challenges of poor social behavior in Nakawa division of Kampala District.

#### **3.2. Research Design**

According to Kathari (2013), a research design is the arrangement of conditions for collection and data analysis. While Creswell (2014) defines research design as one type of approaches that directs the research process. The study, employed qualitative research approach because it enabled the researcher to get extensive data about the study problem; do extensive and effective data analysis; find meanings and contexts as well as understand participant's experiences regarding children's social behavior. The study employed a case study design. A case study design is an intensive descriptive and holistic analysis of a single entity or a bounded case (Onen 2008). The study was undertaken in two schools where in-depth analysis on parental engagement and how it relates with

development of children's social behaviors of respectfulness, time management and dress code and social skills.

### **3.3. Study participants**

Study participants refers to the total number of subjects or the total environment of interest to the researcher (Onen2008). Study participants is defined as people with the characteristics which the researcher wants to study Ahuja (2007). Study participants is the totality of subjects of interest to the study. This study was conducted among four parents, six administrators, children and six teachers of young children coming from the high and low income backgrounds, attending pre-primary schools that is baby class, middle class and top class, in selected primary and pre-primary schools in Nakawa Division. The expected target ages of children observed was between 5 years and 8 years of age.

### **3.4. Sampling and sample size**

A sample is a selection of some parts of an aggregate or totality on the basis of which judgment or inference about the totality is made Kathari (2014).

#### **3.4.1. Purposive Sampling Technique**

The study employed a purposive sampling technique. Kumar (2019) defined purposive sampling as the researchers judgment as to who can provide the best information to achieve the objectives of the study. The researcher used the purposive sampling technique in order to limit the sample to the cases that were likely to be "information rich", with respect to the purpose of the study. The study purposively selected teachers because they spend more time with the children in a day, parents because children live with their parents and children because the study is about children's social behaviors.

Table 1

Sampling size	K B			M A			Total	Selection method
	P/S			P/S.				
Senior man	1			1			2	Purposive
Senior lady	1			1			2	Purposive
Parent of child with pro social behavior	1			1			2	Purposive
Parent of child with poor social behavior	1			1			2	Purposive
Class	Baby class	Middle class	Top class	Baby class	Middle class	Top class		
Teachers	1	1	1	1	1	1	6	Purposive
							14	

This study purposively sampled 3 Teachers, 1 Senior Man, 1 Senior lady, 1 parent of a child with pro social behavior and 1 parent of a child with poor social behavior from each study school.

### 3.5. Data Collection Methods

Data collection focuses on the actual types of data and the procedures for gathering them as defined by Creswell 2014. The study employed interviews, questionnaire through discussion and used interview guide, and past.

#### 3.5.1. In-depth interview

An in-depth interview is a method of data collection which is a peaceful dialogue between the researcher and the participants following guiding question regarding the research problem Kumar (2014). The researcher used an in-depth interview tool to collect information from a sample of the study participants and to also uphold confidentiality better. An in-depth interview was carried out with five teachers and two school counselors from the selected primary schools of Nakawa Division Kampala District.

### **3.5.2. Observation**

Observation is a purposeful systematic way of watching and listening to interactions as it takes place, it is one way of collecting data. Kumar (2014). Observation was paramount in the study because it gave the researcher a chance to see, listen and interact with children and teachers to find out really the behaviors of children whether they exhibit pro-social behavior or poor social behavior. The researcher looked at how children interacted with each other at break time, lunch time and during classroom activities.

### **3.5.3. Document analysis**

Document analysis gives the researcher chance to collect reliable information from big and credible organizations and government reports concerning the topic of study. For this study, the researcher intends to analyze end of term reports, termly disciplinary reports, Nakawa division records of children's social behaviors in primary school.

### **3.5.4. Modes of collecting data**

Tape recording. A tape recorder stores sound and reproduces it as was. Tape recorders are probably the most frequently used by researchers during interviews or focus group discussions. The researcher used a tape recorder to record all the discussion in the in-depth interviews since the study was meant to produce in-depth firsthand information, tape recording was necessary for producing authentic reliable data.

Transcribing data. The researcher read all the transcriptions to get a sense of the whole data jotted down as idea in the margin as they came to the researcher mind; listed all topics from the interviews and similar topics were clustered together. The topics formed were then classified as major topics ,unique topics, left overs and abbreviated as code.

Field work journal. Afield work journal is essential during data collection because it helps a researcher to remember every detail of the researcher study progress step by step. The researcher used journal to note down details, interest points relevant to the study.

### **3.7. Data collection instruments**

Data collection instruments are some of the tools to get the necessary data. Data collection instruments are used to identify information sources and collect information for the study. Trochim(2000) The researcher will use the interview guide, the document checklist and observation check list.

#### **3.7.1. Interview guide**

An interview guide is basically a loose list of questions to remind the researcher of the areas and topics of the main concern of the study Kumar 2018. The researcher will avail an interview question guide for in-depth and outlines for the participants .The participants will be guided to the wording of questions during the course of the interview.

#### **3.7.2. Observational checklist.**

An observation check list is a schedule of questions which will guide the observer (kumar 2018). The observation check list will guide the researcher to know what to look out for during data collection period. The observation check list will help the researcher to ensure consistency and reliability. An observation check list will be used to determine the view of teachers and parents about children's social behavior

#### **3.7.3. Document check**

Document checklist is set of questions and guidelines which guides the researcher during the process of investigating the main source of documents. The document check list will offer an extensive and historical data on children's social behavior in primary schools in Nakawa division.

### **3.8.Data quality control.**

Data quality control is the goodness of an inquiry which can be judged by its truthfulness and authenticity as well as the dependability of the collected data. For this study a process to verify the objectivity and truthfulness of the qualitative study will be applied.

#### **3.8.1. Validity**

Validity, is the extent to which the research instrument truly measures that which the research was intended to measure and how truthful the research results are, basing on the facts and the logic Oso

and Onen (2008). The researcher safeguarded validity of the research by ensuring that the key variables were operationalized accurately to measure what they were supposed to measure. Further, the researcher ensured that content validity was achieved through having different points of concern captured in the specific objectives covered, and ascertaining the contribution of each construct to the total variance.

### **3.8.2. Reliability**

Reliability is the ability of an instrument used to provide similar results when used more than once Kumar (2019). Oso and Onen (2008) define reliability as the degree to which an assessment tool produces stable and consistent results and a way of assessing the quality of measurement procedure used to collect data. To establish reliability, the research instruments were pretested on a different sample for content accuracy, consistency and reliability. The instrument was edited and corrections made during and after data collection. So the researcher tried to keep a detailed record of the research process.

### **3.9. Research procedure**

Research procedure is the process followed while carrying out research. For this study the researcher will seek for permission from the heads of the school Kalina Abbiri primary school and the head of school KB primary school to carry out the study. The researcher will obtain letters from the CEES allowing her to proceed and carry out the study in the proposed schools, compilation and presentation of data to the department of CEES will follow.

### **3.10. Data analysis**

The researcher employed largely qualitative means of data analysis and interpretation. Throughout the process of the research, efforts were made to triangulate the information received to ensure the greatest degree of accuracy and reliability of the data collected. The data collected was carefully transcribed and indexed for easier comparison and analysis. Analyzing data involved identifying the main categories, themes and codes that emerged from the transcription of in-depth interview field work journals and by document analysis. Data analysis involved extensive quotation and verbalism (Kumar 2019) past literature was incorporated into the research findings to measure validity and reliability of the study.

### **3.11. Ethical considerations**

Confidentiality of respondents was the basis and key consideration of this study. Ethical consideration refers to moral justification of the study investigation. This included maintaining privacy, assuring the participants of confidentiality, that all the given information be protected privately, gathered information to be reported honestly as collected and analyzed from the field in line with the study objectives. For this investigation Ethical issues were strictly considered during the study in order to protect the participants from any psychosocial, physical and social risk interview were only done with participant who voluntarily accepted, the researcher used collected information in a way that directly or indirectly would not affect the respondent, In order for the researcher to gain access to primary school children, teachers and parents, the researcher sought permission from the heads of schools; the respondents were informed of the purpose of the study and data collection procedure. This was ensured by making the respondents not to disclose their names during the interviews and self-administered questionnaires. The interviews were done on voluntary basis and not by force, bribe or any type of injustice. The study also provided room to the researcher to ensure trust by the required standards of qualitative study standards of the research and the sample size were also be representative enough in relation to the research topic.

## **CHAPTER FOUR**

### **DATA PRESENTATION, ANALYSIS AND INTERPRETION**

#### **4.0.Introduction**

This chapter presents the results from data analysis and their interpretation, the results and tools used are based on the objectives of the study. The study looked at parental engagement and children's social behavior of time management, respectfulness and dress code, in lower primary and nursery school children in Nakawa division Kampala district. The findings were collected through an in-depth interview with teachers, parents and administrators, observation of the children as they play and document analysis in order to identify the parental engagement activities, children's social behavior of respectfulness time management and how parental engagement practices related with them.

#### **4.1.The study context.**

This study was conducted in Nakawa Division, Kampala District in MA Primary school and KB Primary School. The researcher observed that both schools had permanent structures, MA primary school is a thirty minutes' drive from Kampala city and has a big compound and very nice designated play areas. At the school front office there was a wonderful front desk personnel who welcomed me warmly. KB Primary School was an old government public school, with a very big compound filled with lots of trees and shrubs notably was the washroom near the ECD center that was so clean, the staff members in the ECD section were very welcoming and readily gave me audience.

##### **4.1.1. Participants demographic data**

The demographic characteristics of the participants of this study are well outlined in this report after interpretation and analysis of the collected data which out lined information in regard to gender, age, qualification and year of experience. The demographic information provided basis on which data analysis was made. Considering research ethics of anonymity response from Headteacher respondents are coded as MA and KB representing schools MA0 and KB0 respectively. Teacher respondents were referred to as MA1 For Baby class MA2 for Middle class and MA 3 Top class for school MA and KB1 for Baby class KB2 Middle class and KB3 for top

class. All the teachers had the experience of working with children of different back grounds and different behaviors, the Headteacher had experience of over 30 years of service.

