

**AN ASSESSMENT OF PARENTAL MEDIATION TECHNIQUES FOR SOCIAL  
EMOTIONAL DEVELOPMENT IN EARLY CHILDHOOD AMONG RESIDENTS OF  
MUKONO-KAUGA**

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**UGANDA CHRISTIAN  
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## DECLARATION

I, Ezeo for Divine Akachukwu hereby declare that this Dissertation titled “*An Assessment of Parental Mediation Techniques for Social-Emotional Development in early Childhood among Residents of Mukono-Kauga*” is an original copy and it is written to the best of my knowledge and has never been submitted to any institution of higher learning for any award.

Signature 

Date 21<sup>st</sup> MAY 2025

## APPROVAL

I have approved the Dissertation titled “*An assessment of Parental Mediation Techniques for Social-Emotional Development in Early Childhood among Residents of Mukono-Kauga*” for submission.



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DATE: 19-05-2025

## **DEDICATION**

This work is dedicated to my parents, for the moral, spiritual and financial support that they gave me at all stages of my studies. Special thanks go to my supervisor.

## **ACKNOWLEDGEMENT**

I am grateful to the Almighty God who has given me life and enabled me to overcome all sorts of obstacles and enabled me to write this dissertation successfully.

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## **LIST OF ABBREVIATIONS**

**UNICEF** : United Nations Children's Fund.

## ABSTRACT

This study investigates parental mediation techniques for social-emotional development in early childhood within the Mukono-Kauga community of Uganda. The research addresses the critical role parents play in shaping children's emotional and social growth through varied mediation strategies, particularly in an increasingly digital world. Employing a qualitative research design, the study involved in-depth interviews with 66 participants, including parents and key informants such as childcare providers and community leaders.

The findings show that co-viewing, restrictive mediation, and active mediation are common parental mediation practices. Active mediation, engagement in discussions of emotional topics and media content, significantly assists children's emotional regulation and sympathetic behavior. Over-restrictive action might, however, hinder emotional autonomy even though restricted mediation shields children from detrimental media content. Co-viewing facilitates further emotional interpretation of scenes and also allows shared experience.

Parent obstacles include cultural norms for non-emotional expressiveness and time scarcity. In spite of these obstacles, the study illustrates that the children's behavior has been transformed positively through parents' successful mediation, for instance, increased empathy and better interpersonal relationships.

The paper points to community-based education campaigns and support groups as among the therapies necessary to increase parents' digital literacy in order to be able to deal with parenting challenges of modern times. Recommendations are put in place to assemble joint efforts by schools, communities, and parents and offer workshops for parenting designed along cultural obligations. The study provides useful information on effective parental mediation approaches, centering on how they should arise organically within the framework of rearing emotionally intelligent, resilient future leaders.

## **CHAPTER ONE**

### **1.0 Introduction**

In Uganda, just like other settings, parents play key roles in facilitating or hindering such a development period through mediation techniques. Parental mediation refers to caregivers' practices that are directed towards guiding children through social relations and emotional episodes, influencing behaviors such as empathy, self-control, and interpersonality skills (Roopnarine and Johnson, 2018). In Uganda, economic and socio-cultural determinants have the potential to influence parenting practice and the application of mediation skills considerably (Mugisha and Nansubuga, 2020). Despite the current literature highlighting the imperative role of parental involvement, empirically based studies specifically focusing on Uganda's socio-cultural environment are required.

### **1.1 Background of the study**

Social-emotional development in early childhood is fundamental to the establishment of children's social skills, regulation of emotions, and psychological adjustment. It involves learning the ability to know and control emotions, empathy, and the development of healthy social relationships. Social-emotional skillful children have better school performance and healthy social relationships (Denham et al., 2012). During the rapid-changing modern world where youth are exposed to electronic media as well as socially diverse socialization, parental mediation has become an influential factor toward their social-emotional development.

Parental mediation refers to the intentional actions that parents undertake to supervise, direct, and influence the emotional and social world of their children. These approaches can include restrictive mediation, instructional mediation, and engaged mediation (Livingstone & Helsper, 2007). Restrictive mediation refers to the practice of setting limits, such as limiting screen exposure, to prevent children from accessing harmful materials. Instructive mediation includes the negotiation of behavior, social norms, and emotions, which enhances children's emotional intelligence (Denham et al., 2003). Active mediation, however, includes co-viewing and co-reading, during which parents can demonstrate their own proper emotional responses (Kirkorian et al., 2008).

Globally, different cultures adopt multiple parental mediation approaches based on values and traditions in societies. In European countries like Finland, parents are involved in the emotional development of children through joint reading and reflective discussion (Kumpulainen & Wray,

2017). Such approaches facilitate emotional literacy and self-regulation. In China, parents tend to adopt authoritative approaches that fuse warmth and expectations, which have been linked with favorable social-emotional development (Chen et al., 2020). In addition, cooperative family dynamics that promote emotional expression and hardness are on the rise (Wang & Sheikh, 2019).

Parent mediation strategies in Africa are extremely diverse due to cultural diversity and traditional family systems. In the majority of Sub-Saharan African societies, child-rearing is collective with the extended family networks taking part in social-emotional development (Nsamenang, 2020). Storytelling and communal activity are common strategies employed in imparting social competence and emotional intelligence to children. In Uganda, as traditional ways are still very relevant, a greater emphasis is placed on structured parenting schemes to ensure caregivers are well provided with good mediation skills (Mugisha, 2021).

Due to globalization and urbanization, contemporary styles of parenting have spread to East Africa alongside customary practices. To adapt to the new social environment, Western mediation styles like emotional coaching and active mediation are already being embraced by urban parents (Karamagi et al., 2021). The traditions supplement traditional practices, resulting in a hybrid system of parenting with both formalized as well as group child-rearing practices. Implementation of such measures shows the way in which parental mediation is being developed as a reaction to the demands of today's society.

To enable the social-emotional growth of infants, parents in Mukono-Kauga engage in complex combinations of traditional and modern parenting. Urbanization has made unique parenting styles possible, and there has been a requirement for differentiated mediation strategies, although community child rearing is the norm. While parental mediation within early infant growth is gaining prominence, surprisingly few studies have aimed at Mukono-Kauga. To be able to develop intervention programs that promote healthy social and emotional development, understanding how parents in this community are promoting the social-emotional development of their children is most important.

Other agencies, such as Save the Children, have implemented community-level workshops to teach parents with responsive mediation techniques (Save the Children, 2023). Emotional coaching, guided play, and responsive parenting are the avenues through which these interventions have tried to

support children's emotional competencies. Additional research is necessary to assess the effectiveness and uptake of these skills in Mukono-Kauga. Best practices will guide the formulation of specialist programs that support parents in building their children's social-emotional development.

It is against this background of the role of social-emotional competence in child development that this research will assess parental mediation practices being employed by residents of Mukono-Kauga. Through an exploration of the relationship between traditional and modern parenting practices, the study will be in a position to identify sustainable approaches through which children's emotional lives can be enhanced and supported. The findings will provide much-needed information on how parental mediation can be aligned towards early childhood social-emotional development within the region.

### **1.2 Statement of the Problem**

A cluster of abilities, such as social competence, emotional regulation, and empathy, is facilitated by socioemotional development (Thompson, 2016). Despite the fact that early childhood social-emotional development is known to be crucial, little is yet understood about the parental mediation approaches that can best foster these competences in Uganda. Urbanization and globalization, two cases of fast socioeconomic growth, have altered conventional family models and parenting styles, presenting parents with new challenges (Nsubuga, 2019) According to a UNICEF (2020) study, more than half of Ugandan children experience socio-emotional development deficits, which indicate the need for effective parenting strategies to counteract these issues. Parental engagement in social-emotional skill acquisition is emphasized in the literature, but there is limited empirical evidence regarding the nature of mediation strategies employed by Ugandan parents and their efficacy (Rukundo et al., 2020).

