Children's Out–of–School Experiences and Associated Behavioral Outcomes: the case in Addis Ababa

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Abstract

Out-of-school experiences refer to practices and activities that children do outside the school setting. The purpose of this study was to examine children's out–of–school experiences and associated behavioral outcomes in Addis Ababa. In addition, the study aimed to find out the correlation between out-of-school experiences behavioral outcomes. Concurrent triangulation design was used and systematic sampling was employed to select 460 children participants whose average age is 9.814 years old). They are selected from public primary schools. Likert-type questionnaire with three point scale and interview, and observation checklist were employed was applied to measure out-of-school experiences and behavioral outcomes. Moreover, purposive sampling was used for interview respondents and observation settings. SPSS 25 was used for analyzing quantitative data by using descriptive statistics (frequency distribution, percentage, mean, and standard deviation) and correlation to measure association. On the other hand, case-by-case thematic analysis was employed for analysis of qualitative part. Children are engaged in miscellaneous home chores and spend much of their time through study and doing homework (M= 2.73[1]; SD=0.46). Meanwhile, 64.5% of them watch TV as much time they want. 79% of the participants insist to play mobile games all the time. This suggests that there is high tendency of playing mobile games. The result indicated that out-of-school experiences have statistically significant positive relationship with child behavioral outcomes (self-regulation, social competence, and academic achievement) of children. Parents should take time in monitoring children's out of school experiences.

Key Words: *Out-of-school experiences, watch TV, gaming, home chores, self-regulation,* social competence*, academic achievement*

1. Introduction

1.1. Background

Children have different experiences in their outside school stays, where they interact with parents, friends, and neighbors. Their daily practices (exposures) and interaction with context determine behavioral outcomes (e.g., Ingoldsby & Shaw, 2002; Rogoff, 2003). Outside-school environment-related factors such as family (parenting), peer interaction, play (Barbakoff & Yo, 2002; Ladd, 2005), and other socio-cultural exposures (Nsamenang, 2006) are determinants of behavioral outcomes (Fauth, Roth, & Brooks-Gunn, 2007; Ingoldsby& Shaw, 2002). These determinants are fundamental and prominent in the early years. Experiences in general and out-of-school experiences (OSEs) in particular have their roles in influencing child behavioral outcomes (Smyke et al., 2007; Fauth, Roth, & Brooks-Gunn, 2007; Ingoldsby & Shaw, 2002). Rogoff (2003) has supplemented that as a cultural process, it is essential to view development in terms of cultural participation. But the nature or type of living environment matters for the exposure of the child to the experiences that happen. Children, in their living environment, are affected by the circumstances of interaction and relationships that affect different aspects of their development, including changes in behavioral, emotional, social, intellectual, and moral development (e.g., NSCCP[2], 2004). From this discourse, we can infer that children get early experiences through interaction with family members, and as they grow older, they interact with the community. The experiences embrace practices, which happen as OSEs. These embrace social interaction and culture too. For instance, according to Bronfenbrenner (1994), a child is at the hub of a pattern of circles of context in the environment, which is regarded as an overarching system. In such contexts, there are individual differences in the type and level of experience.

Recently, parents are busy with daily hassles and have a tight schedule for taking care of their children while they are outside school. As a result, there are unmonitored times that parents and guardians should watch out for. Though previous investigators unanimously articulated that childhood experiences play a vital role in learning and development, the impact of OSEs in Addis Ababa is less known or less researched.

1.2. Statement of the Problem

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[2] NSCCP: Neighborhood Support Child Care Project

Out-of-school environments, wherein children live, are supposed to encourage, sustain, and promote the emotional, social, physical, and intellectual development of children. The aforementioned positive anticipations are there to bring about constructive learning and the development of children. However, different researchers (such as Fauth, Roth, & Brooks-Gunn, 2007; Ingoldsby et al., 2006; Leventhal& Brooks-Gunn, 2003; Luthar, 2003; Morales & Guerra, 2006) have indicated that the complex nature of OSEs in contextual domains (in interaction with family and community) creates difficulty in bringing about desirable child behavioral outcomes.