Table 2

Participants demographic data

<b>Class</b>	<b>Qualifications</b>	<b>Age</b>	<b>Gender</b>	<b>Years of service</b>
Headteacher MA	Bachelors of Arts with Education	56 years	Male	16 years
MA 1	Diploma in Education	32 years	Female	9 years
MA2	Diploma in Education	43 years	Female	3 years
MA3	Certificate in Nursery teaching	26 years	Female	6 years
Senior Lady MA	Grade 3 Teacher Certificate	49 years	Female	4 years
Senior Man MA	Diploma in Education	51 years	Male	9 years
Parent MA1			Female	
Parent MA2			Female	
Headteacher KB	Bachelors of arts with Education	45 years	Female	30 years
KB 1	Diploma in Education	48 years	Female	6 years
KB2	Certificate in Nursery teaching	28 years	Female	3 years
KB3	Certificate in nursery teaching	23 years	Female	10 years
Senior Lady KB	Diploma in Education	50 years	Female	28 years
Senior Man KB	Diploma in Education	45 years	Male	17 years
Parent KB1			Female	
Parent KB2			Female	

Findings in the table above revealed that out of the 12 teachers interviewed, 9 teachers had 5 and above years of teaching experience and interacting with children. Six teachers had a diploma qualification of education of education and 3 teachers had certificates in nursery teaching, One teacher was a grade 3 teacher. Two Headteacher s had qualified with a bachelor degree in education, this meant that given their training background and years of experience, the participants gave credible information concerning the parent’s engagement and children’s social

behaviors. All parents interviewed were female, Its known world over that female parents get more involved and engaged in children affairs, this implies that the information shared.

**Research question one: What are the forms of parental engagement in children’s social behavior in primary schools in Nakawa Division Kampala district?**

This question sought to find out the forms of parental engagement in children’s social behavior in primary schools in Nakawa Division Kampala district. The study first categorized parents’ engagement into three themes, that is, home-based, school-based and academic socialization. Home-based parental engagement included; offering support by learning together with the child; helping children with homework; physical interactions; establishing physical and psychological structures and oversight on homework process. The school-based parental engagement included; volunteering in school events; helping school management in decision making; discussing with children about school; and communication. On the other hand, academic socialization included communicating with children about; parental values and attitudes about learning; the value and enjoyment of learning; school and work and linking school work to current events; discussing with children about learning strategies; fostering educational aspirations and making preparations and plans for the future.

**4.2. Forms of parental engagement in children’s social behavior.**

The study looked at three forms of parental engagement and these were the home based forms and school based forms of parental engagement.

**4.2.1. Forms of homebased parental engagement**

**Offering support to children’s learning**

Findings from parents on home based parental engagement practices to offering support to children’s learning showed that parents; understood parental engagement through offering support to children’s learning was when parents had telephone contacts of their children’s teachers; inquired from teachers about children’s learning whenever they got stuck; asked their children how the teacher taught a concept and used it to help their children’s learning; read and interpreted difficult words or math concepts to their children; helped children to own their learning; encouraged children to do physical activity; discussed with children how to use technology like the

calculator; gave guidelines to children when using social media; managed children's frustration when learning; established routines for the child. Data analyzed from teachers on parental engagement through offering support to children's learning implied that teachers understood parental engagement to be parents; offered encouragement to children who had not performed or behaved well; did different learning activities together with children; visited places like museums, zoo, malls together with children for purposes of learning; discussed with children about things seen and issues discussed on television or radio; encouraged children to ask questions about topics learnt at school; recognized the emotional state of their children when they came back home; and appreciated their child's achievement whether big or small. Parent KB2 said;

I believe that I must have my child's class teacher's number, so that when other teachers give my children homework that is not easy for me to understand like phonics, I ring the class teacher who links me to the other teachers concerned who immediately teaches me then I am able to help my child better

Parent of MB2 said;

I always do a read for me I read for you sessions with my children and the children love it a lot.

From the results, from school administrators and teachers it is clear that parents learnt with their children when they; encouraged children to join school clubs; asked children to help them with those things children knew well; praised or corrected other people or children's social behavior; helped children make new friends or when in disagreement make up with their friends.

SA1 said;

Parents offered support to children's learning by going an extra mile to provide requirements for school clubs, knowing their children's friends by name, address and parent's names.

### **Helping children with homework**

Data from parents on parental engagement of helping children with homework, demonstrated that parents helped children with homework through practices of; doing homework with the children on days when they were free from work; making it their duty to do homework with their children;

participating in class day conferences to learn specific concepts that they used to help children with homework; having knowledge and understanding of the importance of doing homework with a child. Parent KB1 said;

While I am doing homework with the child I encourage the child to ask questions on anything they don't understand, in that way the child learns to ask questions and they even learn to open up, it is when we are doing homework that the child sees that am very serious about her learning.

In order to confirm from on parental engagement through helping children with homework analyzed data revealed that; parents set up friendly homework areas; scheduled regular time for doing homework; helped children in designing a plan of doing homework; minimized possible distractions from peers or siblings; gave praises for correct answers; gave encouragement for difficult numbers; and did not entertain children's excuses for not doing homework. This was emphasized by Teacher KB1 who said;

We have different parental approaches to helping with homework. Some parents have full engagement in the homework processes: other parents help their children finish all the homework on time, ask question and makes the child feel supported. None engaged parents are never aware of their children having homework so such children bring unfinished homework

Teacher MB3 said;

Some children are supported in homework in a very an acceptable way while other parents write in the children's books and when we do assessment, we realize that the parents are not guiding the children but rather do the work which is wrong, for us teachers we just now have to tell them what to do but not to write the children's books.

### **Physical interactions with children**

In the view to get parents' views on physical interactions as a form of parental engagement it was revealed that parents felt that healthy physical interactions was evident when parents; played games, escorted children to class, joked around, set boundaries, listened, empathized with, set aside time to talk, sat, hugged, and lifted, ate meals, set and\established rituals with and for the

children. While through an in depth interview parents who were perceived to have un healthy physical interactions with children; were either backing, punishing, or at a distance from the child; left all child care to nannies, house helps or grandparents, or neighbors. In an in-depth interview with parents on parental physical interaction as a form of home-based parental engagement behavior, analyzed data showed that parents; play often with their children; had evening walks with the children; read books for the children; engaged in homework process with the children; and went for shopping with the children. This was confirmed by parent of MB3;

I believe in parental physical interaction because it make the children happy however the parents I am afraid that I sometimes do not have time.

Parent MB2 from Middle class confirmed and said;

Children with healthy positive physical interaction exhibited freedom with their parents; learnt to communicate more; came to school neat and smartly dressed; exhibited politeness; were empathetic and less stubborn.

Parent KB2 said;

The most common activities where I interact with my children is through doing evening walks and shopping with the children on weekends. Sometimes I try to play local games and contemporary games like snakes and ladders, monopoly, ludo with my children and I see that it makes the children happy. But of course I cannot play often with the children because I am employed from 8;00 am to 5;00pm and given the traffic patterns I reach home when the children are already sleeping

### **Establishing physical and psychological structures**

In regard to parents establishing physical and psychological structures as a form of parental engagement data analyzed from both teachers and school administrators it was evident that parents; maintained daily study routines; provided specific areas to keep writing instruments: established study rooms, working desks and specific places for study; took children to school and left them inside their classrooms or school compounds. This was greatly influenced by physical observation of parents providing children with writing material and tools. Despite teachers and school administrators view data analyzed from parents on physical and psychological structures

further established that parents; made a study schedule; put up study rosters for doing homework; provided rewards and reinforcement; and set timers to make children complete homework on time; helped children set timers. Parent MB1 said;

I was advised by the middle-class teacher to provide a study table, I fixed a study an extra room meant for studying and doing homework, I hear my children shout, “its time for home work! We have to go to the study room. When my children do the homework on time a reward with a star sticker when my children read well and correctly, I reward by allowing them to watch TV.

Teacher KB2 said’

We encourage parents to make sure that children study at home following a schedule that is systematic, follow a time table printed and hanged on the wall, have designated areas to read from or do homework from.

### **Oversight on homework process**

In response to the question on parental engagement practice of offering oversight on the homework process revealed that parents believed parent offered oversight on homework when they; sat together with their children to do homework; provided children with relevant scholastic materials like pens pencils, colors and other; checked children’s homework before, during and after, children did homework; checked homework for corrections before signing; ensured children had homework packed before going to bed and checked children’s bags before children went to school. While data analyzed from parents on overseeing children’s homework revealed that parents provided oversight to children doing homework through; consulting their children’s teachers about children’s homework that they did not understand; made calls to the teacher where homework was unclear; signed children’s homework; scheduled children to do homework; checked if homework was marked; and provided advice on question setting and answers. While analyzed data from school administrators on parental engagement practice of overseeing children’s homework concurred with that of teachers and parents. However, administrators felt that parents who provided oversight on homework; were involved fully in children’s homework; signed the children’s homework; and packed the children’s homework in their bags. Parent from MB2 noted that;

Home work time is very serious whenever I sit with the children, I set the time, I check the home work activity book and I keep calling the top class teacher for clarification in case there is something I don't understand, actually whenever I give children time during home work, they finish the activities very fast.

#### **4.2.2. School-based forms of parental engagement**

##### **Volunteering in school events**

The majority of teachers who responded to parental engagement practices of volunteering in school events as a form of school-based parental engagement revealed that teachers considered parents to be engaged when parents; participated or got involved in school events such as music, dance and drama competitions, sports days, class days, talks; read books and stories to children at school; participated in fund raising activities; participated in school health camps; participated both financially or and physically. Teacher KB2 said;

Some of our parents are active, on our DEAR days they come to read for the children while the children also read for them, we have parents who have rotary clubs the ask the Rotarians to come to our school and those clubs have supported us in healthy camps by providing free medical camps, talking to our children about safety. Engaged parents always attend school events, help in fundraising, participate on sports days and some parents take part in different races with the children.

Teacher from KB3 noted;

Parents got excited when they saw their children's work displayed around classroom.  
Parents get so excited on drama days when they see their children perform and act.

While all parents, who responded on parental engagement practices of volunteering in school events as a form of school based parental engagement revealed that parents were engaged when they; attended consultative meetings where reports about children's progress and attitude to work and social behaviors were discussed; paid contributions for children's art and craft material; paid for children's concerts at school; hired children's drama costumes; looked around school and saw children's display; and talked informally with members of staff. Parent KB2 said;

Sometimes when I happen to attend the school events I make sure I listen to the teachers communication, I also try to reward children who are doing well, and I even tell my child to the same and I keep telling my child to be a good listener, at the school events I try to dress well because it's not good for us mothers to dress badly when going to school the children look at us and copy and dressing badly embarrasses the child, they feel bad when you dress badly

Interestingly even school administrators on parental engagement through volunteering in school events as a form of school based parental engagement highlighted that school administrators opined that parents were engaged when parents; provided a positive environment on attending school events; offered to lead in opening and closing prayers; provided refreshments for the children on sports days; participated in decision making through the parent teacher association; and participated in co-curricular activities. The Head teacher from MA noted that;

We have a very strong parents association where about 8 members of the executive are parents they represent the rest of the parents they have a hand in making decision in school.