Because of the diversity of cultural practices and norms in Africa, inclusive parenting approaches that combine regional traditions and modern problem-solving techniques are needed. Parental inconsistency regarding how to manage their children's emotional growth is present because parent education resources are not always available (Saarni, 1999).

Therefore, in a bid to fill this much-desired gap, this research study seeks to examine various types of parental mediation that are practiced in Uganda and how their impact on social-emotional early childhood development measures up. By exploring these domains, the study seeks to advance policymaker and practitioner understanding on the best practice to ensure early childhood developmental outcomes in Ugandan society.

### **1.3 Study purpose**

The study sought to fill a critical void by assessing the various parental mediation techniques utilized in Uganda and determining their impact on social-emotional development in early childhood.

### **1.4 Research objectives**

**1.4.1** To Identify common parental mediation techniques for social emotional development of children in Kauga Mukono

**1.4.2** To establish how parental mediation techniques, foster social emotional development among children in Kauga Mukono

**1.4.3** To explore recommendations to improve parental mediation strategies in Uganda in Kauga Mukono

### **1.5 Research questions**

What are common parental mediation techniques for social emotional development of children in Kauga Mukono?

How do parental mediation techniques foster social emotional development among children in Kauga Mukono?

What recommendations can be made to improve parental mediation strategies in Uganda in Kauga Mukono?

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

#### **1.6.1 Content Scope**

The study mainly focused on establishing the role of parental mediation techniques in fostering social-emotional development during early childhood as well as the interplay between parental involvement and broader contextual factors in children's emotional and social development.

#### **1.6.2 Time Scope**

A period of ten years that is from 2012 to 2021 was the focus of this study since this time frame was appropriate enough in determining and ascertaining clear information relating and spanning across the aspects of parental mediation techniques and their relationship with children's socio-emotional development.

### **1.6.3 Geographical Scope.**

The study was conducted in Kauga, Mukono District. Mukono District is bordered by Kayunga District to the north, Buikwe District to the east, Kalangala District to the south-west, Kira Town and Wakiso District to the west, and Luweero District to the north-west. The town of Mukono is about 21 kilometers (13 miles) by road, east of Kampala, the capital and largest city of Uganda

### **1.7 Significance of the Research**

The significance of researching parental mediation techniques in relation to the social emotional development of children lies in its profound implications for both familial dynamics and broader societal outcomes. Understanding the impact of various forms of parental mediation on social emotional competence is important since it is the basis of children's overall development.

DeMol et al. (2016) state that children's achievement and mental health are greatly influenced by their emotional intelligence and social skills. Moreover, as more digital media are consumed by children, knowledge about parental mediation is more important than ever.

Parents use both restrictive and active mediation; the former restricts exposure, while the latter involves talking about content, and both have been linked to results in managing emotions (Livingstone and Helsper, 2008). This research can inform parents in selecting the best strategies to facilitate healthy emotional development as children's media landscapes increase in complexity.

This study also informs education and public policy initiatives. The study can inform interventions to improve parents' engagement in their children's media consumption based on the study, which demonstrates the interplay between parental style and children's emotional intelligence. These results are particularly relevant in the current environment, when children face a variety of issues that increase their stress levels and psychological distress (Twenge et al., 2019).

### **1.8 Justification of the research**

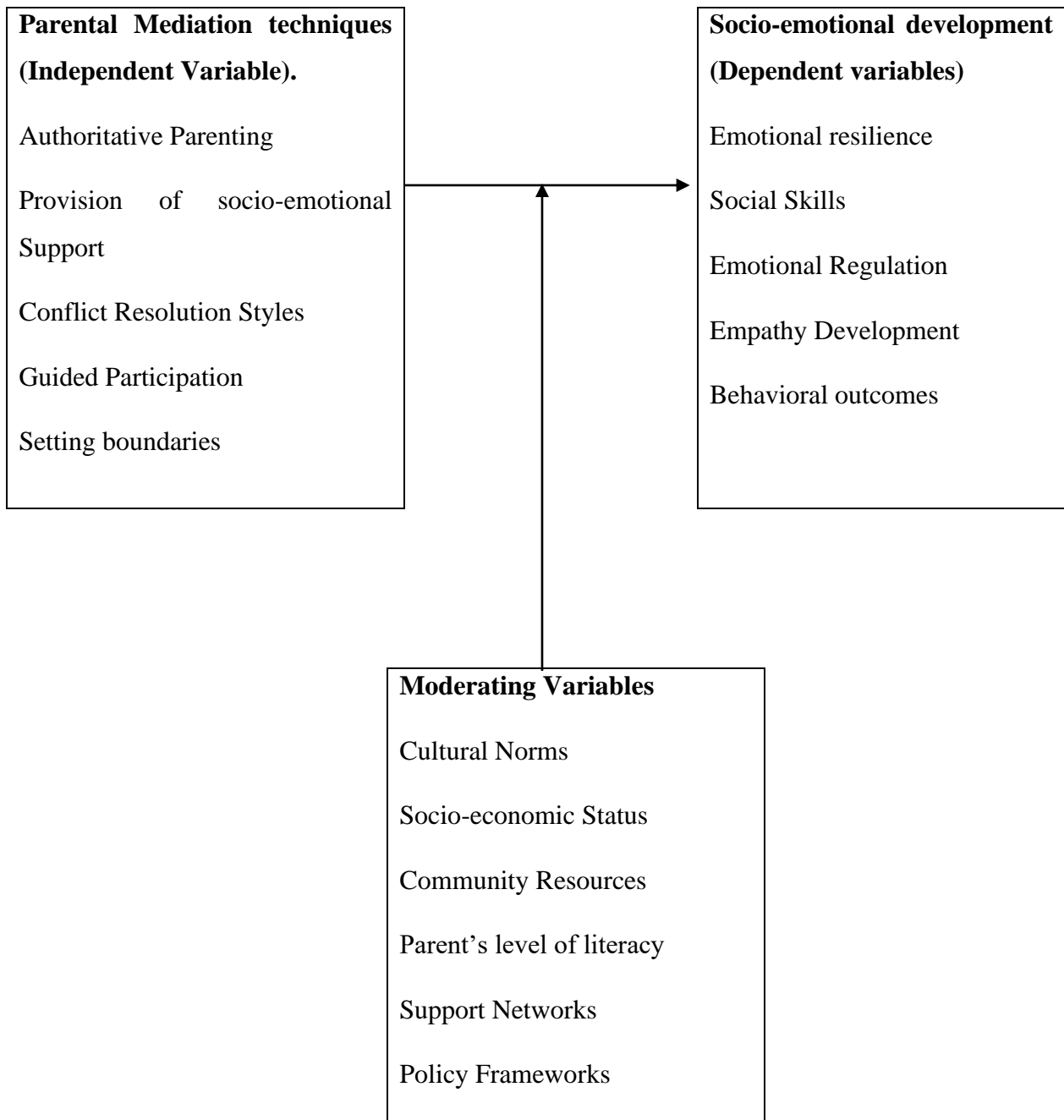
The glaring omission of the literature on the specific mechanisms through which parental mediation tactics affect social emotional development is the rationale for this study. Although past research has created a general link between parenting style and child development, further in-depth studies on media mediation techniques are required.

