

**THE BENEFITS OF THE EDUCATION SUPPORT PROGRAM ON THE SOCIAL
EMOTIONAL DEVELOPMENT OF CHILDREN IN COMPASSION
INTERNATIONAL ASSISTED PROJECTS: A case of Kyabenda Child Development
Center in Kamwenge District**

BRENDAH KOMUGISHA

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**A DISSERTATION SUBMITTED TO THE SCHOOL OF SOCIAL SCIENCES IN
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**UGANDA CHRISTIAN
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DECLARATION

I declare that the content of this report titled “The Benefits of the Education Support Program on the Social-Emotional Development of Children in Compassion International Assisted Projects: A Case of Kyabenda Child Development Center in Kamwenge District” is my original work and has never been submitted or presented to any institution for any award.

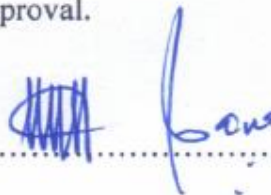
Signature  Date 11th/10/2023

KOMUGISHA BRENDAH

EJ21B15/044

APPROVAL

This research report by **KOMUGISHA BRENDA** entitled “**The Benefits of the Education Support on the Social Emotional-Development of Children in Compassion International Assisted Projects**” has been produced under my supervision and is now ready for submission with my approval.

Signature  Date 20th/10/2023

SUPERVISOR

MR. MUKHWANA FREDRICK

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ABSTRACT

The research was conducted as title: The benefits of the education support program on the social- emotional development of children in compassion international assisted projects: a case of Kyabenda child development center in Kamwenge district. The purpose of this study was to evaluate the benefits of the education support program on the social emotional development of children in Compassion International assisted projects; a case of Kyabenda CDC and it had the following objectives, to establish the benefits of career guidance on the children's social emotional development, to examine the benefits of sports and games on the social-emotional development of children, assessing the benefits of school visitations on the social-emotional development of children. This study was employed both qualitative and quantitative research methods with a cross sectional research design was used and a sample of 48 respondents participated in this study. The findings of the indicated that career guidance has helped to improve the social emotional development of the children. They are now more confident, have a positive attitude towards assignments and are able to relate better with their peers.

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CHAPTER ONE

1.0 Introduction

This chapter presents the background of the study, statement of the problem, purpose of the study, objectives of the study, research questions, scope of the study, significance of the study and conceptual framework.

1.1 Background of the study

Social emotional development is an integral component of a child's well-being. It encompasses a psychological, mental and social dimension which significantly impacts a child's ability to thrive academically and socially (WHO, 2020). Educational support programs have been recognized as a means to assist children's social emotional development by addressing various determinants of well-being through career guidance, games and sports and school visitation (UNECSO, 2021).

In a global context, access to education is a fundamental human right, as enshrined in the Universal Declaration of Human Rights (UN, 1948). However, millions of children around the world are still faced with barriers to quality education because of poverty, discrimination, conflict and other socio-economic factors. This in turn affects their social emotional development and the educational support program has assisted in lifting some of these burdens in order to ensure all children have equal access to education (UNICEF, 2021).

Regionally, the impact of educational support programs varies, depending on the challenges and opportunities within each region. In sub-Saharan Africa, for example, educational support programs often focus on gender equality and empowering girls through education (African Union, 2019).

Educational support programs, started by USAID, have acquired a lot of recognition as a way to empower vulnerable children and promote their social emotional wellbeing. These programs aim to bridge inequalities, especially in low-income and destitute communities, offering children access to quality education leading to a brighter future (UNESCO, 2021). The intended outcomes are realised by providing educational assistance to children who are needy in various forms, such as providing financial assistance to families to cover school fees and supplies, offering academic support to children who are struggling in school, or offering scholarships and grants to students who demonstrate academic excellence. It involves provision of scholastic materials to the beneficiaries, career guidance and school visitations among others (USAID, 2014). The educational support programs have been implemented by a number of organisations in Uganda and have offered numerous benefits at an individual level to the beneficiaries and to the communities at large. The organisations include World Vision, Plan International, Save the Children, Refugee Education Trust Uganda and Compassion International among other examples. They have promoted education that goes beyond academics such as enhancing the social interactions and emotional development that is crucial for thriving in school and out of school for example, UNESCO for over the years since 1945 has been able empower children and younger adults in countries like Tanzania, Nepa, Jordan and so many other countries across globe. (UNESCO. 2021)