### **Helping school management in decision making**

Analyzed data from School Administrators on helping school management in decision making as a form of parental engagement revealed that parents; set up and maintained a Parents Teachers Association and Founders Body; participated in the Drop Everything And Read (DEAR) week; provided services at low costs to the schools; linked the school to important networks. Analyzed data from Teachers on helping school management in decision making as a form of parental engagement revealed that parents; responded to school management reminders of school fees balance when they paid and cleared all the bills, when parents provided or donated furniture to be used in office, when parents communicated with school management on a regular basis on matters concerning school management. Surprisingly even parents on helping school management in decision making as a form of parental engagement were of the view that parents; helped management by offering printing services at a low cost, offered food at a credit and a big discount, parents helped school management in settling in new teachers in the community by providing free housing and food to the new teachers for a few months. The teachers of MA1 said;

We have the “Drop Everything And Read (DEAR)” program, where parents and non-parents are invited to participate by reading to a class. We also have Class Open Days where parents check on children’s work. Engaged parents love both programs and turn up in good numbers. Non-engaged parents don’t come to school, and you find that their children do not have good behaviors as well.

The parents of MA2 said;

My friends who is a parent of this school prints exams at a cheaper price and delivers when she is coming to pick the child after school at no cost. I personally bought some furniture to help our school grow

### **Discussing with children about the school**

When interviewed how parents discussed with children about the school as a form of school based parental engagement parents said that during the talks parents; asked children about various issues like, what they learnt in school, the meals they had in school, children’s leadership aspirations in school, and school club and co-curricular activities; used respectful language; used active listening techniques of talking less and leaving child to talk more; and showed interest when the child was talking. Interestingly teachers on discussing about the school as a form of school based parental engagement showed that parents talked about the school; through asking simple and positive questions about the school; talking about the child’s future plans of professionalism; making time to talk with children about school; giving children full attention when talking with the child; turning of TV when talking to children; and practicing or doing non-interruption when the child was talking. Strikingly the school administrators agreed with teachers and parents perceptions but added that parents who discussed with children about school often summarized the child’s words and feelings when concluding the talk; repeated what the child said in the child’s words; avoided making judgements on what the child said; and listened actively.

### **Communicating with teachers**

Results on data from parents on communication as a form of school based parental engagement indicated that parents talked to teachers about the children’s weakness through formal class meetings; held informal meetings where they discussed about solution to the problems; worked

with teachers to reward and praise children's best done subjects; and devised means of improving children's talents. Parent MB2 said;

I attend meetings often and that's when I get a chance to discuss my child's strength and potential, but sometimes I just make phone call, the top class teacher advised me to buy for child the scrabble board game to improve on the spellings and new vocabulary

Interestingly even that data from teachers on communication as a form of school based parental engagement outlined that teachers used class days to; discuss children's strength and weakness; advise parents on how to get involved in helping the children improve on weak areas and maintain strong areas of their studies; and to advice parents on how to coach children in order to develop children's talents. Teacher KB3 said;

Well here we have days when we invite parents for math or literacy workshop, during such workshops we train parents on how to help the children understand numeracy and literacy concepts, such workshops work for parents because the children learn so much from parents.

Findings from administrators on communication as a form of school based parental engagement practice revealed that parents discussed with teachers about children's performances; attended student led conferences; supported children talents and used children's weak areas to discover the children strength. The Headteacher KB noted that;

On the student led conferences we let the child to speak first then let the parent have a one on one discussion on the children's academic progress and social behaviors

#### **4.2.3. Academic socialization as a form of parental engagement**

##### **Communicating about parental values and attitudes about learning**

Findings from data from teachers on parental values and attitudes passed on through academic socialization as a form of parental engagement showed that teachers considered parental values and attitudes through academic socialization was when parents; used their cultural experience in raising, nurturing and mentoring the children's social behaviors; acted, demonstrated to the children how and when to do certain activities both at school and at home. Analyzed data from parents on parental values and attitudes passed on through academic socialization as a form of

parental engagement revealed that teachers considered parental values and attitudes through academic socialization to be when parents; talked to their children about respecting people as they were doing homework at home; and told children folk stories about keeping time, respecting peoples space and belongings. Findings from data from parents on parental values and attitudes passed on through academic socialization as a form of parental engagement showed that teachers considered parental values and attitudes through academic socialization was when parents; talked with their children and taught them how to greet people in English and in their mother tongue; told teachers to help their children practice greeting peers, share fairly with their peers; showed their children how to button shirts and to tuck in their shirts well so as they could look good and neat in their school uniforms and other casual clothes. Analyzed data from school administrators on parental values and attitudes passed on through academic socialization as a form of parental engagement showed that teachers considered parental values and attitudes through academic socialization was when parents; come to school to interact with children especially on the specific events, some parents were allowed to attend school assemblies and they led children in prayers , such interactions made the children learn from parents experiences, the parents were also allowed to read books and tell stories to children. The administrators also together with teachers organized cultural days and requested parents give children traditional outfits, it's from this experience that the parents were able to speak to children about dress code and other related behaviors. On this note Parent MB1 noted that;

I make sure that I respect every one and I speak to people politely so that my children can also be polite. I also encourage my children to respect people, never to raise voice while talking to adults or even their peers.

Parent from KB1 added that;

As a parent I make sure that I dress well in a way that I want my children to dress so that they can copy, because I know that children copy adults especially their parents”

Parent MB2 explained;

I believe that in order for my children to behave well I must enforce the behavior in the children by acting, I dress the way I like my children to dress,

### **Communication between parents and children about parental expectations for education**

The findings from school administrators on parental engagement practices of communicating to children about parental expectations for education suggest that administrators believed parents talked to children about their expectations when they were at home; took them to friends who had the desired profession and talked about the profession; told them stories about benefits of education; showed them videos and films about respective professions. While findings from teachers on parental engagement behaviors of communicating to children about parental expectations for education although slightly different show that parents; used force; used discussion methods were they sat their children down and discussed with them; took their children to affluent relatives who were well read and relayed their expectations; introduced their children together with the ren' desired profession; nicknamed their children according to the children's profession; used professional titles on children.

### **Communication about the value and enjoyment of learning,**

Analyzed data from parents on how they communicated to the children about the value and enjoyment of learning showed that parents; took their children to places, families and introduced them to friends where they talked about the value and enjoyment of learning; parents held parental talks at school where they emphasized the good side of learning and bad side of not learning; used threats; pointed out people who were suffering because of law education; talked and listened to children views on learning; modeled the value of learning had phases and stories that depicted the good side of education.

### **Discussions with children about learning strategies**

Analyzed data on parental discussion with children on learning strategies from parents revealed that parents; attended parent conferences to get new ways of teaching children, helping with homework; belonged to different parent WhatsUp groups to learn how to hold meaningful discussions with children; asked teacher to discuss with children on learning strategies.

### **Fostering educational aspirations.**

Analyzed data on fostering educational aspirations from parents revealed that parents were able to give the children the pretend play materials that made children see themselves as in a particular

profession, pretend kitchen wear, police toy cars, While data from teachers revealed that teachers fostered educational aspirations of children by providing children sentiments that encouraged children; gave children the profession costumes like the doctors coat , police uniform, nurses uniform on the professionals days in order to educational aspirations.\

### **Making preparations and plans for the future.**

Data from teachers on how parents made preparations and plans for the future revealed that parents; often asked children on what they wanted to be in future; advised children on how to achieve their plans; talking to children about the future; reading stories that pointed to the future; and making practical preparations and plans for the future.

### **4.3. Children's Social behaviors of respectfulness, time management and dress code**

The study looked at three forms of children's social behavior namely time management, respectfulness and dress code of children in primary schools in Nakawa Division Kampala District.

#### **4.3.1. Children's social behaviors of respectfulness**

The findings on what parents believed to be social behaviors of respectfulness was unexpected and suggests that parents believed children's respectful social behavior to be; not using abusive language; having respect for others such as adults, teachers and peers; being attentive while others are talking; treating others with respect and care; taking responsibility for one's own actions; and self-control; listening to and obeying directions; not talking back to elders; not questioning their parents words or directives. Parent KB2 said;

My three year old son learnt very good behaviors of greeting us in the morning, and also he likes to thank me for everything I give and do for him, I was so surprised when I saw my boy knock the room before entering, this is a respectful behavior he has learnt!!!.

Analyzed data from school administrators revealed that administrators considered children's social behavior of respectfulness to be; treating older people with respect; greeting teachers, older people and each other; asking for permission to use a peers items like pens, pencils or colors; sharing; using non abusive language; and communicating in appropriate tones and voice to teachers, peers and older people. The Senior Woman School KB1 said;

We have children who are really respectful yet still very young, they are very responsible, they report other children who rip books in class or when other children who break pencils, the middle class leader likes to ask questions and most of the time she is quiet when the teacher is talking.

While analyzed data from teachers suggested that teachers believed children's social behavior of respectfulness to be respecting teachers, adults, cooks and cleaners; interacting well with fellow children; playing positively with peers; sharing very well with peers; treating and behaving in a none offensive way with peers; seeking permission to do things or use a peers property; using appropriate kind language; offering politeness; not yelling when teachers or peers were talking; being very keen on following set rules and regulations of the school; not damaging school property; never stepping on desks; knocking on the office door before entering; waiting until they are granted permission to enter into the classroom or staff room; greeting adults and peers; using magic words like thank you, please, may I; taking turns with peers in different activities; waited patiently on others while in the line; not interrupting adults while they are talking; when they called upon they come running; love to listen; seek for permission to get out of the classroom; greet their peers; do not fight with their helpers at home or when coming to school. Teacher KB3 said;

Children that are respectful, love to greet teachers in the morning, do not just move out of class without permission, and if told not to do something do not end up crying. Children come here fighting with the maid every day, the child uses abusive language to the maid, I find that very bad behavior and it shows how children these days are very disrespectful.

#### **4.3.2. Children's social behaviors of Time management**

Analyzed data from teachers on time management as a form of children's social behavior showed that; teachers believed children exhibited good time management behaviors when they; kept small notes on things to do; had watches; timed every activity they did; followed the prescribed school calendar; came to school early; planned when to start and complete their homework or classwork; ensured that they completed classwork on schedule; organized their school bags before coming to school; planned for time of play; kept a schedule of what they had to do in notebooks or papers. Teacher KB3 said;

We have a time table of the scheduled activities which they follow every day, so while at school the children do all the work on time. We follow a calendar which we share with the parents at the start of every academic year, then we make time tables for every class, then we pin the time tables in all the classrooms and the notice boards for the children to see,

Data analyzed from parents on children's social behaviors of time management to be; children with poor time management behaviors never kept a record of homework given to them; came to school late; and practiced lazier fair time management. Parents with good time management behaviors; liked setting the timer clock and; acted role models; took breaks when doing assignment; used a calendar; made daily to do lists in a diary; and prioritized work. Parent MB2 said

You have to call this girl many times in order for them to do just one task I find it hard to shout, and keep reminding them about their homework routine.