Previous research has mostly focused on explicit parental styles without considering the complex influence of digitally mediated interactions (Valkenburg and Peter, 2011). Adding to that, children's

dependency on digital media and internet interactions has increased since the start of the COVID-19 pandemic, requiring a timely investigation into how parental mediation approaches can counteract possible adverse effects on social emotional skills (Kenny et al., 2020).

Finally, understanding the intersection of parental mediation and social emotional development will contribute not only to academic discourse but also to practical applications in parenting programs and counseling practices. By equipping parents with effective mediation strategies, we can foster a generation of emotionally intelligent individuals capable of thriving in a complex world.

## 1.9 CONCEPTUAL FRAMEWORK



### **1.9.1 DESCRIPTION**

Parental Mediation techniques (Independent Variable) should essentially affect the dependent variable (social emotional development) and the indicators of that are clearly seen for an indicator within the independent variable such as provision of social emotional support should lead to emotional regulation for children and the moderating variables directly or indirectly affect these dependent and independent variables.

## CHAPTER TWO

### LITERATURE REVIEW

#### 2.0 Introduction

This chapter looks into accessible relevant literature on assessment of parental mediation techniques for social-emotional development in early childhood as well as analyzing the gaps therein, to guide and inform these study variables. The reviewed literature begins by defining key concepts, followed by specific aspects of the literature relevant to each of the above outlined study objectives.

#### 2.1 Theoretical Review

This study will draw its focus from the ecological systems theory and attachment theory to help guide the understanding of parental mediation techniques and their implications for social emotional development. Developed by Urie Bronfenbrenner, the Ecological Systems Theory posits that a child's development is influenced by their environment, which comprises a series of nested systems (Bronfenbrenner, 2001). These systems range from immediate family interactions (micro system) to broader societal and cultural contexts (macro system) that interconnect to influence a child's social-emotional development. One of the assumptions of the theory is the micro system, this is the closest level of the ecological model, where immediate relationships take place. Parental mediation occurs primarily within this system, as parents are the first agents of socialization for their children. Through direct interactions with their parents, children learn to regulate emotions, interpret social situations, and form the basis of their emotional intelligence. Research shows that effective parental mediation can lead to better emotional regulation and social skills in children (Saarni,1999). Applying the theory to analyze parental mediation techniques underscores the interconnected nature of emotional development in early childhood. It emphasizes that although parents have a significant role to play in building social emotional learning, there are some outside influences which could assist or detract from this.

Another theory that aligns with parental mediation practices in infancy

one social-emotional developmental theory is Attachment Theory. The theory was constructed by John Bowlby, highlighting the psychological relationships that develop among children and parents.

It offers insightful information regarding the manner in which early parent-child relationships influence social-emotional development. The theory defines forms of attachment like secure

attachment, which usually results from consistent and reactive parenting involvement. Children with a secure attachment style are likely to have successful relationships, learn social interaction, and investigate their world confidently. According to research, securely attached children can better manage emotional difficulties and have healthy peer relationships (Ainsworth, 2004).

Parent reflection, where parents think critically about the role they play in their child's emotional upbringing, is central to attachment theory. Parents may use more intentional mediation styles to meet the emotional needs of their child through thinking about how they act. For instance, a thoughtful parent will notice evidence of emotional pain on the part of their child and react by offering proper ways in which there could be a healthy release of feelings (Karreman, 2006).

The importance of emotional relationships in social-emotional learning is underscored by the application of attachment theory in informing parental mediation discussion. It ensures the coping mechanisms and social settings relationships of children are significantly influenced by the quality of such emotional relationships. There is the possibility of improved understanding of parental mediation strategies and its influence on early childhood social-emotional development through the combination of ecological systems theory and attachment theory.

Ecological Systems Theory takes a wider view, understanding the vast array of environmental factors which influence a child's growth. It emphasizes parents' need to interact with all the various systems which encroach on their child's emotional life. Attachment Theory focuses instead on the fundamental parent-child relationship, and how it is the catalyst to emotional security and resilience.

Analyzing parental mediation techniques for early childhood social-emotional development reveals key insights derived from these two theories. Together, they enhance our understanding of how parental involvement influences children's emotional and social skills. These frameworks also serve as a foundation for designing effective interventions and policies to support families.

## **2.3 LITERATURE REVIEW**

### **2.3.1 Common parental mediation techniques for social emotional development of children**

Social-emotional development is an essential part of a child's overall well-being, which affects his or her behavior, emotional regulation, academic achievement, and social relationships with other individuals. Parents play an important role in ensuring such development by employing various

mediation strategies. Parental mediation is a definition of the strategies that parents employ to guide, help, and intervene in their child's learning and socialization process, particularly in managing emotions and being aware of social norms. Healthy relationship development, resolution of conflicts with others in a positive way, and the capacity to effectively express and manage emotions are all part of social-emotional development. Theories that have been established, such as John Bowlby's attachment theory and Erik Erikson's psychosocial theory, focus on the role of responsive contact and sensitive attachment in promoting healthy emotional development (Erikson, 1950; Bowlby, 1969). These ideas emphasize the value of parental involvement and the necessity of healthy, supportive parent-child relationships so that children become emotionally resilient.

Active mediation, limited mediation, and co-viewing are the three broad categories under which parental mediation approaches can be classified. Each of these approaches adds something to children's social-emotional development. Active mediation is when parents directly interact with their children while they talk, watch media, and live their lives. Active mediation fosters children's emotional intelligence by providing explanations, critical thinking, and assisting them in expressing their feelings. Active mediation, according to Valkenburg and Peter's (2011) study, helps children comprehend and make sense of emotions by discussing how they feel and react in varied situations.

Restrictive mediation, on the other hand, is designed to place boundaries on the amounts and kinds of media that children are allowed to be exposed to. Although the motivation behind this technique is to protect children from the negative influences, too strict regulations can deny them the ability to exercise self-control over their emotions (Livingstone et al., 2017). Children must learn to deal with adversity as they mature, and overly prescriptive policies could prevent them from having the chance to practice these vital skills (Livingstone et al., 2017).

Co-viewing, on the other hand, involves parents participating in activities or consuming media alongside their children. Through shared experiences, parents model constructive social interactions and appropriate emotional responses. Research by Kemari and Grela (2008) found that co-viewing enhances children's social abilities as they observe their parents navigating emotional situations and resolving conflicts effectively.

Emotional coaching is another powerful parent mediation strategy in which parents assist children in becoming aware of, understanding, and regulating their emotions. Children can learn to enhance their coping skills and emotional sensitivity from this intervention. Children of parents who employed the

emotional coaching strategies had better emotional regulation and social functioning, according to research by Gottman et al. (1996). This process entails identifying emotions, confirming them, and teaching children how to regulate them effectively.

Finally, problem-solving style is another type of parental mediation that aims to enable children to acquire the critical thinking skills necessary to resolve conflict and effectively regulate their feelings. Aside from the above, modeling, peer interaction, and emotional coaching are methods where parents model socially and emotionally appropriate behaviors for their children to see and follow. Because children often imitate their parents, Bandura's (1977) social learning theory places a high value on observational learning. Parents can make a big difference in their children's social-emotional development by modeling empathy, emotional regulation, and effective communication.

Emotional guidance is an explicit method by which the parents help children develop awareness and actualization of their feelings through defining and labeling correct ways of coping with the feelings. In the footsteps of Gottman et al. (1996), the children who undergo the guidance are best equipped to handle relationships among people and display higher emotional intelligence.