Parke and Buriel (2008) indicated that child interactions with family, media, and peers are critical in determining CBOs. Though they have stressed the critical influence of experiences on CBOs, they did not show children's role as active and interactive constructors of their experiences (e.g., Lindon, 2012; Atkins-Burnett et al., 2015; Carl, 2007; Gilbert, 2013). Child OSEs have features of child-to-child, child-technology (TV, computer, mobile), child-family interaction, and with the community, such as interaction with peers, neighborhood involvement in child guidance, and follow-up. In the interaction between the home and the child, settings are important because they create an environment of continuous, adaptive, and positive child engagement.

Positive experiences of children play a critical role in child nurturing, especially in guiding and acculturating in order to trigger positive CBOs such as high social competence and better self-regulation in a child (Carl, 2007; Ingoldsby et al., 2012; Salkind, 2002). As noted above, in children's out-of-school contexts, active family involvements serve as protective mechanisms against risk. In addition, fostering responsibility for children at home can be done by allowing and letting children do household chores, such as cleaning bedrooms, cleaning the yard, caring for younger siblings, washing dishes, and the like (Zimba, 2011). Zimba has added that the chores that children perform should be useful for their development and learning. However, Zimba did not indicate the extent or level of engagement with home chores. Furthermore, the dynamism and existence of diversified characteristics of out-of-school contexts bring new forms of experiences. Besides, few studies were conducted in the afterschool care provision centers (which are formal and structured), and these studies are limited to developed countries. Inadequate previous research on the OSEs of children in Addis Ababa

inspired the investigator to conduct the present study. Hence, this research investigates the OSE-related issues and CBOs (self-regulation, social competence, and academic achievement) in Addis Ababa.

1.3. Theoretical Justification

In this study, Bronfenbrenner's Ecological Systems Theory and Developmental Niche Theory are employed to investigate the issue. *Ecological Systems Theory* conceptualizes that the child is in the middle of the system, surrounded by the Conceptual Framework

family and encompassed by the school, community, culture and the like (Bronfenbrenner, 1994). The microsystem layer embodies the environment where the child lives, plays, and moves. According to developmental niche framework, the cultures of child rearing and childcare in child development amalgamate the three components. These elements are the physical and social settings in which the child lives; customs of child rearing and child care; and finally, the psychology of caretakers (Super & Harkness, 1986). The following conceptual framework was developed by the researcher to show the relationship among variables.
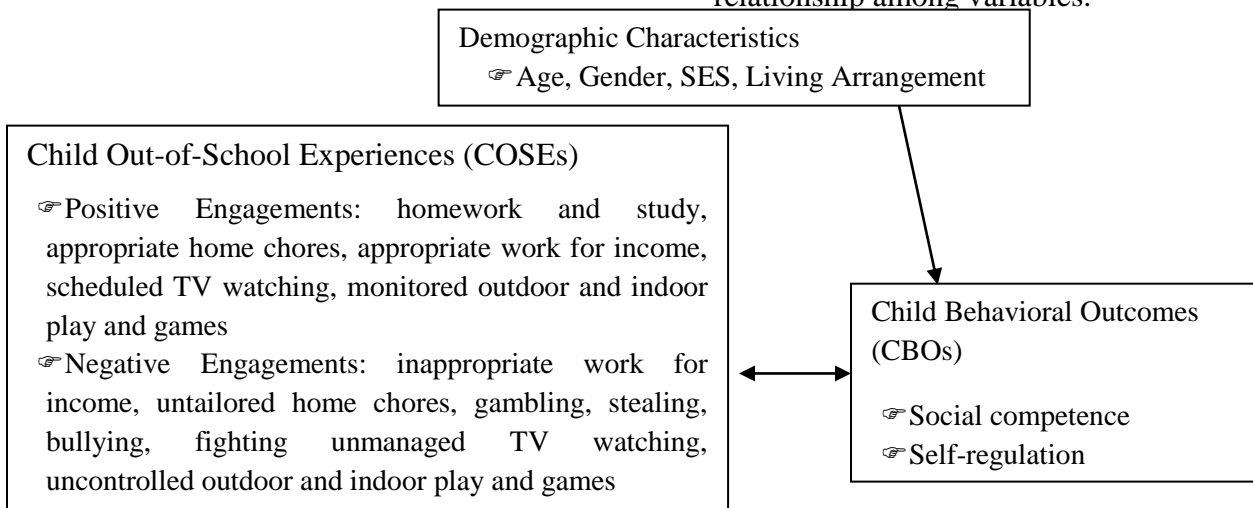