Data analyzed from the administrators on children's social behavior of time management showed that administrators believed that children exhibited time management skills when they; came to school on time; did class work and homework on time; were in the right places at the right time; set timers to guide them. The Headteacher of MB1 confirmed it and said;

Children with time management skills are always responsible and know how to make choices, are focused and accomplish tasks easily. These are the children we normally choose to be children's leaders.

#### **4.3.3. Children's social behaviors in dress code**

Analyzed data from teachers on children's dress code behaviors revealed that some parents made their children dress up in; very tight uniforms, damaged shorts and trousers in the name of fashion; dirty clothes; and torn stockings of different colors, while some other parents dressed their children perfectly with; nice fitting, appropriate school uniforms and casual smart clothes. Teacher KB2 said;

Some children come here with dirty uniforms sometimes we look around for spare clothes to offer to children with dirty uniforms so that we can wash and repair them, There are

parents who drop the children here on the days we wear casual smart but the children are dropped dressed in very bad clothes

Analyzed data from parents on children's dress code behaviors revealed that some parents had children put on; uniforms that were appropriate and fitting for children; sports wears that were so warm for children; while others had very short uniforms; very tight; and transparent dresses. Parent MB1 remarked that;

The uniforms are too short yet for us we believe that wearing long dresses that cover the whole body is also a good value that helps the child to understand that they can't let their body parts out to be seen but the uniforms are above the knee the sports wears are also short so balancing that is not easy and school uniform can't be changed easily.

Parent KB1 said;

I like the school uniform it's warm and the children look so smart and their sweater are so warm,

Analyzed data from school administrators on children's social behavior of dress code revealed that school administrators believed children's dress code was

The Headteacher MB said;

When our children wear uniform we get comments of improved behavior, proper discipline and grounded concentration, the teachers do their work easily and the children can be easily identified from the non-members of our community as well as adults, our dress code is usually plays a big role in maintaining safety of our children

The Senior woman KB said;

You see dress code like our uniform makes the children feel equal to one another when children wear the same uniform every day you can't tell the difference between a child from rich home and a child from poor or humble family.

#### **4.4. Relationship between parental engagement and children's social behaviors**

##### **4.4.1. Home based parental engagement and children's social behaviors**

###### Respectfulness

Analyzed data from school administrators, teachers and parents on the relationship between home based parental engagement and children's social behaviors of respectfulness revealed that there was a relationship. School administrators said offering support to children's learning was positively related with children's social behaviors of respectfulness.

School administrators said parents used the moments of offering support to children's learning, , to train children to be obedient by appreciating and obeying both home and school rules and regulation; to model on how to offer respectfulness to peers or adults; to encourage and model respectfulness practices and behaviors to the children; to demonstrate or reinforce to children how to use magical words like excuse me, am sorry may I please, thank you. These kind of behaviors taught children how to be respectful. Parents used moments of having physical interactions with children to observe the respectful behaviors of children and put them correct wherever they had gone wrong; to train children of greeting parents and peers and elders; of drawing examples from lessons learnt at school and relating them to life events; to read stories, analyzing stories and relating them to life situations.. Parents used the moments of helping children with homework and overseeing homework to train children in respectful behaviors and practices of respecting their workbooks or workbooks of peers by handling books with care.

Teachers said children whose parents helped with homework and provided oversight on homework had good respectfulness practices, because as parents helped children with homework and provided oversight on homework, parents were able to remind, model, check on and reinforce use of magical words like thank you, may I please, am sorry such magical words hence emphasize the social skill of respectfulness of the adults and the peers. Parents were able to guide children on how to politely ask questions, talk to peers, use calm and polite language hence training them to be respectful.

Parents said that during the process of doing homework parents were able to talk to their children about many things such as being respectful, emulate their way of talking and since children looked up to their parents they would copy and do it accordingly; because by nature children see, listen and copy, what parents do children were able to copy their parents respectful behaviors appropriately and parents were able to put their children straight as regards being respectful and to encourage children to respect elders, peers and parents,

### **Time management**

Analyzed data from school administrators revealed that administrators believed there was a positive relationship between parents helping with homework and offering oversight on homework and children time management practices. School administrators perceived a relationship between parental practices of guiding children on how to keep time. giving children tips on time management, helping children follow the home work time table, teaching children how to use the watch to tell time or giving children time to emphasize the importance of keeping time to be positively related with children's time management practices of maintaining punctuality, keeping time and being mindful and conscience of time keeping. School administrators added that parents who sat with children to do homework observed the children's character more and could tell whether the child was low or fast in time management practices and guide accordingly; provide positive comments on keeping time; reinforce time management among the children; and explain the importance of keeping time. School administrators believed that when parents engaged in physical interaction practices with children of sharing with, reading stories for, playing different games with and reminding the children of the next activity, parents were then able to employ such interactions to train children to respect and manage time. School administrators perceived that when parents talked about the weak and strong areas of the children, such talks helped child to improve their time management practices; and drew positive support of both the teacher and the parent. School administrators believed that when parents got involved in school events or school management it made the children to understand that their parent were well grounded with the children's learning and young children like to do things to impress the parents so much. The Headteacher of MB3 said;

On very many occasions I encourage teachers and parents to play with the children, this makes the child feel good and there is away it draws the children closer to their parents and

teachers. In our schools open days and sports days we invite parents who want to take part in different games with the children and the teachers a thing that emphasizes parental engagement and inclusiveness.

Analyzed data from teachers on the relationship of parents doing homework with children and children's time management behaviors revealed teachers perceived parental practices of doing homework with children. giving ample time to train children on time management practices, making children to do their homework on time. putting bench marks for the children, setting timers and drawing a schedule to be followed from the time the child gets home up to when the child goes to bed related positively with children's time management practices because it taught children how to keep time and trained children on time management. Teacher KB2 said;

Physical interactions like talking to the child, playing with the child, doing the house cleaning together helps the child to be free with the parent and also build a strong bond between the parent and the child, but most importantly is that the child learns good time management practices.

Analyzed data from parents, on the relationship between physical and psychological structures and children's time management behaviors showed that parents believed that sticking on study routines trained children to master time management since the study routines happen at specific time, the designated study rooms or spaces, and tables, book shelve trained children to respect space at home or at school thus training the child to be in the right place at the right time. Teachers were also of the view that there was a relationship between parental practices of establishing physical and psychological structures and children's time management behaviors. When parents put up homework rules and regulation it helped the children to acquire the ability to plan well for activities as well as achieving set goal which in incense was a skill of time management and consequently the children acquire time management behaviors.

Analyzed data from parents on the relationship of oversight on homework process and children's social behaviors of time management revealed that parents interacted and offered motivating praises to the child in terms of rewards, during the oversight on homework parents put time limits for doing particular activity by setting timers, these rewards and motivations made the children

enjoy doing homework as the children mastered time management. Teacher MB3 agreed with the parent and noted;

While at home the children look up to the parents on whatever they do, so if you as a parent help the child with the home work, the child never misses doing work, if at all the parent is engaged and show kindness to the child, the child will also be kind to his/her peers and consequently they will interact well all the time. If the parent is there to put time limits on home activities, help the child set timers, the child will develop the sense of time management,

Analyzed data from School administrators on the relationship between home based parental engagement and children social behavior of respectfulness revealed that parents giving time to their children to build love and acceptance. A child who feels loved learns to respect people very fast. The administrator of KB added

I always encourage my teachers and our parents to be exemplary in dress, speech and punctuality because children are copy cats and they look up to adults and admire what we do, how we dress up, so if you dress up badly the children will copy that,

### **Dress code**

Analysis of data from administrators on the relationship between offering support by learning with children and children dress code revealed that school administrators perceived those parental practices of offering support by learning with children; guided children on how to dress while following weather pattern; reinforcing the dress code by making sure that the children prepared what to wear with the help of the adults at home; speaking to children on how dress appropriately related positively with children's dress code as it helped the children to be organized and to know what to wear when and where. While administrator added that offering support by learning together with the child helped the parents a\guide the children on how to dress up and were able to see what sizes and materials the children needed to wear. The most intriguing findings from teachers on the relationship between parental engagement practices of offering support by learning with children and children's dress code was that teachers perceived those parental practices enabled parents to insist on their children dressing well at home and at school; the dress code required of the children being copied from parents and teachers. and parents mobilizing teachers

and school administrators to back up parental efforts, it then became an eye opener for the children that one must dress well.

The most striking results from parents on the relationship of parents doing homework with children and children's dress code is that when parents sat to do homework with their children, they were able to notice if the uniforms were dirty, too tight, torn, needed repair and provide accordingly. Interestingly the administrators revealed that parents engagement in the child's learning fostered guidance on dress code and that parents who spent time with the children cheered children to copy their parents way of dressing as they kept encouraging children to dress well. Parent MA1 said;

The middle class teacher advised me to have a specific study table for my children, I realized that I needed a full study room which I fixed and put a table for every one, I have observed my children doing homework and I see that everyone has their own space, the eldest who is in Top class plays the leader role of reminding the rest to be quiet while doing homework, I often hear them scream "its home work time" "we have to go to the study to do homework"

Findings revealed that parental engagement practices in offering support by learning with children and entire life gave them chance to express love, give guidance to children on being respectful of their peers and adults, encouraged them to dress well while going to school, dress well for church and dress appropriately for game at school and at home.

#### **4.4.2. Relationship between School-based parental engagement and children's social behaviors**

##### **Time management**

Interestingly data analyzed from teachers on the relationship between parental engagement in school events and children's time management, suggested that teachers perceived that when children saw their parents in school events they felt; happy, excited; confident; and eager to do classwork. Such children looked forward to showing their parent classwork; wanted to share their good work to parents; listened very well; responded to everything asked in class; and behaved well. Well as data from administrators on the relationship between parents helping of school

management and children's time management behaviors revealed that; engaged parents who worked as a team with school management were able to devise monitoring plans for their children's time management behaviors, respectfulness behaviors and dress code. Parents were able to communicate with the teachers frequently, hence making them able to reward the children who were behaving beyond expectations and appointed such children with the responsibility of being time keepers, in their respective classrooms ,uniform prefects for their respective year groups.

The findings from teacher and parents on the relationship of teachers and parents values and attitudes and children's social behaviors of time management practices parents told folk stories to the children about the lazy children who were always late and they showed them the dangers of not doing work on time hence training the behavior of managing time. Parent MB1 noted that;

I like to tell stories at night before bed and I like to ask questions to see if at all the children learn something sometimes I prompt conversations that may lead to what I want my children to learn.

Teachers KB2 added that;

Speaking to children with respect is an act of emphasis to children that everybody deserves to be respected; putting up a time table is a way of emphasizing time management. As teachers we never get tired because we never give up.