Parents are able to promote social-emotional development by being an active participant in their child's peer relationships. This entails assisting in social activities such as playdates or assisting in conversing about friendship. From a study by Rubin et al. (2006), parents' involvement in children's peer interactions stimulates the social competencies of children, such as sharing, cooperation, and conflict resolution—skills required for social-emotional development. By educating children on how to deconstruct problems, consider things from several perspectives, and experiment with potential solutions, parents can instill their children with the resilience and flexibility necessary to resolve problems independently. The problem-solving advice children receive is identified as a determinant of social competence and quality of friendships by a study released by McElwain and Booth-LaForce (2006).

### **2.3.2 How Parental Mediation Techniques Foster Social-Emotional Development in Children**

Parental mediation strategies, or the ways parents instruct their children to engage with the world around them, are at the heart of how children acquire emotional processing abilities, interpersonal relationships, and a sense of self. Social-emotional development means learning to recognize one's own emotions and others', to learn interpersonal skills, and to operate effectively within social contexts. Centre on the Developing Child at Harvard University (2016) explains emotional

development as encompassing emotional regulation, empathy, and the formation of healthy relationships, all of which are critical to future academic and personal success. Denham et al. (2012) found that those children who experienced steady emotional direction and support from parents exhibited stronger emotional competence, and this had strong correlation with more effective social competence and performance at school. This emphasizes the role of parent mediation in helping them acquire such skills.

Active mediation, one of the largest parental strategies, refers to parents reading with or watching with their children in order to help the child make sense of what they are reading or watching. It is of most value when dealing with media exposure because it allows the parent to help the child make sense of disorienting or disturbing material. Research has identified that kids who go through frequent conversations about emotions and behavior develop better emotional regulation and understanding skills (Nathanson and Prato, 2009). Further, research by Zhang and Liao (2019) identified that children with frequent emotional conversations with parents are more empathetic and more robust in recognizing and describing their own emotions.

These results demonstrate the importance of parental mediation in teaching children social-emotional skill acquisition and preparation for healthy relationships and emotional intelligence. With advance preparation to manage friendships better, emotional sensitivity is heightened. Child mental health is also affected by restrictive mediation, such as restriction of activities or media. Well-implemented restrictions can create a haven that is healthy for emotional development, but excessively restrictive approaches can cause disobedience or irritation.

The American Academy of Pediatrics' 2016 report highlights that limiting children's access to certain media content protects them from violent or disturbing content that may harm their emotional health. When these limits are combined with emotional and conduct discussions, they create a safe environment in which children can become emotionally resilient.

Another effective strategy is co-viewing, in which parents and children view media together. This strategy promotes shared emotional experience in addition to enabling parents to actively mediate conflict. Through co-viewing, parents are able to discuss character feelings and behaviors and model healthy emotional reactions, enabling children to develop a better understanding of social interaction and human emotion. In their study, Rowlingson et al. (2016) discovered that co-viewing increases children's empathy by improving their capacity to interpret the emotional signals of others.

Such side-by-side watching not only entertains children but also instructs them about emotional contexts and makes them prepared to respond with greater compassion in real-life situations.

The cultural background to which these mediation strategies are applied is also significant. Varying cultures value emotional expression and interpersonal relationships differently. Western cultures, for example, tend to promote open expression of emotions and communication, while Eastern cultures focus on restraint of emotions and harmony. These differences in culture have a profound impact on how parental mediation is practiced.

Western mediation approaches promote individualism and expressiveness of emotion, while Eastern methods promote collectivism and control of emotion, as suggested by Trommsdorff (2009). Similarly, research conducted by Chen et al. (2020) supports the notion that cultural values dictate parental style, where Western-style mediation promotes emotional independence and Eastern-style promotes emotional balance within a group environment. It is important to learn about these dynamics because they highlight the significance of cultural sensitivity in child development and parenting. Parental mediation has also grown in the modern digital age, meeting screen time and technology use issues. As kids get more immersed in digital media, parents must modify their tactics to facilitate sound social-emotional development.

Research conducted by Livingstone and Helsper (2008) suggests that parental mediation is used to moderate the adverse effect of viewing objectionable content on the internet in order to allow children to develop socially acceptable skills in communication and self-expression. Glickman and Friedman (2020) also mention that children who undergo parent-guided mediation attain negotiation skills and empathy skills, which are essential for successful interpersonal interactions. Parental mediation is also key in developing emotional literacy. Through discussions about feelings, parents facilitate the naming and labelling of children's feelings, which is a basic foundation for self-knowledge development and regulation of emotions. Denham et al. (2012) posit that children who can recognize their emotions tend to regulate them, resulting in healthier relationships with other children and adults.

Moreover, mediation techniques create a sense of security and support for children. When parents actively participate in resolving conflicts, they cultivate an environment of trust where children feel safe expressing their emotions without fear of criticism or punishment. A study by McDowell et al.

(2018) found that children who perceive their parents as supportive mediators show higher levels of self-esteem and confidence key components of social-emotional development.

Apart from that, successful parental mediation also helps children cope with stress, enhance their emotional resilience and general well-being. Parents can help children learn effective coping mechanisms to meet adversity and adversity. Hahlweg et al. (2019) did some research that concluded that children who receive collaborative parental mediation during stressful moments are likely to learn adaptive coping and resilience, thus enhancing emotional well-being. In short, parental mediation plays its most superior role in linking children's social-emotional development. With increased conflict resolution, emotional competence, environment enabling creation, and resilience formation, parents play a great role in enabling children to manage their social life. Where the parents embrace these habits, they not only endorse the emotional resilience of the child but also prepare the child for fruitful relationships and fruitful future relationships.

### **2.3.3 Recommendations for Enhancing Parental Mediation Strategies in Uganda**

One of the single most important aspects of contemporary parenting is parental mediation, or the manner in which parents limit their children's utilization of digital devices and media exposure. In Uganda, where digital media consumption has accelerated more quickly than the evolution of viable parental mediation techniques, this has emerged as a critical issue. Ugandan parents have unique difficulties in regulating their children's consumption of digital material as youngsters become more frequent users of mobile phones and the internet.

The first thing to do is to increase the digital literacy of parents. Governments, NGOs, and schools should work together to introduce workshops and course materials for sensitizing parents towards digital technology and its impacts on children's upbringing. Informing parents helps them to communicate about the children's media consumption. A UNICEF report (2020) highlights that increased digital literacy makes parents more active in the online activities of their children.

The second main recommendation is the formation of community support groups to supplement parental mediation. The groups offer a forum where parents share experiences, insights, and strategies for managing media usage. Parent clubs or digital literacy forums allow parents to voice themselves and learn from others. Evidence supports that peer support can strengthen parenting and lead to better child outcomes (Berkman and Glass, 2000). By the creation of a sense of community, parents may be less isolated and more engaged in facilitating their children to use media.

Schools are also crucial in developing parental mediation practices. Parental involvement programmes in media literacy need to be incorporated into education systems. Schools can organize information sessions where parents learn about recent digital trends and are provided with resources so that they can talk about those matters with their children (American Academy of Pediatrics, 2016). Educating children on proper use of media can be used to establish shared knowledge across parents and children that supports co-viewing and concurrent discussion.

Parents may also be helped by new technology resources to mediate. Screen time may be monitored and tracked with the help of applications, and such applications may give parents an idea of what is being watched or consumed. Parental control software for a device may also help in limiting screen time and blocking objectionable content (Jiang et al., 2020). These resources make it possible to monitor, as well as encourage communication, about the content children are viewing and what it means. Technology use can help with the concept of mediation during a period where digital technology is a part of young people's lives. Effective parental mediation is based on good communication. Workshops and training in communication skills can help parents learn to practice active listening and express empathy towards their children. Dunst et al. (2010) note that open family communication leads to better relations, which are critical in solving conflicts. Additionally, technology, for instance, mobile apps or websites, can help ensure open communication, especially for busy families (O'Keeffe & Clarke-Pearson, 2011).