Figure 1: Conceptual framework

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

1.4. Research Questions

The study was guided by the following research questions.

a) How do children pass time in their outside school hours as out-of-school engagements?

b) What are the associated children's behavioral outcomes of their out-side school engagement or experiences?

c) Are there statistically significant differences between boys and girls in out-of-school experiences?

2. Methods

2.1. Study Design:

As far as the approach and strategy are concerned, the research goes about concurrent triangulation strategy (Quan + Qual). Mixed method is preferred because in the methodological review of articles in this study, there were gaps in use of mixed method in the thematic area carried out.

2.2. Settings and Participants:

The setting of this study is in Addis Ababa city. The study population encompasses parents and children (school age children) who are living in Addis Ababa. The sample is recruited from schools (primary school-grades 1-4) located in sub-cities and selected woredas.

2.3. Samples and Sampling Techniques

2.3.1. Sampling Procedure: Multistage sampling technique was used wherein the participants were recruited by cascading from city to sub-city, then to woreda whereby schools are located. Then from schools, participants were selected by using systematic sampling. To select participants for interview and observation setting, the investigator used purposive sampling. Systematic sampling procedure was applied to all members with the use of a random sample table.

2.3.2 Sample size

In order for ensuring representativeness, it is significant to ascertain that the sample size is adequate to be able to infer the findings back to the population from which the sample is chosen. Accordingly, Yamane's formula was used determine sample size.

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

Table 1: Population (in focus) of the study

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

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

$$n = \frac{N}{1+N(e)^2} = \frac{564,722}{1+564,722(0.05)^2} = \frac{564,722}{1+564,722*0.0025} = \frac{564,722}{1+1,411.81}$$

$$= \frac{564,722}{1,412.81} = \mathbf{399.72}$$

Then sample size for the main study was determined to be 460 by adding additional 60 numbers to avoid errors. Participants were selected from 11 sub-cities. 460 children and 150 parents participated in filling the three point scale questionnaire prepared for each group. Number of parents and children in the sample size were determined proportionally from the sub-cities. This is with the assumption that a given household (parents) have more than one child.

2.4. Data Gathering Tools and Data Collection Procedures

Data were gathered using questionnaire, interview, and observation checklist.

2.4.1.   Measuring   Instrument   and Construction

A. Questionnaire: For data gathering, questionnaires   were   constructed   by adapting and modifying items from various sources/literatures.   The   adaptation contained demographic characteristics, and Likert-type rating scale on child OSEs (positive and negative engagements), and CBOs   (self-regulation,   and   social competence). The questionnaire has three scales for rating as "*Not at all*", "*Rarely*", and "*Frequently*".

Table 3: Number of Questions and Cronbach Alpha of the Questionnaire

	Category	Number of Items	Cronbach Alpha	Remark
1	Out-of-school experiences	10	0.87	Good
2	Self-regulation	14	0.79	Good
3	Social Competence	11	0.88	Good
4	Total items	35	0.84	Good

The Cronbach Alpha shows that the reliability is good and the instrument is usable.

B. Interview Guide: Semi-structured interview guide was prepared with questions that mainly emerge from research questions. Interview questions on the theme of children's outside school experiences were asked for parent respondents to know the contributions of COSEs for CBOs.