Parents were of the view that as they talked to their children parents guided the children on how to do things on time, children asked their parents to buy for them watches or stop watches and parents taught children how to interpret and tell time, distribute activities all of which is time management.

### **Respectfulness**

The findings from teachers on the relationship between parental engagement in school events and children's respectfulness behaviors revealed that there was a significant relationship as children of engaged parents; felt protected, good, secure, safe and happy, confident, motivated to come to school, have positive ways of thinking, love to learn; practice good behavior to be very open; and could not be quiet, all these attributes in turn made children be respectful to adults, peers and

teachers. Data analyzed from parents on the relationship between parental engagement while maintaining study routines and respectfulness revealed that parents use study routines to train the child to learn the responsibility of respecting others and their property. This was further emphasized by parent X1 said that;

When parents maintain study routines children learn to have dairies where they write their reminders of their respectful practices which even in future this skill will helps them at work.

Parent X2 from Top. Class said;

Having study routines for children is important because it trains children to learn to follow the school regulations; being in the right place at the right time, leading to respectful habits which are good social behaviors.

The administrators and teaches added that parents talking to children about school helped parents know more about the school program and children support accordingly. Such conversations triggered children's opening up about so many things that made parents' guide the children accordingly and give feedback to the teachers. Parent of MB1

I ask my son about school every about what he learns in class, the boy tells me everything , he tells me about the meals and likes to teach me how to sit while eating because what the teachers says is always the truth. He tells me about the children's leaders and how the get them.

While school administrators on volunteering at school events as a form of school based parental engagement showed that administrators highlighted the benefits of parent's voluntary participation in relation to children's social skills and academic progress. Volunteering of parents encourage their children to behave well and they keep reminding them of the social skills. However, analyzed data from teachers and parents on volunteering at school events as a form of school based parental engagement revealed that both teachers and parents believed that the more parents voluntarily participate in organized school events, the more progress and successful their children will be. Parent KB2 said;

We don't have time to help in organizing school events my wife and I do jobs that don't permit day offs We only attend the events if they happen on the days we are free, we find everything organized we sit listen and watch the activities then go away

Teacher from MB added

We have very few parents who volunteer to participate in events here, most parents say they have a very busy schedule so they can't manage, yet other parents think it's not important

Results from teachers on the relationship between parents talking to teachers about weak and strong areas of a child and children social behaviors of respectfulness, cast a new light and revealed that parents talking to teachers addressing children's weak points opened deeper conversations that led to devising means of improvement like training the child to respect other people's property and space, training the child to do work on time both at home and at school. Analyzed data from administrators on the relationship between parents talking to teachers about weak and strong areas of a child revealed that parents spoke with teachers about the children weak and strong areas respectfully in front of children, the children learnt to be respectful after learning it from parents, parents dressed well while going to school as children emulated, parents were on time basing on their schedule and they always told their children to do the same.

Communicating with the school often helps the teachers, parent and child to be consistent on the set targets of the child, for example my child

Analyzed data from teacher and parents on the relationship of teachers and parents values and attitudes and children's social behaviors of respectfulness revealed that; With the exhibition of attitudes and emphasis of parents values, children learnt from their parents and the kept referring to what and how their parents said, did or taught the children to do a particular behavior for example the parents in MB agreed that they taught their children to kneel down while greeting adults and it's a way children showed respect to the adults, they also told their children to always make sure that they button their shirts well, tuck in their blouses to look neat and smart, this was to emphasize on the dress code that was appropriate for school, home and community.

## **Dress code**

The analysis from teachers on the relationship between parental engagement in school events and children's dress code behaviors found evidence for none parental engagement to be responsible for fostering and brooded children who dressed poorly leave alone having complicated characters that were hard to accommodate; children who came late in class, failed to learn how to share, and had bad behavior. Analysis of data from teachers revealed that even in those cases of minimal parents' participation in school events like music, dance and drama, whenever parents were asked to pack snacks or pay for some drama costumes they participated, this in turn helped to maintain the children's proper dress code. Teachers added that parents engagement through helping school management made parents to frequent school premises, this helped the parents monitor their children in school, check their children's dress code, helped the children dress well, reminded the children to be mindful of the dress code and also be mindful of other people's opinion on how they dressed.

Analyzed data from parents highlights that parents held a view that there was a relationship between parents helping school management and children's respectfulness behaviors. Parents believed that parents used that avenue to seek for information from the school management to see if the children needed extra support in terms of respectfulness and to reach out to their children's teachers easily. Parents held a view that as parents engaged in talks with their children about school the children opened up on time for break, lunch, snack, or play; this helped parents learn and understand their children's day program in school and discussed the sportswear details, here the parents were able to guide the children on what to wear and how. Analyzed data from teachers on the relationship between parents talking to teachers about weak and strong areas of a child and children revealed that teachers believed these practices encouraged children to dress appropriately and explain to the child the importance of proper dressing.

Results from the administrators demonstrated that; as the parents spoke with their children, teachers and other adults with respect, the children learnt, copied and practiced it, that as the parents dressed well, made sure that they get to work on time the children copied and emulated the children in most cases role played their parents actions and most phrases they make, the administrators encouraged the parents to always be careful with what they did at home , on the

way to school and in all other aspect of life because the children copy and whatever they do the children imitate and they eventually take such in behaviors. The Headteacher KB1 said;

Children act their parent's action every day and most of the actions come out on drama days.

#### **4.4.3. Relationship between academic socialization and children's social behaviors**

##### **Respectfulness**

Another promising finding from teachers on the relationship between parental engagement and parental academic socialization practices on children's social behaviors of respectfulness, was that teachers said; parents used their past experience in raising, nurturing and mentoring the children social behaviors of respectfulness; acted and demonstrated to the children how and when to do certain activities both at school and at home; told their children about respecting people as they were doing homework at home, parents told children folk stories about keeping time, respecting peoples space and belongings; Parent from MB1 noted;

I make sure that I respect every one and I speak to people politely so that my children can also be polite. I also encourage my children to respect people, never to raise voice while talking to adults or even their peers.”

Analyzed data from school administrators on the relationship between academic socialization and children's social behavior of respectfulness revealed that parents; academic success, time management dress code, and respectfulness depended much on the parents values and attitudes towards dress code respectfulness and time management. For children whose parents. Analyzed data from parents on the relationship between parental academic socialization and children's social behavior of respectfulness revealed that; parents explained issues of respectfulness to children; talked with their children about importance of respectfulness; taught them how to greet people in both English and mother tongue; told teachers to help their children practice greeting peers, share fairly with their peers;. Parent from KB1 added that;

I make sure that I dress well in a way that I want my children to dress so that they can copy, because I know that children copy adults especially their parents”

Findings from school administrators on relationship between parental academic socialization and children's social behavior of respectfulness at least hint that parents; came to school to interact with children especially on the specific events; attended school assemblies where they led children in prayers; read books and told stories to children; organized cultural days and provided children with traditional outfits; spoke to children about respectfulness; trained children to kneel down while greeting adults at home as a sign of respect; encouraged children not to raise their voice while talking to adults and their peers; guided children on how appropriately dress up for specific occasions. Parent MB1 explained;

I believe that in order for my children to behave well I must enforce the behavior in the children by acting, I dress the way I like my children to dress.

The Senior man KB confirmed it and said;

We even invited Rotarians and our children read for them books some of the Rotarians are our parents here. You can even see that children of participating parent are even behaving better than other children, have positive attitudes, children normally have better academic grades,

### **Time management**

From the short review from teachers on the relationship between academic socialization and children's social behaviors of time management key findings emerged that parents; respected time; planned school schedule together with their children; practiced time management in play time, meal time; guided children on time keeping while using their past experience through folk stories songs and proverbs; excelled in time management; were mindful of the time they let their children come to school; told children's stories that helped children to learn about managing time; ,about dressing well and the dangers of not dressing properly.

### **Dress code**

In line with the ideas from parents on the relationship between academic socialization and children's dress code behaviors it can be concluded that parents used their academic socialization practices and behaviors to; talk with the children about what and how they should dress; listen and

respond positively to children's suggestions on dress code; inform teachers on what and how they wanted their children to be dressed; and emphasize to children that they should dress appropriately.

We only attend the events if they happen on the days we are free, we find everything organized we sit listen and watch the activities then go, I have never physically helped school management in anything may be paying school fees on time only that. there was minimal voluntary participation of parents in school events, as parents said that they had limited free time, while others thought it was not so important. Parents showed their children how to button shirts and to tuck in their shirts well so as they could look good and neat in their school uniforms and other casual clothes

## **CHAPTER FIVE**

### **DISCUSSIONS, CONCLUSION AND RECOMMENDATIONS**

#### **5.0. Introduction**

The data analyzed in this study was collected for the purpose of evaluating the forms of parental engagement and how they shaped the children social behavior of time management, respectfulness and dress code practices in selected primary schools in Nakawa Division, Kampala District. This chapter provides discussions, recommendations and conclusion based on the study findings and suggestions for further research. With all the optimism, given that parental engagement is a fundamental practice that defines the social behavior success or failure of children, the recommendations made in this report will be a great support in enriching parents attitudes to engaging in children's life through strategic utilization of the homebased, school based and academic socialization practices in children's life in order to enhance children's social skills of time management, respectfulness and dress code.

#### **5.1. Discussions of the major findings**

##### **5.2. Forms of parental engagement**

The study findings revealed that teachers, school administrators and parents understood parental engagement to be homebased, school-based and academic socialization practices and behaviors which was in agreement with Neemen et al (2010), who said parental engagement bridges two context in children's early development namely the home and school settings. The study revealed that the forms of parental engagement practices and behaviors, in the selected schools in Nakawa Division, Kampala District was in forms of homebased, school based and academic socialization. The study further demonstrated that children with highly engaged parents had enhanced social functioning behaviors of time management, respectfulness and dress code and fewer behavior problems which is in agreement with Neemen et al (2010) who said parental engagement enhances social functioning in children and reduces on children's behavior problems .

##### **5.1.1. Home based form of parental engagement**

The study found that respondents said parental homebased engagement consisted of all of those parental practices, activities or behaviors at home, such as offering support to children's learning;

helping with homework; providing oversight on the homework process; physical interactions; and establishing both physical and psychological structures. These findings were in agreement with the findings of Benner et al (2016) who said that parental engagement entails parental activities at home such as supervising or checking homework books talking about school. Data showed that parental engagement behaviors of offering support to children's learning were; acquiring the phone contacts of the children's teachers; using teacher phone contacts to inquire on how to help children on specific difficult subject matters like sounds in literacy and mathematical concepts; visiting places together with children; encouraging children to join school clubs; giving rewards to their children; using polite language which the children learnt. This was in conformity with the findings of Data Tam and Chan (2009) who said parental engagement practices of offering support to children's learning involved supporting children's learning at home with such practices as, checking on whether a child had homework and monitoring schoolwork. Results showed that the most common parental engagement behaviors when helping children with homework were providing guidance, setting homework friendly areas, making home work schedule, giving praises for correct answers and giving encouragement for tricky academic work done by children; and setting up homework study rooms.