As technology is becoming an important part of life, it becomes imperative to facilitate digital literacy for parents. Campaigns for learning that inform parents about safe usage of the internet, social networking sites, and other digital dangers can facilitate parental mediation significantly (Livingstone et al., 2011). Provide guidelines outlining safe practices and equip parents with the ability to teach their kids responsible use of the digital realm. Peer support groups also offer a platform for parents to share their challenges and successes, and develop a sense of belonging (Duncan et al., 2016). Moreover, mentorship programs where experienced parents are matched with new parents or troubled parents can offer effective help and improve mediation skills.

Parental mediation strategies need to be respectful and in line with local culture if they are to be effective across various Ugandan communities. Involving the community leaders and traditional elders will enable the modification of these strategies to cultural expectations, improving acceptance and compliance (Anarfi, 2006). Through the identification and incorporation of cultural values, parents will be more likely to engage in and assist positive mediation strategies in the home.

Additionally, establishing clear standards of behavior within the family setting is also essential. Asking families to discuss and decide on the usage of technology, screen time, and chores will define expectations among children (Garry, 2011). Behavior contracts prepared and signed by both children and parents together guarantee that desired behaviors and consequences are clearly written and, therefore, accountability is maintained. Encouraging collaborative activities between parents and children will also strengthen family bonds. Participation in sports activities, service to society, and cultural events provides inherent opportunities for parents to initiate candid conversation with children (Berkowitz and Bier, 2005). Field trips for schools also provide exciting experiences evoking learning and development conversations about individuals, leading to a productive atmosphere for mediation.

Also, there is a need to implement regular evaluation of parental mediation practices. Dunst and Dempsey (2007) recommend that parents keep checking the effectiveness of their practice and adjust them based on children's feedback. Families are able to constantly improve and mold their practices based on the changing needs of children through an open feedback culture. Finally, parent-school collaboration is necessary to develop parental mediation. Parents and schools must work together in order to exchange resources and ways of successful mediation (Epstein, 2011). Parental involvement programs developed result in families being active participants in the learning experiences of children, bridging the school-home setting gap, essential to holistic child development.

## **2.4 Conclusion**

Parental mediation is important in modern parenting, particularly how parents regulate children's media consumption and online activities. This has been a concern in Uganda, with the rapid growth of digital media at the expense of using proper parental mediation. With the increased usage of mobile phones and internet usage among Ugandan youth, parents are faced with unique challenges related to curating their children's access to internet content.

## **CHAPTER THREE**

### **METHODOLOGY**

#### **3.0 Introduction**

It includes an explanation of methodology that has been used in this research. It consists of research design, population size, the mode of sampling to employ in data collection, data collection methods related to the problem, data analysis and quality control, as well as the ethical concerns.

#### **3.1 Research design**

This study employed a qualitative research design to examine the parenting mediation methods used for social-emotional growth in early childhood. Specifically, a case study design was employed to obtain a broad interpretation of parents' experiences, attitudes, and practices in Mukono-Kauga. The qualitative design is fitting since it allows rich detailed descriptions of the views, behavior, and interaction of the respondents concerning the social-emotional growth of their children.

#### **3.2 Study area, population and sample size.**

The study was carried out in Mukono-Kauga, which is a Ugandan subarea renowned for both its rich cultural background and heterogeneous parenting styles. The location was perfect for the study of various parental mediation models because it contains both suburban and rural locations. The study sample included eighty participants who were key informants such as religious, community, and cultural leaders, parents, and other child caregivers aged three to six years. They were chosen based on their personal life experiences and hands-on practice of raising kids in their communities and families.

##### **3.2.1 Sample size**

Approximately 66 participants were purposively selected to ensure a diverse representation of different parenting backgrounds, including various socio-economic statuses, educational levels, and cultural practices.

The study population also included key informants who are political, cultural and religious leaders in the area. The Krejcie and Morgan table (1970) was used to obtain the sample size and below is the representation in the table.

<b>Respondents</b>	<b>Population</b>	<b>Sample size</b>	<b>Sampling method</b>
Parents in households	60	52	Purposive sampling
Children representatives on local council, Childcare givers, child officials and child specialists	20	14	Purposive sampling
<b>TOTAL</b>	<b>80</b>	<b>66</b>	

### **3.2.2 Table 1: population study and its categories**

### **3.3 Sampling method**

Since qualitative research does not rely on probability sampling, a purposive sampling method was used. This method allows for the intentional selection of participants who have relevant knowledge and experience in parental mediation techniques.

### **3.4 Sources of data**

#### **3.4.1 Primary source**

Primary data was obtained by use of interviews in field while collecting data in the selected methods of simple random and purposive sampling provided the researcher with firsthand information which was relied on as a primary source of data in this study. The reason for choice of this data source is that it grants opportunity for capturing real opinions and feelings of people in regard to the topic.

#### **3.4.2 Secondary source**

The research also used secondary data from the existing literature from scholarly written material relevant to the topic and its detail. The choice of this source is to provide diversity of ideas on the topic to make a deeper analysis and meaning of it but also make it easy the public to understand and possibly give a response in relation to the finding.

### **3.5. Data collection methods**

#### **3.5.1 In-depth interviews and key informant interviews**

In-depth interviews and key informant interviews were conducted with parents, child officials, childcare givers, and child specialists to collect qualitative data. This method allows for a deep exploration of respondents' experiences, perceptions, and expert knowledge (Rubin & Rubin, 2012). In-depth interviews are essential because these participants possess specialized knowledge regarding children's welfare, policies, and interventions. Their responses provided valuable insights into the challenges and opportunities in child protection and care.

### **3.6 Data collection instruments**

#### **3.6.1 Interview guide**

An interview guide was used for in-depth interviews with child specialists, childcare givers, and child officials. The guide contained semi-structured questions that enable the interviewer to probe further based on responses (Patton, 2015). This tool is essential in capturing detailed and personalized perspectives on child welfare policies and practices.

### **3.7. Data quality control**

Data quality control in the current research involves implementing mechanisms to ensure that the data collected is accurate, consistent, and reliable, thus guaranteeing the reliability and validity of the research findings. Accuracy is achieved through assigning precise data collection tools, training data collectors and testing responses to minimize errors. Consistency is ensured by standardizing data collection methods, using standardized data entry formats, and cross-checking of responses to identify inconsistencies. Reliability is guaranteed through the application of rigorous data verification techniques such as triangulation, respondent validation, and adherence to ethical principles. These are measures of quality control that guarantee that the data collected during this research are accurate, complete, and reliable to the extent possible, and thus the validity of conclusions derived from the research is improved.

### **3.8 Data analysis**

The collected qualitative data was analyzed using thematic analysis, which involves identifying, analyzing, and reporting patterns (themes) within the data (Braun & Clarke, 2006). The process began with transcribing the recorded interviews verbatim to ensure accuracy and completeness. The transcripts then were cleaned by removing any irrelevant data, repetitions, or inconsistencies. After cleaning, the data was systematically coded by assigning labels to meaningful segments of text, capturing key concepts related to parental mediation techniques and social-emotional development. Codes will then be grouped into broader themes that reflect patterns across the dataset. NVivo software was used to facilitate data management, coding, and theme identification, ensuring a rigorous and organized analysis. The final stage will involve interpreting the themes in relation to the research objectives and existing literature to draw meaningful conclusions and recommendations.

### **3.9 Ethical considerations**

The following ethical considerations were upheld throughout the research process: Informed Consent:

Participants were informed about the purpose of the study, and their consent will be obtained before participation. They will have the right to withdraw at any time without any consequences.