C. Observation Checklist: The investigator designed observation checklist. This was for the purpose of assessing outdoor experiences of children in their outside school staying. This naturalistic observation was mainly conducted in residential areas, and playgrounds. This was done after securing consent from respective parents who were available during data gathering process. Detailed observations of neighborhood surrounding in the child's residence and the child's out-of-school (Kohen et al., 2002) were conducted.

2.4.2. Validation of Tools: The researcher compiled and adapted the tool based on review of other instruments, which are related with the variables under study. Item construction was accompanied by forward and backward translation upon each synthesis and evaluation was done. The questionnaire was also made to pass through expert inspection. Experts' judgments were used to assure the content validity of the instruments by calculating Content Validity Ratio (CVR) using Lawshe formula. Amharic version of the instrument was prepared with the assistance of professional from Ethiopian Languages and Literature. The reliability of the total items in the instrument was Cronbach Alpha 0.84, which is good.

2.4.3. Administration: Questionnaires were administered by trained assistant data collector and parents were interviewed. In addition, there was observation at playing areas of children to see the out-of-school settings in the context and residence areas.

2.5. Data Analysis Methods

Quantitative data were analyzed using SPSS version 25 in-line with the variables. Furthermore, qualitative data were analyzed by using (case-by-case) thematic analysis following repeated reading of the note and listening oral responses that are found from fieldwork in data collection.

2.6. Ethical Considerations

As far as the ethical considerations are concerned, the research is obedient to the APA ethical guidelines of conducting study. For this sake, in lieu of child respondents, the investigator secured informed consent from parents. Meanwhile, respect for privacy, confidentiality, and anonymity of data are there in the questionnaire and practically confirmed. Anonymity is maintained by using codes.

Above all, the researcher followed ethical guidelines to avoid any harm on participants both in data collection and analysis

3. Data Analysis and Findings

3.1. Response Rate

Child respondents have filled and returned 452 questionnaires out of 460. This means 8% of the questionnaires are in the non-response due to failure to return or defective to enter in to analysis. On the other hand, parent participants have filled the questionnaires properly and those returned all questionnaires.

3.1. Participants Demographic Characteristics

This part of the analysis portrays the demographic characteristics of participants.

Table 4: Demographic characteristics of participants

| SR	Variable	Category	Frequency	%
1	Sex of respondents	Male	206	45.6
		Female	246	54.4
		Total	452	100.0
2	Age of participants	7-8 years old	35	7.7
		9-10 years old	238	52.7
		10 years old and above	179	39.6
		Total	452	100.0
3	Number of Siblings	None	88	19.5
		1-3	157	34.7
		3-5	85	18.8
		Greater than 5	122	27.0
		Total	452	100.0
4	Number of family members	Below 4	123	27.2
		4-6	189	41.9
		6-8	121	26.8
		Above 8	19	4.2
		Total	452	100.0
5	Parental Education	Not Learned at school	72	15.9
		Elementary completed	17	3.8
		9th-12th Grade	52	11.5
		Certificate	68	15.0
		Diploma	81	17.9
		First Degree and above	162	35.8
		Total	452	100.0
6	Perceived parental socioeconomic status	Low	273	60.4
		Middle	101	22.3
		High	78	17.3
		Total	452	100.0
7	Living arrangement	With Mother and Father	170	37.6
		Only with Father	25	5.5
		Only with Mother	182	40.3
		With Relatives	54	11.9
		With Siblings	15	3.3
		With Relative/Guardian	6	1.3
		Total	452	100.0

As far as sex is concerned, the number is relatively proportional though numbers of female participants are greater than males. Most of child participants are above nine years old. Great deal of number of the participants has siblings from one to three. Most of child participants are from families

3.2. Child Out-of-School Engagement

This analysis section presents the analyses on COSEs. This part of the analysis encompasses the analysis of children's engagement and activities that they do in

with size 4 up to 8 members. In the educational level of parents, more than half of the participants are from parents whose educational level if diploma and below. Very many of the participants are from low-income family as to their perceived response.