Further results on parental engagement practices of physical interaction showed that parents had three forms of interactions namely; parent-children, parent- teacher-and child-teacher interactions. Data showed that parental physical interaction behaviors were mainly, parents played with the children, had evening walks, read books for the children engaged in home work processes, played games with the children, escorted children to classrooms whenever they dropped them at school in the morning. These findings were in with Hoover-Dempsey et al. (2001) who described parental engagement practices of physical interactions as being parent-child, teacher-parent and child-child physical interactions.

Basing on the findings of this study parental engagement practices of establishing physical and psychological structures showed that parental behaviors consisted of; providing specific areas to keep writing instruments: establishing study rooms, working desks or places; making a study schedule where a roster was put up to be followed whenever they were doing homework; helping children set timers; putting up time table or schedules for the homework; having in place

homework rules and regulations and providing all necessary stationary materials and resources for homework. The study also found out that parental engagement practices of establishing psychological structures included parental practices like; taking children to school and leaving them inside their classrooms or school compounds; maintaining daily study routines; giving rewards and reinforcement for children who did their work on time; and maintaining daily study routines. These data findings on established physical and psychological structures were in agreement with Marrianna Alesi and Angelica (2020) and Bradley and Corwyn (2002) who say home learning environments are multifaceted in nature with key features of home learning environments like children's participation in learning activities; the quality of parent-child interactions; and the availability of learning materials. The study findings further agreed with Toth et al (2015) who said parental engagement practices of establishing both physical and psychological structures rotated around specifying regular times for homework; establishing structures for time use; articulating and enforcing expectations, rules, and standards for homework behavior; helping children to structure time, space, and materials for homework; structuring homework within the flow of family life; and ensuring parental availability on demand.

Datta findings on the relationship between home based parental engagement activities of providing oversight on the homework process revealed that parent offered oversight on homework by; sitting together with their children to do homework; providing children with relevant scholastic materials; checking children's homework before, during and after, children did homework; checking homework for corrections before signing; ensuring that homework is packed before going to bed; checking children's bags before children went to school; consulting with children's teachers about homework; making calls to the teacher about unclear homework; signing children's homework; scheduling children to do homework; checked whether homework was marked; providing advice on homework question setting and answers; and packed the children's homework in their bags. These practices were in agreement with Abeles, (2015) who says that when parents provide oversight they are able to respond, reinforce, reward the student's homework performance, efforts, completion, correctness.

### **5.1.2. School based parental engagement**

Data findings on parental engagement practices of volunteering in school events as a form of school-based parental engagement revealed that parents participated financially and physically in school events such as school; music, dance and drama competitions, sports days, class days, talks, health camps; attended consultative meetings on children's progress, attitude to work and social behaviors; paid contributions for children's art and craft material, and concerts at school; hired children's drama costumes; inspected children's displays; talked informally with members of staff; provided a positive environment at school events; offered to lead in opening and closing prayers; provided refreshments for the children school events; participated in decision making, fund raising activities, parent teacher association meetings, co-curricular activities, and in the reading of books and stories to children. This is in agreement with different explanations of parental engagement behaviors of volunteering in school events like; volunteering in classroom activities and workshops helping with classroom parties, fundraising activities, boy scouts, and carnivals, parent workshops, Westmoreland et al., (2009), parent-teacher conferences, participating in school governance, Comer (1995), raising money, fundraising, games and sports Adelman and Taylor, (2007); Hoover-Dempsey et. al (2005); Murray, (2009), and assisting with technology, and providing career guidance information (Elana Pearl 2018).

The study found that parental engagement practices of helping school management in decision making was in forms of; setting up and maintaining Parents Teachers Association, Founders Body, Drop Everything And Read (DEAR) week, providing services at low costs to the schools; linking the school to important networks; responding to school management reminders of school fees balance; paying and clearing school bills; donated office furniture; communicating with school management on a regular basis; helping management by offering printing services at a low cost; offering food at a credit or big discount; helping school management in settling in new teachers; and providing free housing and food to the new teachers for a few months. This was in agreement with Nyemba and Chitiyo, (2018) who described parental engagement practices of helping school management in decision making as being a situation as a parent taking an active role in the governance and decision making necessary for planning, developing, and providing an education for the community's children; through joining the school board, participating in school decisions while attending meetings, participating in established Associations for parents where a parent

would go and say whatever they want, and helping school management to develop new plans for the school in terms of architectural improvements.

The study found that parental engagement practices of discussing with children about the school to be; asking children about various issues like, what they learnt in school, the meals they had in school, children's leadership aspirations in school, and school club and co-curricular activities; used respectful language; using active listening techniques of talking less and leaving child to talk more; showing interest when the child was talking; asking simple and positive questions about the school; talking about the child's future plans of professionalism; making time to talk with children about school; giving children full attention when talking with the child; turning off TV when talking to children; practicing or doing non-interruption when children were talking; discussing with children about school; repeating the children's words; not being judgmental on what children said; and listening actively. This findings were in agreement with Nyemba and Chitiyo, (2018) who elaborated discussing with children about the school involved parental engagement practices into three categories of; tuning in with children; talking more with children and fostering children's empathy and self-perception.

The study found parental engagement practices of communication was in forms of; talking to teachers about the children's weakness through formal class meetings; holding informal meetings to discuss solutions to children's problems; working with teachers to reward and praise children's performance; devising means of improving children's talents with teachers; discussing children's strength and weakness; getting advise from teachers on how to get involved in helping the children's learning; discussing with teachers about children's performances; attending student led conferences; supporting children talents and using children's weak areas to discover the children strength. This was in line with Manzon et al., (2015); OECD,( 2012) who described communication as the open discussions between parent and child on academic and nonacademic matters, as well as a clear display of parents interest in a child's general and academic well-being. Parents maintain communication lines with the teachers and talking to the teacher about weak and strong areas of the child. Nyemba and Chitiyo, (2018) said the mostly, common methods used by schools to communicate with parents were e-mails, children bringing home envelopes or folders once or twice a week containing all the necessary information such as report cards, forms for

parents to complete and sign, updates about school activities, and weekly classroom agendas visits to school to gather relevant information and establish good relationships, discussions with teachers to keep abreast of the child's progress lead to effective communication between parents and teachers.

### **5.1.3. Academic socialization**

Data findings on parental engagement practices of academic socialization through communicating about parents values and attitudes about learning showed that passed their communication through; using their cultural experience of raising, nurturing and mentoring children's learning; modeling, demonstrating to children; talking; telling children folk stories; teaching; telling teachers to help their children practice; showing; coming to school to interact with children; organizing together with teachers parental values and attitudes about learning. This agrees with Xu and Montgomery (2021), says Chinese parents give verbal encouragement to their children to study harder and achieve more, which acts as a form of motivation that contributes to their children's success and social behaviors.

The study found out that parental engagement practices of academic socialization through communicating parental expectation for education was done through practices of; talking to children about their expectations when they were at home or school; taking children to visit friends who had the parents or children's desired profession; talking about the specific professions; telling children stories about benefits of education; showing children videos and films about respective professions; using force; using discussion methods; sitting children down; taking children to affluent relatives who relayed parental expectations; exposing children to parents or children's desired profession; nicknaming children according to the children's desired profession; using professional titles on children. This agrees with Park (2008), who said that parent-child communication on value of learning functions as social capital in form of information, opportunities, and resources that help children think about their future.

Findings on parental engagement practices of academic socialization through fostering educational aspirations was done by parents through; Analyzed data on fostering educational aspirations from parents revealed that parents were able to give the children the pretend play materials that made

children see themselves as in a particular profession, pretend kitchen wear, police toy cars, While data from teachers revealed that teachers fostered educational aspirations of children by providing children sentiments that encouraged children; gave children the profession costumes like the doctors coat , police uniform, nurses uniform on the professionals days in order to educational aspirations. This is in line with Hay et. al (2015) who identified parental support a key factor that influenced the formation of educational aspirations and recommended that interventions aimed at raising children's aspirations should not be seen as a quick fix, but be multidimensional and implemented over time.

According to Fan and William, (2010) parents who support and motivate their children at school have children who tend to have a great sense of coping with academic challenge . In most developing countries, there is a considerable gap between what is learned in the classroom and the real life context of children present or future world. through academic socialization parents are able to link school with current events through social support behaviors of modeling, taking children to visit important educational sights and participating in important educational plays, drama and concerts

Findings on parental engagement practices of academic socialization through discussion of learning strategies showed that parents employed; parent conferences to get new ways of teaching children, helping with homework; belonged to different parent WhatsUp groups to learn how to hold meaningful discussions with children; asked teacher to discuss with children on learning strategies. Viljaranta, et al.,( 2009) says that as children progress through school, beliefs about the importance of schooling and ideas regarding future education are developed, largely in response to their experiences of the school context and the influence of home factors. that facilitate more positive educational aspirations.

Data parental engagement practices of doing academic socialization through preparing and planning children's future revealed that parents; asked children on what they wanted to be in future; advised children on how to achieve their plans; talked to children about children's future plans; read specific stories books pointing to future to children; and made practical preparations and plans for the future together with children. Whiston and Keller (2004b) describe the positive

influence of parental support as being linked to a positive parent-child relationship with higher aspirations and expectations, a secure sense of self, greater career-related self-efficacy, and increased career commitment.

### **5.3. Childrens social behaviors**

#### **5.3.1. Respectfulness**

Data findings on children's social behaviors of respectfulness revealed that some children had good respectful behaviors while others had poor respectful behaviors. Children with good respectful behaviors were found to be; using none abusive language; having respect for adults, teachers and peers; being attentive while others are talking; treating others with care; taking responsibility for one's own actions; self-control; listening to and obeying directions; not talking back to elders; not questioning their parents words or directives; treating older people with respect; greeting teachers, adults and peers; asking for permission to use other peers items like pens, pencils or colors; sharing; communicating in appropriate tones and voice to teachers, peers and adults; respecting teachers, adults, cooks and cleaners; interacting with peers; playing peacefully with peers; sharing with peers; treating peers in a none offensive manner; seeking permission to do things or use a peers property; using appropriate kind language; being politeness; not yelling; being very keen on following school rules and regulations; not damaging school property; never stepping on desks; knocking on the office door before entering; waiting until they are granted permission to enter into the classroom or staff room; greeting adults and peers; using magic words like thank you, please, may I; taking turns with peers in different activities; waited patiently on others when in a cue; not interrupting adults while they are talking; running to call if called upon they come; love to listen; seeking for permission to get out of the classroom; greeting their peers; not engaging in fight with helpers, peers or teachers. The study findings agree with McClellan & Katz (2001) and Bilmes (2012), who said that children who were socially healthy tended to demonstrate, and continue to develop, several important social behaviors and skills of which time management was one.