Confidentiality. Participants' identities and personal information had to be kept confidential. Data will be de-identified, and secure storage practices will be employed.

Respect for cultural sensitivities. The research was conducted with a deep respect for local cultural practices and beliefs. Researcher engaged with participants in a culturally appropriate manner.

### **3.11 Anticipated challenges and remedies**

Language barriers can pose a significant challenge in research, especially when differences in dialects or languages among residents affect data collection. To overcome this, employing bilingual researchers or translators can help ensure clarity in communication, making the research process smoother and more effective.

Another significant consideration is sensitivity to culture, given that cultures vary and may lead to misinterpretation of mediation styles. To address this, incorporating local community members into the process of constructing research tools can offer cultural appropriateness and enhance the participation and acceptance of study participants.

Participant bias is also a threat, particularly when parents provide socially desirable responses instead of truthful ones. To mitigate this, researchers can guarantee anonymity and use indirect questioning techniques, which can make respondents feel at ease and respond more truthfully.

## **CHAPTER FOUR**

### **DATA ANALYSIS, FINDINGS AND INSIGHTS**

#### **4.1 Introduction**

The results of a qualitative study that investigated how parental mediation practices affect the social-emotional development of children in Mukono-Kauga are discussed in detail in this chapter. 66 participants, including 52 parents and 14 key informants, including childcare workers, teachers, and community leaders, were in-depth interviewed for the study. In-depth comprehension of the different caregiver strategies, the extent of their comprehension of emotional development, and the situational difficulties they faced was unveiled in data analysis. To provide a plausible account that captures the heterogeneity and complexity of parental mediation practices in the region, the findings are reported thematically.

#### **4.2 Demographic information of participants**

The study involved a diverse sample of respondents, offering a rich cross-section of experiences and opinions. Participants were between 25 and 60 years old and had different educational qualifications from primary level to university degrees. The majority of parent respondents had two to four children, with the majority of their children falling in the early childhood age group of 3 to 6 years. This phase of growth is especially relevant to social-emotional learning, putting the participants in a position to critically consider their mediation behaviors. In addition, having important informants such as teachers and local leaders provided an external source to draw on when considering parental practices, further enhancing the credibility and range of the data.

#### **4.3 Parental mediation techniques for social-emotional development**

##### **4.3.1 Methods of teaching emotions**

Among the research findings is in tandem with parental mediation strategy research, most prominently highlighting the extent of creative and culturally established ways through which parents teach children about emotional education and proper social behavior. Following Denham et al. (2012), ongoing parental guidance and encouragement are high predictors of increasing children's emotional competency, which lays the foundation for social-emotional growth. A significant percentage of parents of this study emphasized storytelling as a primary tool for emotional education,

echoing the findings of Erikson (1950) and Bowlby (1969), who stress the importance of nurturing interactions in fostering emotional resilience. For instance, one participant (IDI-3) shared, *“I tell my children stories about kindness and sharing, which helps them understand how their actions affect others.”* These stories, often traditional folktales or personal life experiences, serve dual purposes of entertainment and moral instruction. They typically incorporate scenarios involving empathy, forgiveness, and consequences, helping children contextualize emotional experiences and social interactions. This method not only captivates children’s attention but also stimulates their imagination and deepens their moral understanding, consistent with the findings of Valkenburg and Peter (2011), who note that active engagement in discussions about emotions can enhance emotional intelligence.

#### **4.3.2 Conflict resolution strategies**

How parents manage conflicts with and between their children was another key issue. Most parents indicated that they actively involved their children in learning and resolving interpersonal conflicts through a guided participation strategy. This is in line with research findings, especially those of Denham et al. (2012), which highlight how parents' ongoing emotional support and guidance facilitate children's emotional competence.

Parents encourage open dialogue by prompting their children to use “I feel” statements to express emotions during disagreements. As noted by a key informant (KII-2), *“We teach children to use ‘I feel’ statements, helping them articulate their emotions and resolve issues amicably.”* This technique not only fosters emotional regulation but also enhances vocabulary related to feelings, echoing Valkenburg and Peter's (2011) research that highlights the importance of active mediation in developing emotional intelligence. Additionally, encouraging children to consider others' perspectives is crucial for building empathy, self-awareness, and problem-solving skills, as supported by the foundational concepts of both Ecological Systems Theory and Attachment Theory. These theories assert that parental involvement and emotional connections are essential for children's social-emotional development, further reinforcing the significance of such conflict resolution strategies in nurturing essential life skills.

#### **4.3.3 Use of media as a teaching tool**

In addition to traditional strategies, the majority of parents utilized digital media, including educational cartoons and picture books, as a way of enhancing emotional development. This finding is consistent with the literature that identifies the importance of active mediation techniques in

enhancing social-emotional development (Valkenburg & Peter, 2011). Parents would sit with their children to discuss the feelings of the characters, choices, and consequences following exposure to appropriate programs or stories. For instance, one parent (IDI-5) noted, “*After watching a cartoon, we discuss the characters’ feelings and decisions. It opens a dialogue about right and wrong.*” This reflective practice exemplifies active mediation, as described by Denham et al. (2012), allowing children to process content meaningfully and apply emotional lessons to real-life situations. The engagement not only reinforces critical thinking but also enhances the child’s ability to interpret emotional cues, echoing the findings of Nathanson and Prato (2009) regarding the benefits of discussing emotions and behaviors. Through these interactions, parents can effectively support their children’s emotional regulation and social competence, reinforcing the critical role of parental involvement in emotional development as posited by Erikson (1950) and Bowlby (1969).

#### **4.4 Challenges faced by parents**

##### **4.4.1 Barriers to effective implementation**

Despite their awareness and willingness, many parents revealed significant challenges in consistently applying mediation techniques. The most frequently cited barrier was time constraints, particularly for working parents who juggled multiple responsibilities. A parent (IDI-7) expressed, “*With my busy schedule, I often struggle to find time to discuss emotions with my kids.*” This lack of quality time often results in missed opportunities for emotional teaching and connection. The fast-paced nature of modern life, combined with socioeconomic pressures, often means that parental engagement is limited to basic care rather than deeper developmental interactions. Several parents also noted that technological distractions within the household such as smartphones and TV interfere with meaningful conversations and relationship building.

##### **4.5 Cultural sensitivity and communication challenges**

Cultural beliefs and norms emerged as another significant obstacle. Some respondents pointed out that, traditionally, emotions are not openly discussed in many households, especially by male parents or caregivers. Expressing emotions is often equated with vulnerability or weakness, and this perception hinders the emotional socialization of children. A key informant (KII-1) observed, “*In our culture, emotions are often seen as a weakness. Many parents hesitate to engage in emotional conversations.*” This silence can create emotional gaps between children and parents, potentially

leading to suppressed feelings, misunderstandings, or behavioral issues. The study found that breaking these cultural barriers requires not only awareness but also targeted efforts to shift norms through education and sensitization.

## **4.6 Insights from respondents**

### **4.6.1 Positive behavioral changes in children**

The majority of parents encouraged one another through sharing success stories on how they had enhanced the children's behavior following their emotional education. The transformations were mostly realized in improved peer relationships, empathy, and increased emotional control. One parent (IDI-4) noted, for example, *"I've noticed he is more empathetic towards his friends since I began speaking with him about feelings."* This finding indicates that a child's social-emotional development can be significantly impacted by even small emotional education activities. The results confirm that intentional parental involvement, whatever the method, positively affects children's emotional intelligence, resilience, and social competence.