their return from school. Responses from interview and observation related to the theme are integrated in the analysis with descriptive, frequencies, percentages, mean and standard deviation.
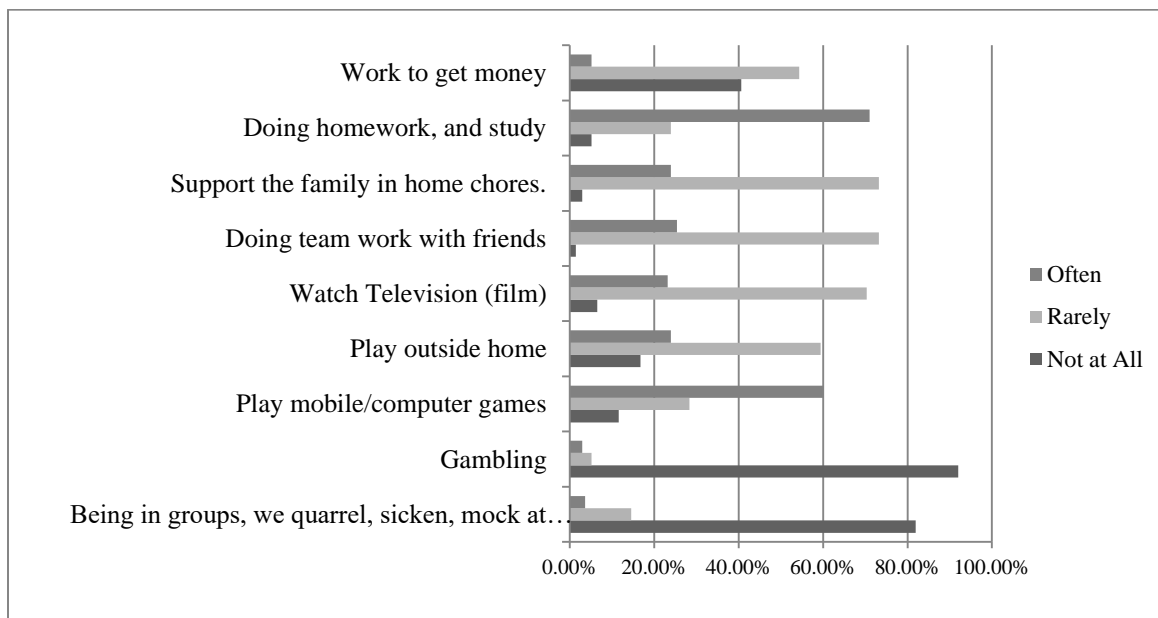
Graph 1: Survey result of out-of-school experiences of children

The above graph depicts that most children spend much time often by doing homework, study, support the family in home chores, play mobile games, watch TV, and play outside home. Though children rarely engaged, there are times that

they work to get money, and do team work with their friends.

Twenty participants (14.5%) indicated that they do not have time to play or study since

they are engaged in home chores, and 22 (15.9%) disagreed (*M=* 1.99[3]*; SD=0.*55); the remaining other were not sure. 73.9% of participants agreed that they spend much time through study and doing homework (*M= 2.73; SD=0.46*). 64.5% of children participants watch TV as much time they want. 79% of participants insist to play mobile games all the time. This indicates that there is high tendency of playing mobile games. Most children participants (*M= 2.77; SD=0.*46) incline towards cooperative play in their OSEs.

Home chores: From COSEs, home chores are one of the activities that children often do. According to parent and child respondents, home chores are on the most important parts of COSEs.Home chores and cooperative practices are good experiences at home as indicated by parent respondents. This includes instructing a child to wash his sibling's legs, feeding, and exercising care for family members and so on.

Homework and Study: Child respondents and parents indicated that children have time for studying and for completing their homework. There were parent respondents who indicated that children rush to finish their homework so that they get permission either to play outside home or to watch TV.

Work for Income: Though it requires intensive analysis, there are children of self-employed parents who are engaged in working for income.