#### **5.3.2. Time management**

Research findings on children's social behaviors of time management showed that children exhibited both good and bad time management behaviors. Children with good time management

behaviors; kept small notes on things to do; had watches; timed every activity they did; followed the prescribed school calendar; came to school early; planned when to start and complete homework or classwork; liked set timer clock as they did homework; acted as role models; took breaks when doing assignment; used a calendar; made daily to do lists in a diary; prioritized work; ensured that they completed classwork on schedule; organized their school bags before coming to school; planned for time of play; came to school on time; did class work and homework on time; were in the right places at the right time; set timers to guide them; .kept a schedule of what they had to do in notebooks or paper. While children with poor time management behaviors; never kept a record of homework given to them; came to school late; practiced lazier fair time management; were disorganized; forgot their homework books and were not aware of time. The findings were in line with Claessens et al., (2007) who categorized time management behavior practices of children into four domains of, planning, meeting deadlines, effective organization, and mechanics of time management.

### **5.3.3. Dress code**

The study findings revealed children's dress code behaviors showed that some children had good dress code behaviors while others had poor dress code behaviors. Children with poor dress code behaviors dressed up in; very tight uniforms, damaged shorts and trousers in the name of fashion; had very short uniforms; dirty clothes; very tight; and transparent dresses; and torn stockings of different colors; dirty uniforms. Children with good dress code behaviors dressed; perfectly with nice fitting clothes, appropriate school uniforms and casual smart clothes; had uniforms that were appropriate; sports wears that were so warm for children; and fitting for children. The research findings agree with Allman (2004) who says that parents, nurture their children's attitude towards dressing behavior as it has a futures implication to their diverse professional careers.

## **5.4. Relationship of parental engagement practices and children's social behaviors**

### **5.4.1. Home based parental engagement practices**

Data findings on relationship between parental home based engagement practices of helping children with learning showed that such practices related positively with children's social behaviors of respectfulness, time management and dress code as parents used these periods of helping children with learning to address children's social behaviors. This was in agreement with

Denham et al (1997) who asserts that children learnt from their parents expression of emotions and used these learnt relations to handle their own issues later in life. The study found that there was a relationship between home based parental engagement practices of helping with homework and children's social behaviors of respectfulness; time management and dress code. Findings revealed that parents took advantage of the moments of helping with homework to study and their children's social behaviors; correct and reinforce; to teach, model and explain to children the social behaviors of respectfulness, time management and dress code. The findings concur with Benner, Boyle, and Sadler, (2016); Green, Walker, Hoover-Dempsey, and Sandler, (2007), who said that parental engagement practices in helping with children's homework, at home, or in after school programs or during the school day provides parents with opportunities that promoted and supported children's learning of related social behaviors and attitudes. Hoover-Dempsey, and Sandler, (2007), says as parents help children with homework, interactions are made between parents and children and this provides opportunities for parents to link further into the child's social behaviors, talk to children about good or bad social behaviors; guide children's social behaviors; and teachers to hear from parents about children's social behavior and parents. The study findings were also in agreement with Sadler (2016) who said helping children with homework not only improved teacher family interactions but led to children's good social behaviors and attitudes. These perspectives were also in agreement Hoover Dempsey et al (2001) who said that parental engagement practices of helping with homework promoted parental physical interaction which led to healthy child parent relationships;; which resulted into children being open with their parents; built children trust and respect of their parents; boosted children's social behavior for it enabled children to learn and copy from parents about time keeping, respectfulness, and appropriate ways of dressing.

The study found there was a relationship between parents physical interactions with children and children's social behaviors of respectfulness, time management and dress code. Data showed that as parents interacted physically with their children they were able to model, reward and punish, explain and point out on issues of respectfulness, time management and dress code. Parental physical interaction practices overed well with Herschell et al (2003) who said that parent-child interactions affected prosocial behavior, and Foster, Reese-Weber Universal (2007), who believed

that the demonstration of prosocial behavior by parents during their physical interactions with their children contributed to the development of prosocial behavior by their children.

Datta findings showed there was positive relationship between home based parental engagement activities of establishing, physical and psychological structures, as parents used the opportunity to accelerated good social behaviors of respectfulness, time management and dress code. Data findings revealed that parents while establishing physical and psychological structures engaged direct input of parents, this practice enabled parents to talk to their children about respect, time management and to emphasize appropriate dress code of the children at home and at school. The study found a relationship between parental oversight to homework as the whole process was used by parents to guide, teach, train, model, make follow ups on children's respectfulness, time management and dress codes practices. The study findings also showed that children whose parents were not engaged in children learning were never in school on time, dressed in filthy uniforms and generally were hard to work with. Research findings revealed that parental engagement practices of offering oversight on homework process was crucial because the parents used the home work time to interact with the children, provide necessary materials needed for home work, signed the home work books. The findings showed that the parents consulted teachers whenever they were stuck with homework. This in turn drew the parents and teachers together, the unstructured connectedness of parents and teachers led to children emotional and social support from the adults. While comparing our finding with earlier studies it must be pointed out that oversight of home work process should be encouraged to parents because it pave avenues for instilling good social behaviors of speaking to people with respect and time management practices . this was also supported by older studies from Abeles 2015 unstructured moments and down time are also essential for healthy social functioning. This was confirmed by previous studies from Dr Selena kiser (2020) parental engagement in their children's homework are related to higher academic performance, better social skills and behaviors and increased self-confidence. It was also discovered that parents home based engagement activities helped parents to discover the weak and strong points of their children. Swantje Dettermens et al (2019) studies established that home based engagement activities led to children's wellbeing at home, improved confidence among the children academic achievement

#### **5.4.2. School based forms of parental engagement**

Further findings on school based parental engagement revealed that respondents believed that school based parental engagement was positively related with children's social behaviors of respectfulness, time management and dress code. Research findings on school based parental engagement practices of volunteering in school events revealed that parents used these opportunities to teach, train, discuss with teachers, correct and follow up children's social behaviors of respectfulness, time management and dress code. These parental behaviors and practices confirm Adelman and Taylor (2007) assertions that parental engagement in school events gets the children into fund raising money for the school; and higher grade scores and great social skills Heather Wolpert Gawron (2019).

Research findings on the relationship between school based parental engagement through helping school management in decision making and children's social behaviors of respectfulness, time management and dress code showed that there was a positive and negative relationships. The study found that parents helped school management by donating materials like furniture, print and embroidery services at a low cost and supplying food staff regularly on credit. the helping of school management. These behaviors acted as catalysts for children to feel proud of their parents; attend school regularly; to get to school on time; to learn the skill of time management. The study findings agreed with Juliana Mwasu Lubuva (2013) and Mwasu (2013) who said parental engagement practices of helping school management led to children's motivation to function at higher level, improved learning practices; created higher children achievement and success in school; promoted school attendance; and children's pro social behaviors.

The study found a relationship between school based parental engagement through behaviors of discussing with children about school and childrens social behaviors of respectfulness, time management and dress code. This was in agreement with older studies of Jessica Cooke and Sheri Madigan (2019). The findings were well aligned with previous studies of Kraft and Rogers( 2015) Where they suggested that parents getting feedback from children could improve on the set targets of the child social behavior and education progress.

Research findings on the relationship between school based parental engagement through communication behaviors and children's social behaviors of respectfulness, time management and dress code showed there was a positive relationship. Parents employed parental communication practices to; get feedback on their children social behaviors; allow for an expedient interaction between the home and the school; identify; and implement targeted interventions to encourage children's social behaviors both in the school and the community. Through parental engagement practices of communication, parents are able to establish relationships with teachers, school administrators other parents; learn important information about children's social behavioral and in the long run increase parents ability to shape their children's social behaviors. This is in agreement with Yonezawa (2000); Desforges and Abouchaar, (2003); Kraft and Rogers, (2015); McNeal (1999) who say that parental engagement reduces children's problems behaviors because as parents come to know one another and agree on goals, to counter poor social behaviors; and serve as an extra source of social constraints to stem potential good social behaviors in children. Cneal (1993) found that increased parental communication between home and school helped to reduce on poor social behaviors, increase good social behaviors at both home and school and increase the clarity of rules and reinforced appropriate social behaviors in children. While Catherine Jacques and Alma Villegass December (2018) Rodrigue and Tamis Le Monda (2011) agree that parental engagement behavior practices through communication supported children's social behaviors and learning.

### **5.4.3. Academic socialization**

This study findings disclosed that academic socialization was explained; as away parents used their past experience in raising, nurturing and mentoring the children social behaviors. The parents acted and demonstrated to the children how and when to do specific behavior practices of respect, time management and dress code, both at school and at home. The study further showed that through academic socialization parents were able to; tell children about respecting people as they were doing homework together at home; tell folk stories about keeping time, respecting peoples space and belongings; teach children how to greet people in English and in their mother tongue; help children to practice greeting peers, share fairly with their peers; show children how to button shirts and to tuck in their shirts well so as they could look good and neat in their school uniforms and other casual clothes. These study findings agree with McCord (2007) and Emine Ahmetoglu

et al (2020) who said that when parents supported children through academic socialization they used the interactions to develop children's social skills during the early years.

Study findings on the relationship between parental engagement practices through parental values and attitudes and children's social behaviors of respectfulness, time management and dress code revealed that these parental behavior practices were instrumental in shaping children's social behaviors of respectfulness, time management and dress code. Parents used their values and attitudes to; train children respectful practices such as kneeling down while greeting adults; encourage children not to raise their voice while talking to adults or peers; guide children on appropriate dress up for specific occasions; and always listen to and seek permission from their parents to do or go somewhere. The findings agreed with Rojalin Samal (2012) who showed that children social behaviors are closely related to parental belief and expectations; Siraj-Blatchford, (2009), who suggests that the quality of the home learning environment where parents were actively engaged in activities with children strongly promoted intellectual and social development in children; Demie and Lewis (2010); Mongon and Chapman (2008), who found that successful approaches included, building a vision of success, setting clear direction, cultivating values of respect, good behavior and caring, having a clear approach to discipline, understanding and developing children and having clear lines of authority and Rojalin Samal (2012) who believes that parental beliefs and expectations about their children's social behavior are strongly related to children's beliefs about their own competencies, social behaviors and achievement.