### **4.6.2 Community support and the role of shared learning**

A strong recurring theme throughout the interviews was the need for broader community support to enhance parenting practices. Several parents expressed a desire for accessible community workshops or forums to share strategies on emotional education. This aligns with findings from the literature, which emphasize that community support networks can significantly improve parenting behaviors and lead to better outcomes for children (Berkman & Glass, 2000). One parent (IDI-6) remarked, *"If we had community programs to share experiences and strategies, it would be beneficial for all parents."* Many key informants echoed this view, stressing the importance of collective parenting and peer learning. The literature supports this perspective, indicating that community support structures such as church-based seminars, school outreach programs, and local government initiatives are essential for facilitating parental engagement. When parents have access to practical tools and peer encouragement, they are more likely to engage consistently in emotionally supportive practices, ultimately enhancing their children's social-emotional development. The study results highlight the importance of parental mediation in the social-emotional development of Mukono-Kauga children. In a bid to foster emotional awareness among their children, parents are making a deliberate effort through a combination of traditional and contemporary approaches such as discussion of media, storytelling, guided conflict resolution, and reflective conversation. However,

tangible problems like lack of time and well-established cultural norms of communication tend to mar their efforts.

## **CHAPTER FIVE**

### **CONCLUSION AND RECOMMENDATIONS**

#### **5.0 Introduction**

The research findings on parental mediation techniques for social-emotional development in early childhood for Mukono-Kauga residents are succinctly summarized and discussed in this chapter. The chapter is organized in accordance with the goals of the study, each of which is carefully examined in light of the research material in Chapter Two. Additionally, it draws conclusions from the literature analysis and empirical data before offering helpful suggestions to enhance parental mediation practices. The chapter emphasizes how crucial effective parental participation is to kids' emotional and social growth, particularly in an era where external influences on kids are more common than ever.

#### **5.1 Summary of findings**

##### **5.1.1 Common parental mediation techniques for social-emotional development of children in Kauga Mukono**

The research shows that co-viewing, active mediation, and restrictive mediation are the most practiced parental mediation strategies by the community of Mukono-Kauga. Active mediation necessitates that parents exert some effort to talk about media with their children, particularly involving emotional and social issues. In order to promote greater reflective thinking and sensitivity towards emotions, restrictive strategy most commonly entailed parents guiding children to understand the emotional reactions of characters. Restrictive mediation, on the contrary, entailed establishing boundaries and regulations regarding what kinds of media children were allowed to view, the duration of screen time, and the timing of when they watched.

While this method aimed to protect children from harmful content, it sometimes lacked the interactive component necessary for emotional growth. Co-viewing allowed parents and children to share media experiences such as watching television or using digital devices together, which often sparked

spontaneous discussions about emotional reactions and values. The coexistence of these techniques demonstrates the hybrid parenting styles that merge traditional practices with modern digital-age parenting approaches.

### **5.1.2 How parental mediation techniques foster social-emotional development among children in Kauga Mukono**

The study confirmed that the three mediation styles, appropriately utilized, all positively contributed to the social-emotional development of children in many respects. Specifically, children whose parents employed active mediation had higher emotional regulation, empathy, and effective interpersonal competence. Through consistent emotional coaching, the children in this category were better placed to detect, name, and express their emotions, making them more equipped to understand and empathize with other individuals' emotions. Moreover, parents who used co-viewing leveraged shared media experiences to socialize emotional responses and social values, solidifying parent-child relationships and affecting learning in a safe and structured environment. Nevertheless, there were certain limitations of restrictive mediation cited in the research. If overused or done mechanically, the practice sometimes inhibited children from becoming independent individuals and developing self-regulation skills. Without opportunities to explore and discuss emotional content on their own, children are likely to be overly reliant on adult instruction in managing emotional experiences, which could limit resilience and emotional independence over the long run.

### **5.1.3 Recommendations to improve parental mediation strategies in Kauga Mukono**

Participants in the study expressed a strong need for targeted interventions that could enhance their capacity to mediate children's emotional and social development effectively. A major recommendation that emerged was the need for increased digital literacy among parents. Many parents acknowledged a gap in their understanding of digital media and its psychological effects on children. They highlighted the importance of receiving training on how to navigate digital environments, use parental controls, and critically assess media content. Additionally, the study emphasized the necessity of establishing community support networks where parents could share experiences, challenges, and successful strategies with one another. Such forums would foster collective parenting wisdom and provide emotional support for caregivers. Parents also advocated for

stronger school-parent partnerships, suggesting that educational institutions could serve as hubs for parental engagement programs that teach media literacy and emotional coaching strategies. Lastly, there was a call for integrating cultural values and traditions into mediation approaches, ensuring that parenting practices reflect and respect the local sociocultural environment while also embracing innovation.

## **5.2 Discussion of key findings**

The identification of most frequent mediation modes active, restrictive, and co-viewing corresponds with international research classifying parental involvement in children's media usage. Scholars like Denham et al. (2003) and Valkenburg & Peter (2011) have long argued for active mediation as a core intervention to enhance children's emotional and cognitive intelligence. Saarni (1999) also emphasizes that emotional literacy begins at home with parents as the foundation in role modeling and discussing feelings. In Mukono-Kauga, the concurrent existence of active conversation and conventional supervision is a case of culturally adaptive parenting style, one which is gradually adjusting to handle the complexities of bringing up emotionally intelligent children in an age of advanced technology.

The findings are consistent with prior research that parental mediation is central to the development of emotional competence. Studies conducted by Denham et al. (2012) have shown that kids with supportive parents are socially adjusted, have lower rates of behavioral problems, and have better skills in resolving conflict. Similarly, Gottman et al. (1996) emphasize how kids benefit enormously from "emotion coaching," where parents help them to interpret emotional experiences and empathize. The caution outcomes of restrictive mediation echo findings by Livingstone and Helsper (2008), warning that overcontrol in the absence of guidance stifles emotional development and leads to dependency or defiance. Therefore, a balanced and meaningful application of all three strategies of mediation must be employed in order to grow both emotional intelligence and autonomy.

The recommendations provided by the study highlight a pressing need to address the digital and social challenges faced by parents in Mukono-Kauga. In an increasingly digital world, parental competence in using and understanding technology becomes crucial. UNICEF (2020) underscores this by emphasizing that digital literacy not only enhances parental confidence but also ensures the protection and proper guidance of children online. Involving schools and community leaders in

supporting parents creates a holistic environment conducive to child development. Research by Berkman and Glass (2000) also supports the idea that social support networks improve mental health and parenting efficacy, especially in communities where shared values and collective experiences shape family dynamics. The integration of cultural norms into parenting practices ensures relevance and sustainability of these strategies, offering a localized approach to a global challenge.

### **5.3 Conclusion**

This study confirms the necessity of parental mediation in the development of children's social and emotional life, particularly among the Mukono-Kauga population. The study indicates that even though parents apply more than one mediation strategy like active engagement, establishing boundaries, and co-viewing media their effectiveness is context-dependent and equally balanced in application. Research supports that where parents are emotionally present, communicative, and informed, children have a tendency to develop empathy, manage emotions, and possess healthy social relationships. Conversely, the restriction-only style of parental mediation can erode emotional autonomy. The general point is that effective parental mediation rests on knowledge and community support, especially in today's fast-evolving media and cultural landscape.

### **5.4 Recommendations**

Local authorities, in partnership with educational institutions and NGOs, should organize regular digital literacy workshops for parents. These sessions should focus on understanding the risks and benefits of digital media, how to use digital tools to monitor and guide children's usage, and how to engage children in meaningful discussions about content they consume.