TV, Mobile, and Computer Games: With regard to Television watching, one of the interviewee mothers has given the following response. "*my child watches Arab movies. He resembles that he is able to understand what the actors say. He tries to talk about the story too. He often watches cartoon films, kana, tom-and-jerry, etc. His lengthy television watching had made him to be in difficulty of communicating with us...*"[ArMI8][4]

Participants indicated that there are few lenient parents who fail to stop the child while misbehaving. In the experiences of the child from the questionnaire as well, there are children who disobey to instructions (eight respondents i.e. 5.8% respond as often) and 43 (31.2%) rarely. In the case of computer/mobile games engagement of the child, parent participants reflected as children are very keen of mobile games. For example, one of the informants, a mother of eight years old boy, indicated that mobile games are being used

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[3]The mean represents the scale as 3=Agree, 2=Uncertain, and 1=Disagree

[4] Interview respondent code

as enticement/sop. She has stated as such a cajolery makes the child to be deprived of sense of responsibility. She has said as: "…*in our home we (parents) use game as a means for enticement to make the child do something. My neighbors and most parents whom I know do the same thing. To send the child to shop, we buy for him/her chew gum, or chocolate… Even to make the child read/study, we often say 'if you study now, you will play game late'… This is common in our family and others' too*." [IRK03][5]

Parents such as the aforementioned participant are aware of the consequences of such enticement. They indicated as this type of treatment of the child could spoil his/her behavior. "…*When a guest comes to home, our child rushes to ask the guest for a mobile phone. Then asks whether the mobile has game or not and ask to play game. This makes us feel shame…. I think this is being addicted… It is when we forbid ours that the child request from guests…*" [GPI6]

Parent participants indicated as the behaviors of a child towards the desire for repetitive use of games are beyond control. *Outdoor Play:* In the outdoor play, most children play outside after getting permission to do so. There are differences between parents and children in the

arrangement of length of time determined to stay playing outside.

From the observation, the investigator detected that there are tendencies to engage in cooperative activities with their close friends and competitive activities with strange or new children in their playground. In addition, when parents ask their children to go home, they get irritated. They insist on playing with the children around them. Though the aforementioned constructive and encouraging things are there in the outdoor play of children from different households, there are tribulations that these children face. To mention a few, a small playground, playing in a muddy area, the availability of hazardous sharp materials here and there, and spiky and prickly objects were there. There are playground-related problems. These are in terms of deprivation or lack of playground and playing materials and an unsafe environment.

3.5. Child Behavioral Outcomes

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

3.5.1. Social Competence

This part of investigation primarily aims to confirm the usefulness of CBOs. This is done in order to ascertain the portion of the study's initial research topic. The analysis

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[5]Respondent code

incorporates observations and interview responses pertaining to the theme. Participants mentioned certain circumstances that might have a detrimental impact on behavior due to out-of-school experiences. One of the behavioral outcomes is social competence. Of the respondents, sixty-six (47.8%) said that they don't often argue or compete with their friends (M = 1.61; SD = 0.6). 81 participants (58.7%) say they respect their neighbors and family. Responses to the questions on sharing, helping others, understanding other people's perspectives, and getting along with others are all positive.

In the physical setting of children, there are cherished and close relationships that pave way for sharing many things such as taking corrective measure of misbehavior of a child. Though child interaction helps to trigger social relation, this merely may not make the child to have better social competence. Parent participants entailed that there are opportunity such as access for friends and sharing playing materials as good side of COSEs in the area of residence.

3.5.2. Self-regulation

The analysis of outcome variable also contains self-regulation aspects. 80.3% (363 of children participants indicated that they have regular friends ($M=2.69; SD=0.58$). In addition, 83.1% (376) of children agreed ($M=2.83; SD=0.43$) that they are easy going and calm. Children also believe that they are liked by other children ($M=2.69; SD=0.55$).