Compassion International, founded in 1952, is one of the leading organizations offering comprehensive support to poverty-stricken children globally through the educational support program. Their mission is to end poverty in Jesus' name and they do their operations through Child Development Centers around the world. These act as centers for offering essential services to needy children inform of education, healthcare, nutrition and spiritual guidance. Compassion International partners with local churches and organizations in different countries to run these centers (Compassion International, 2021).

In Uganda, access to education has been a significant challenge, particularly for needy children in rural areas (World Bank, 2021). Compassion International programs have been instrumental in addressing these challenges through the Child Development Centers by

providing not only access to education, but also a holistic support that encompasses social emotional development. One of these centers includes Kyabenda CDC located in the western part of Uganda. Their mission is to improve the standard of living of orphans, needy and the vulnerable children and they have 345 registered children under their care. The objectives that are in relation to social emotional development is to equip children with skills that will help them become self-reliant, develop their confidence, ensure family welfare and establish good communication skills for effective communication (Kyabenda CDC, 2013).

By understanding the multifaceted benefits of these programs, we gain valuable insights into their potential to transform the lives and social emotional development of the vulnerable children of compassion international (Ministry of Gender, Labor and social development, 2022). This study will focus on the benefits of the educational support program on the social-emotional development of children in one of the Compassion International assisted in Kyabenda CDC, Kamwenge district, Uganda.

1.2 Problem statement

Despite the positive outcomes of educational support programs such as providing financial assistance to families to cover school fees and supplies, offering academic support to children who are struggling in school on academic excellence, a systematic examination of the benefits of these programs and contextual factors influencing socio-emotional development within the framework of these programs is not thorough (Santiago, 2020).

The failure to understand the benefits of the educational support program on social emotional development of needy children will lead to emotional and psychological struggles, social isolation, academic underachievement, personality problems and long-term health challenges (WHO, 2020). Social emotional development is important for children's well-being and future prosperity proving that it is important to prioritise programs that effectively nurture these skills in order to prevent these risks (Aguilar et al., 2019).

This study, therefore, centres on the need to carry out a rigorous evidence-based investigation into how Compassion International implementation of these educational programs contributes to the socio-emotional development of the children they serve in the Child Development Centre (UNESCO, 2021). The contextual factors include the benefits of the career guidance, games and sports, and school visitations on the social emotional development of the Compassion International beneficiaries in Kyabenda Child Development Centre, Kamwenge district.

1.3 Purpose of the study

The purpose of this study is to evaluate the benefits of the education support program on the social emotional development of children in Compassion International assisted projects; a case of Kyabenda CDC.

1.4 Objectives of the study

1. To establish the benefits of career guidance on the children's social emotional development.
2. To examine the benefits of sports and games on the social-emotional development of children.
3. Assessing the benefits of school visitations on the social-emotional development of children.

1.5 Research questions

1. What is the benefit of career guidance on the children's social-emotional development?
2. What is the benefit of sports and games on the social-emotional development of children?
3. What is the benefit of school visitations on the social-emotional development of children?

1.6 Significance and justification of the study

This study is a pre-requisite for the researcher to complete her bachelor's degree in social work and social administration.

This study will be used as secondary literature by other scholars in the future. This shall therefore help them in relating to the findings that will have been established in this study.

This study will be carried out because of the gaps that still exist in the benefits of the educational support program to the social emotional development students and pupils.

1.7.0 Scope of the study

1.7.1 Content scope

This study shall present content concerning benefits of career guidance, games and sports and school visitation among children in compassion international, in one of their child development centres in Kyabenda CDC, Kamwenge district

1.7.2 Time scope

The research evaluation will consider data between the years 2017-2022. This is because according to the Uganda Christian University manual student guide, the time frame should be within the last 10years and above.

In addition to that, the researcher will also consider other literature from 1950's to date in order to capture the accurate historical context of Compassion International and how their programs have been running. This may not be very useful.