The development of parenting clubs or community discussion forums will help give a much-needed boost to developing the culture of peer learning. These groups can offer support and serve as safe forums for sharing parenting issues in the online world. Civic centers, churches, and neighborhood councils can serve as locations where activities of this type occur.

Schools should create formal programs that teach children and involve parents in workshops of media literacy and emotional development. Parent classes, child awareness development workshops, and communication skill training allowing home-based emotional coaching are some instances of such programs.

There is a need to involve cultural leaders, elders, and religious leaders in crafting and disseminating parenting strategies. Parenting strategies are likely to be adopted and sustained when put into

culturally acceptable language. Finding a balance between respect for local tradition and accommodation of current challenges will bridge generational gaps in parenting.

Families can be motivated to periodically review the effectiveness of their mediation efforts. School psychologists or community-based counselors can give feedback and help parents adjust their strategies to accommodate the evolving needs of their children. This reflective process will provide continuous improvement and sensitivity to change.

By adopting these suggestions, the Mukono-Kauga community can establish a nurturing environment for children's overall development. Ultimately, parents' capacity building to buffer social and emotional incidents will facilitate the upbringing of future generations that are resilient, emotionally intelligent, and socially aware.

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## **IN- DEPTH INTERVIEW GUIDE (FOR PARENTS)**

My name is Ezeofor Divine Akachukwu, a student pursuing a Bachelor's Degree in Social Work and Social Administration at Uganda Christian University. As part of the requirements for my degree, I am conducting a study on parental mediation techniques and their role in the social-emotional development of children in Mukono-Kauga. Your experiences and insights as a parent will provide valuable information for this research. The responses you provide will remain confidential and will only be used for academic purposes. Thank you for your time and willingness to participate.

### **Section A: Demographic information**

1. What is your age?
2. What is your highest level of education?
3. How many children do you have, and what are their ages?
4. What is your primary occupation?
5. How long have you lived in Mukono-Kauga?

### **Section B: Parental mediation techniques for social-emotional development**

6. What methods do you use to teach your child about emotions and social interactions?
7. How do you guide your child in resolving conflicts with peers or siblings?
8. Do you use storytelling, play, or media (TV, books, internet) to help your child understand emotions? If so, how?
9. How do you encourage your child to express their feelings openly?
10. What challenges do you face in implementing these mediation techniques?

### **Section C: The role of parental mediation in social-emotional development**

11. Have you observed any positive behavioral changes in your child as a result of your mediation techniques? Please explain.
12. How do you handle situations where your child is emotionally overwhelmed?
13. In what ways do you support your child's ability to form relationships with other children?
14. How do you balance discipline and emotional support when guiding your child?
15. How do you ensure your child develops empathy and kindness towards others?

**Section D: Recommendations for improving parental mediation strategies**

16. What additional resources or support do you think parents need to improve mediation techniques?
17. How can schools, religious institutions, or community programs assist parents in fostering social-emotional development?
18. What traditional or cultural practices do you think should be encouraged or modified to support early childhood social-emotional growth?
19. Do you believe parenting workshops or training would be helpful? Why or why not?
20. What advice would you give to new parents on how to effectively mediate their child's social-emotional development?

*Thank you for your time and insights. Your responses will help contribute to a better understanding of parental mediation techniques and their impact on children's social-emotional development.*

## **KEY INFORMANT INTERVIEW GUIDE**

### **Section A: Background information**

1. Can you briefly introduce yourself and describe your role in child development and welfare?
2. How long have you worked in your current role or field?
3. What are the common age groups of children you work with?
4. What are some of the major social-emotional challenges faced by children in Mukono-Kauga?
5. How would you describe the general approach of parents in this community toward raising emotionally healthy children?

### **Section B: Parental mediation techniques for social-emotional development**

6. What methods do parents use to teach their children about emotions and social interactions?
7. How do parents typically guide their children in resolving conflicts with peers or siblings?
8. Do parents in this community use storytelling, play, or media (TV, books, internet) to help their children understand emotions? If so, how?
9. How do parents encourage their children to express their feelings openly?
10. What challenges do parents face in implementing mediation techniques for social-emotional development?

### **Section C: The role of parental mediation in social-emotional development**

11. Based on your observations, have children shown positive behavioral changes as a result of parental mediation techniques? Please elaborate.
12. How do parents typically handle situations where their child is emotionally overwhelmed?
13. What strategies do parents use to support their children's ability to form relationships with peers?
14. How do parents balance discipline and emotional support when guiding their children?
15. How do parents in this community ensure that their children develop empathy and kindness towards others?

### **Section D: Recommendations for improving parental mediation strategies**

16. What additional resources or support do you think parents need to improve their mediation techniques? 17. How can schools, religious institutions, or community programs assist parents in fostering social-emotional development?

18. What traditional or cultural practices should be encouraged or modified to support early childhood social-emotional growth?

19. Do you believe parenting workshops or training programs would be beneficial? Why or why not?

20. What advice would you give to parents on how to effectively mediate their child's social-emotional development?

*Thank you for your time and insights. Your responses will help contribute to a better understanding of parental mediation techniques and their impact on children's social-emotional development.*

## CONSENT FORM

**Title of the study:***An Assessment of Parental Mediation Techniques for Social-Emotional Development in Early Childhood Among Residents of Mukono-Kauga*

**Dear participant,**

You are invited to participate in a research study that aims to assess the different parental mediation techniques and their influence on the social-emotional development of young children among residents of Mukono-Kauga. Your participation is completely voluntary, and you are free to withdraw from the study at any time without any consequences.

This study seeks to gather insights on how parents and caregivers guide and influence their children's emotional and social development through mediation techniques such as supervision, discussion, and emotional support. The findings from this study will help inform recommendations for enhancing parenting practices to promote better emotional and social outcomes in early childhood.

If you agree to take part in the study, you will be asked to respond to a questionnaire or participate in an interview. The information you provide will be used strictly for academic purposes and will remain confidential. There are no known risks involved in participating in this research. Your input will provide valuable knowledge that can help improve early childhood development initiatives in the Mukono-Kauga area.

All responses will be kept strictly confidential, and your identity will not be revealed in any publications or reports resulting from this study.

Participation in this study is entirely voluntary. You may choose not to participate or to withdraw at any stage without facing any penalties or loss of benefits.

I have read and understood the information above. I voluntarily agree to participate in this study, knowing that I can withdraw at any time. I confirm that my participation is at no cost to me and that my responses will be used only for research purposes.

**Participant's name:** \_\_\_\_\_

**Signature:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**Researcher's name:**Ezeofor Divine Akachukwu

**Signature:** \_\_\_\_\_

**Date:** \_\_\_\_\_



# UGANDA CHRISTIAN UNIVERSITY

A Centre of Excellence in the Heart of Africa  
April 22<sup>nd</sup>, 2025

## TO WHOM IT MAY CONCERN

Dear Sir/Madam

Re: INTRODUCTORY LETTER FOR RESEARCH

This is to introduce to you **AKACHUKWU Divine Ezeofor** Registration number **S22B15/011**, a student of Uganda Christian University, pursuing Bachelor's degree in Social Work and Administration. She is expected to carry out research in the final year under the guidance of a university supervisor in partial fulfillment for the requirements of the above mentioned award.

Topic: "An Assessment of Parental Mediation Techniques for Social-Emotional Development in Early Childhood among Residents of Mukono-Kauga."

The purpose of this communication is to request your office to allow her collect data from your organization. Any assistance rendered to her will be highly appreciated.

Yours faithfully,

  
Betty Enyidi Akurut - PhD  
HoD, Undergraduate Studies

Tel: 0772602382  
Email: bakurut@ucu.ac.ug

for



A Complete Education for A Complete Person