3.5.3. Academic achievement

The academic achievement in the analysis was as per the semester average of the child in 2021 academic year. The semester average was converted in to standardized score (Z score) for analyzing data. The regression analysis has shown that COSEs have statistically significant influence on academic achievement of children as 74% of academic achievement is explained by COSE.

Table 5: Relationship among Variables (Correlations)

		Social Competence	Self-Regulation	Academic Achievement
Work to get money	Pearson Correlation	.013	0.143**	-.037*
	Sig. (2-tailed)	.784	.002	.031
	N	452	452	452
Engaged in home chores	Pearson Correlation	-.076	.164*	-.054*
	Sig. (2-tailed)	.105	.036	.029
	N	452	452	452
Study one's education	Pearson Correlation	-.009	.051	.538**
	Sig. (2-tailed)	.841	.280	.000
	N	452	452	452
Playing with friends	Pearson Correlation	.469**	.166*	-.039
	Sig. (2-tailed)	.000	.031	.414
	N	452	452	452
Study with friends	Pearson Correlation	.095*	.021	.523**
	Sig. (2-tailed)	.044	.655	.000
	N	452	452	452
Watch Television	Pearson Correlation	-.117*	-.128*	-.118*
	Sig. (2-tailed)	.013	.025	.029
	N	452	452	452
Play mobile games	Pearson Correlation	-.258*	-.131*	-.024
	Sig. (2-tailed)	.001	.026	.607
	N	452	452	452
Betting games by allotting coin/money	Pearson Correlation	-.043	-.110*	-.038
	Sig. (2-tailed)	.361	.020	.419
	N	452	452	452
Being in group we quarrel and beat each other	Pearson Correlation	-.169*	.051	-.006
	Sig. (2-tailed)	.040	.276	.900
	N	452	452	452
Being in groups, we quarrel, sicken, mock at passersby.	Pearson Correlation	-.121*	-.085	-.045
	Sig. (2-tailed)	.010	.071	.336
	N	452	452	452
I often fight or bully children	Pearson Correlation	-.192**	-.258**	-.137*
	Sig. (2-tailed)	.000	.000	.029
	N	452	452	452

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

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

Results showed that there was a statistically significant strong positive relationship between studying at home and academic achievement, $r(452) = 0.538, p < .000$. But there is no statistically significant relationship

between studying at home and social competence as well as self-regulation. Working to get money is positively correlated $r(452) = 0.143, p < .002;$ and negatively correlated with academic achievement $r(452) = -0.037, p < .031;$ however, there is no statistically significant relationship between working to get money and social competence as well as self-regulation.

Engaging in home chores has statistically significant positively correlation with self regulation $r(452) = 0.164, p < .036;$ and *significantly, negatively correlated with academic achievement* $r(452) = -0.054, p < .029.$ Playing with children has statistically significant relationship with social competence $r(452) = -0.469, p < .000;$ and self-regulation $r(452) = 0.166, p < .031;$ but there is no statistically significant relationship with academic achievement.

Studying with friends is significantly positively related with social competence $r(452) = 0.095, p < .044$ and has strong statistically significant correlation with academic performance $r(452) = 0.523, p < .000.$ Watching Television has negative statistically significant relationship with social competence $r(452) = -0.117, p < .013;$ self-regulation, $r(452) = -0.129, p < .025;$ and academic achievement, $r(452)$ $= -0.118, p < .029.$ Mobile gaming is significantly negatively related with social competence $r(452) = -0.258, p < .001;$ and self-regulation, $r(452) = -0.131, p < .026.$ Quarrelling or beating each other is statistically significantly negatively related with social competence $r(452) = -0.169, p < .04;$ but there is no statistically significant relationship with self-regulation and academic achievement. Quarreling, sickening, or mocking at passersby has statistically significant negative correlation with social competence $r(452) = -0.169, p < .04;$ however there is no statistically significant relationship with self-regulation and academic achievement. Finally, fighting or bulling is statistically significantly negatively related with social competence $r(452) = -0.192, p < .000;$ self-regulation, $r(452) = -0.258, p < .000;$ and $r(452) = -0.137, p < .29.$

The findings indicated that positive engagements have direct relationship with behavioral outcomes. On the other hand, negative engagements of children have negative relationship children's behavioral outcomes.