Chen et al. (2023) study found that parents' expressed aspirations for high educational outcomes for their children were related to their children's educational aspirations. Hartley. (2006), hypothesize that enjoyment of learning is the pleasant emotional state of the learner during the learning and education process due experiencing a positive situation that motivates the learner to complete the task to persevere this feeling. Metsapelto et. al . (2017) link higher levels of externalizing problem behaviors to lower levels of educational aspiration through the mediating role of reading skills. They suggest that disruptive behaviors exhibited in the classroom lead to poor development of basic academic skills like reading and a steady process of disengagement from school, increasing the risk of school dropout. Positive educational aspiration may be conceptualized as a component of academic success. These findings were in line with Kostelnik,

et. al (2012) who said that parental educational attitudes, modeling, award, explanation, cooperation and order impacted on children's development of prosocial behavior.

## **5.5.Conclusion**

The present study established the key forms of school based parental engagement .to be parental engagement in school events, talking with children about the school, talking about the weak and strong areas of the child and helping school management. All the forms of parental engagement helped children improve on their social behavioral skills and this was in line with Tam and Chan (2009). Both home based and school based forms of parental engagement pushed parents into being engaged in their children education hence fostering good social behavior. When attending school events, parents and teachers communicated frequently putting the children's social behaviors to check and following up on the children's academic progress. As the parents attended drama days, sports galas they offered themselves a chance to discover their children's talents. This in turn made the parents come closer to their children hence deeper interaction leading to guidance towards the acceptable social behaviors. As the parents talked to children about school, parents also got a chance of knowing what really amused the children and the reverse is true, This kind of interaction built confidence and drew children closer to their parents. Findings suggested that such interactions led to children opening up about school and talking about problems faced, such conversation led to parent's guidance hence promoting fostering good social behaviors. The study further looked deeper into parental engagement through talking about weak and strong areas of a child and found the benefits to be that the strong areas were maintained by use of rewards and presents while the weak areas were reinforced to make the child discover their strong and weak areas in the or social behaviors. Communication between teachers and parents increased where both parties devised means of helping children work upon the weak areas.

Basing on the relationship between parental engagement and children's social behavior. the study established that each form of parental engagement that is home based, school based, academic socialization and children's social behaviors connect with and support children in ways that are interactive , purposeful and directed towards meaningful earning and affective social behaviors like respectfulness time management and dress code

## **5.6.Recommendation**

Drawing upon a comprehensive review of relevant literature and a thorough examination of the interrelationships among parental involvement, academic attainment, and developing of social behavior competencies in children, the study proposes a set of recommendations.

1. Promoting awareness on parental engagement practices and their relevance.
  - a. Teachers should receive training while in Teacher Training colleges on parental engagement strategies that hold promise for enhancing children's social behaviors of respectfulness, time management and dress code. All Teachers Training colleges should embrace a syllabus that has a course unit on Parental engagement in children's learning.
  - b. Periodic conferences workshops seminars and trainings should be organized by the policy makers to equip parents, teachers and other stakeholders on knowledge of parental engagement practices and their relevance to the child's holistic learning. academic performance and promoting social and emotional growth among school-aged children.
  - c. The Ministry of Education and Sports and Ministry of Labour Gender and Social Development should enact a policy that allows parents to have day offs where they can be effectively engaged in children's lives
2. Schools should do deliberate programmes that enhance utilization of parental engagement practices and provide children with plenty of time and guidance for imaginative play; create space and opportunity for unstructured play; identify real-time emotions and model positive communication; honor differences in personality and temperament; create experiences and discuss stories together on social behaviors and seek insight from education professionals.
3. The Ministry of Education and Sports should put in place strategies that organize and support family and community members in their efforts to support the school and its students; that assist families to boost home-learning conditions to support student academic achievement by involving families with their children on homework and other curriculum related activities and decisions; that include families and community members as partners in school decisions and develop parent leaders and representatives; that coordinate resources and services from the

community to strengthen school programs, family practices, and student learning and development, and provide services to the community.

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**APPENDIX ONE**  
**INTERVIEW GUIDE PARENTS.**  
**SECTION I**

SEX .....

AGE .....

MARITAL STATUS .....

QUALIFICATIONS ATTAINED .....

CLASS BEING TAUGHT/PUPIL .....

YEARS OF TEACHING .....

**SECTION II**

**Research question 1: What are the forms of parental engagement in children’s social behavior in primary schools in Nakawa Division Kampala district?**

**A. Home based parental engagement**

1. How do you as a parent do home based parental engagement for your child?
2. How do you as a parent use these key components of home based parental involvement to foster your child’s social behavior?
  - Offering support to children’s learning
  - Helping with homework
  - Physical interactions
  - Establishing physical and psychological structures
  - Oversight on homework process

**B. School based parental engagement**

1. How do you as a parent do school based parental engagement for your child?
2. How do you as a parent use these key components of school based parental involvement to foster children’s social behavior?
  - Volunteering at school events
  - Helping school management in decision making
  - Discussing with children about the school
  - Communication

**C. Academic socialization**

1. How do you as a parent do academic socialization for your child?
2. How do you as a parent do academic socialization to foster children’s social behavior?
  - Parents’ values and attitudes about learning
  - Communication about the value of and enjoyment of learning
  -

**Research question 2: What are the children’s social behaviors of respectfulness, time management and dress code?**

1. Describe children’s social behaviors of respectfulness
2. Describe children’s social behaviors of time management
3. Describe children’s social behaviors of dress code

**Research Question 3: What is the relationship between parental engagement and children's social behavior?**

**Home based parental engagement**

1. What is the relationship between home based parental engagement and children's social behavior (in the following key components)?
  - a. Offering support to children's learning
  - b. Helping with homework
  - c. Physical interactions
  - d. Establishing physical and psychological structures
  - e. Oversight on homework process

**School based parental engagement**

1. What is the relationship between school based parental engagement in the following key components and children's social behavior?
  - Volunteering at school events
  - Helping school management in decision making
  - Discussing with children about the school
  - Communication

**Academic socialization**

1. What is the relationship between academic socialization in the following key components and children's social behavior?
  - a. Communicating about parental values and attitudes about learning
  - b. Communicating about the value and enjoyment of learning,
  - c. Communicating about and linking school work to current events
  - d. Discussing with children about learning strategies
  - e. Fostering educational aspirations
  - f. Making preparations and plans for the future

APPENDIX FOUR  
INTERVIEW GUIDE TEACHERS.  
**SECTION I**

SEX .....

AGE .....

MARITAL STATUS .....

QUALIFICATIONS ATTAINED .....

CLASS BEING TAUGHT/PUPIL .....

YEARS OF TEACHING .....

**SECTION II**

**Research question 1: What are the forms of parental engagement in children’s social behavior in primary schools in Nakawa Division Kampala district?**

**A. Home based parental engagement**

1. How do parents do home based parental engagement for your child?
2. How do parent use these key components of home based parental involvement to foster your child’s social behavior?
  - Offering support to children’s learning
  - Helping with homework
  - Physical interactions
  - Establishing physical and psychological structures
  - Oversight on homework process

**B. School based parental engagement**

1. How do parent do school based parental engagement for your child?
2. How do you as a parent use these key components of school based parental involvement to foster children’s social behavior?
  - Volunteering at school events
  - Helping school management in decision making
  - Discussing with children about the school
  - Communication

**C. Academic socialization**

1. How do you as a parent do academic socialization for your child?
2. How do you as a parent do academic socialization to foster children’s social behavior?
  - Parents’ values and attitudes about learning
  - Communication about the value of and enjoyment of learning
  -

**Research question 2: What are the children’s social behaviors of respectfulness, time management and dress code?**

1. Describe children’s social behaviors of respectfulness
2. Describe children’s social behaviors of time management
3. Describe children’s social behaviors of dress code

**Research Question 3: What is the relationship between parental engagement and children's social behavior?**

**Home based parental engagement**

1. What is the relationship between home based parental engagement and children's social behavior (in the following key components)?
  - a. Offering support to children's learning
  - b. Helping with homework
  - c. Physical interactions
  - d. Establishing physical and psychological structures
  - e. Oversight on homework process

**School based parental engagement**

3. What is the relationship between school based parental engagement in the following key components and children's social behavior?
  - Volunteering at school events
  - Helping school management in decision making
  - Discussing with children about the school
  - Communication

**Academic socialization**

4. What is the relationship between academic socialization in the following key components and children's social behavior?
  - g. Communicating about parental values and attitudes about learning
  - h. Communicating about the value and enjoyment of learning,
  - i. Communicating about and linking school work to current events
  - j. Discussing with children about learning strategies
  - k. Fostering educational aspirations
  - l. Making preparations and plans for the future

APPENDIX THREE  
INTERVIEW GUIDE SENIOR MAN AND SENIOR LADY.

**SECTION I**

SEX .....

AGE .....

MARITAL STATUS .....

QUALIFICATIONS ATTAINED .....

CLASS BEING TAUGHT/PUPIL .....

YEARS OF TEACHING .....

**SECTION II**

Research question 1: What are the forms of parental engagement in children’s social behavior in primary schools in Nakawa Division Kampala district?

**A. Home based parental engagement**

1. How do you as a parent do home based parental engagement for your child?
1. How do you as a parent use these key components of home based parental involvement to foster your child’s social behavior?
  - Offering support to children’s learning
  - Helping with homework
  - Physical interactions
  - Establishing physical and psychological structures
  - Oversight on homework process

**B. School based parental engagement**

1. How do you as a parent do school based parental engagement for your child?
2. How do you as a parent use these key components of school based parental involvement to foster children’s social behavior?
  - Volunteering at school events
  - Helping school management in decision making
  - Discussing with children about the school
  - Communication

**C. Academic socialization**

1. How do you as a parent do academic socialization for your child?
2. How do you as a parent do academic socialization to foster children’s social behavior?
  - Parents’ values and attitudes about learning
  - Communication about the value of and enjoyment of learning
  -

**Research question 2: What are the children’s social behaviors of respectfulness, time management and dress code?**

1. Describe children’s social behaviors of respectfulness
2. Describe children’s social behaviors of time management
3. Describe children’s social behaviors of dress code

**Research Question 3: What is the relationship between parental engagement and children's social behavior?**

**Home based parental engagement**

1. What is the relationship between home based parental engagement and children's social behavior (in the following key components)?
  - a. Offering support to children's learning
  - b. Helping with homework
  - c. Physical interactions
  - d. Establishing physical and psychological structures
  - e. Oversight on homework process

**School based parental engagement**

3. What is the relationship between school based parental engagement in the following key components and children's social behavior?
  - Volunteering at school events
  - Helping school management in decision making
  - Discussing with children about the school
  - Communication

**Academic socialization**

4. What is the relationship between academic socialization in the following key components and children's social behavior?
  - m. Communicating about parental values and attitudes about learning
  - n. Communicating about the value and enjoyment of learning,
  - o. Communicating about and linking school work to current events
  - p. Discussing with children about learning strategies
  - q. Fostering educational aspirations
  - r. Making preparations and plans for the future