There is statistically significant mean difference that boys ($M=2.3, SD=0.8$) stay much more time out-of-home in their COSE than girls ($M=2.02, SD=0.85$), t

(450) = 3.58, P < 0.01, d=0.28, 95% CI [0.12, 0.43]. This is related with the reason that boys are highly engaged in the indoor games at home.

4. Discussion

The findings depict that very many children pass much of out-of-school time through playing, gaming, studying, and watching TV. Few children are engaged in home chores, working to get money, and other negative practices such as fighting with others. The study has shown that children most of out-of-school experiences of children are less monitored.

Though Atkins-Burnett and colleagues (2015) stated as children who pass out-of-school time in positive settings were found to be better in social competence, self-regulation, and academic achievement, the findings in this study show that there are unmonitored experiences that expose children to negative sides. It has been reported that children with positive OSEs are more socially engaged with their peers. Previous findings (such as Ingoldsby, & Shaw, 2002; Ingoldsby, et al., 2006) point out that helpful family and home attributes appear to serve a protective function against children's disruptive-aggressive responses to maladaptive situations.

This study unveils that children are experiencing in doing home chores. Different studies (Carl 2007; Currie, 2009) indicated that when home environment supports children's activities and feelings, children gradually develop and understand how to interact with others in manner that they can develop social competence. This shows that guided COSEs help promote prosocial awareness and tailoring activities in a developmentally appropriate way for children to participate in situations that foster positive behavioral outcomes. But academic activities at home are compromised due to other engagements as the findings indicated.

Child outside school experiences can encourage and support children's development of positive self-regulation. Studies (by Bussey & Bandura, 2004; Carl, 2007; Guralnick, 2010; Goldstein, 2003) indicated that supportive situation helps children to develop self-regulation. Current study shows that children who play with other children develop social competence. This finding is similar with the findings of Smyke, et al. (2007), Anderson-Butcher, et al. (2014), and Barbakoff, and Yo, (2002).

The finding in this study has shown that children pass much time by watching Television. According to Getalem Aychew and Armaye Debebe (2015), watching TV and films from Western culture and others challenge acculturation and social competence. Carl (2007) stated that safe and supportive living environments offer developmentally appropriate activities and materials, positive interactions with adults, encouragement of activities, and the promotion of positive relationships with other children. In contrary to this, as far as the findings of this study are concerned, children are exposed different hazardous conditions such as liquor hourse, Khat houses, and smokers around residence areas. In short, the study revealed that there are several negative exposures in COSE that lead experiences of children to happen in contrary to the positive expectations.

5. Conclusion and Recommendations

5.1. Conclusion

Positive children's OSEs are positively correlated with behavioral outcomes. Though the observation areas and frequencies were inadequate, those conducted sessions gave lesson on the way of executing the planned observations. For example, the observation process can be best handled when there are assistants whose living place is proximal to the setting of the observation.

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

Parental employment and other challenges make them to stay away from home due to daily life activities or work. This is making children to stay in the setting where they have COSEs which are not monitored and guided.

The result indicated that positive engagements such as studying, programmed playing, and doing homework have direct relationship with behavioral outcomes. In contrary, negative engagements of children like gaming, quarreling, unscheduled

watching TV, and fighting have negative relationship social competence.

5.2. Recommendations or Ways Forward

The following recommendations are put as ways forward.

1. Children are having outside school unmonitored hours. So parents should create balance between their working time and the time they pass with their children.

2. Parents should work on reducing the duration of screen time (TV, and mobile gaming….) of children. It is also critical to closely make follow up of children's activities in their outside school experiences.

3. Exerts in child development should give training to parents in order to create positive and adaptive outside school setting for children.

4. Further study can be done in this area cross culturally.

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