1.7.3 Area Scope

This study shall take place at Kyabenda CDC, Kamwenge district.

1.8 Conceptual framework

Figure 1

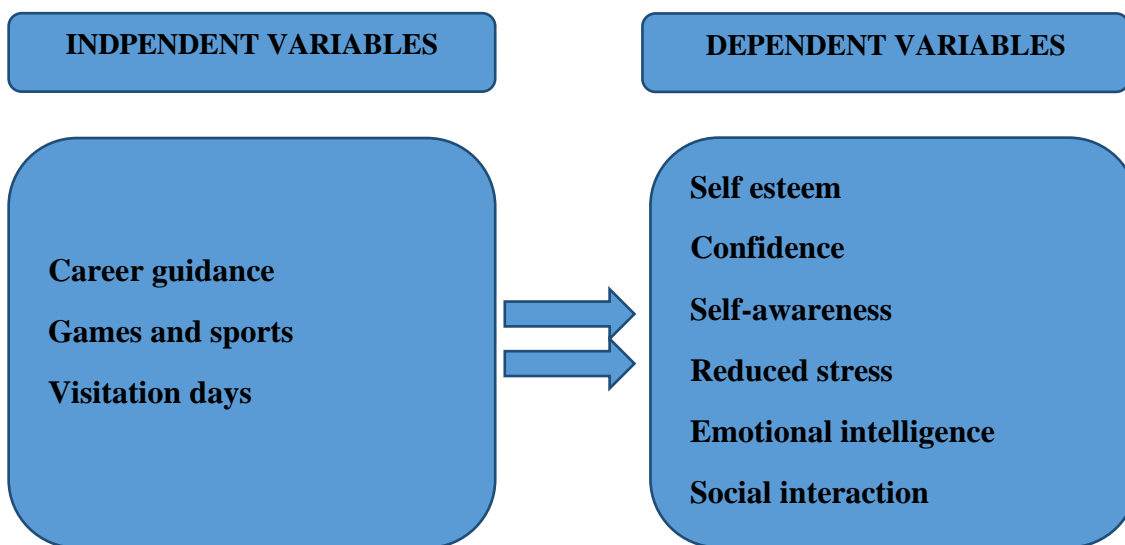


Figure 1 is a representation of how the independent variables affect the dependent variables. Career guidance, games and sports and visitation affects the different aspects of social emotional development in children, these include self-esteem, self-awareness, confidence, emotional intelligence, social interaction and reduced amount of stress. Career guidance has an impact on an individual's self-esteem which implies that career guidance is expected to increase or improve self-esteem which is measured using self-report or questionnaires. Research in this area helps provide insights into how career guidance programmes can be

designed to better support individuals in building their self-esteem and making informed career decisions.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This chapter presents related literature in relation to the objectives of the study with themes including; examining the benefits of the educational support program in the context of career guidance, sports and games and visitation on the social emotional development of the children.

2.1 The benefit of career guidance on the social emotional development of a child

Career guidance is a structured and supportive process that enables individuals to explore different educational and career paths and makes an informed decision on what they want to do in their future. This guidance is provided by counselors, educators, professionals. They help children understand their interests, strengths and what they aspire to be in the future. The preparation of a person's career is not an instant process, but requires considerable preparation and in a long time. Magnuson & Starr (2015) states that career development is a long process that affects and is affected by the role of a person's life, background and a lot of events going on. A child who has not had career awareness needs to be nurtured to exploring variety of career that has a variety of information to career decision at the future. Ideally, career guidance is a continuous program in all of education's level as it has done like in the states of America (Sharf, 2018).

Career guidance significantly enhances a child's self-esteem and self-image through a multifaceted approach (Hirschi, 2011). First of all, it provides a child with a sense of purpose, direction and confidence in their abilities. It aligns their goals, interests with their passions for

a potential career path (Super, 1990). It acts as a compass for individuals and assists children in understanding the reason why it is important for them to have an education in achieving this personal development in order to reach their goals. Understanding this can boost their motivation to study with more meaning and confidence (Hirschi, 2011).

In a much broader sense, participation in career guidance activities in school not only helps children identify their interests and align them with their future aspirations at an early age, but it provides students with necessary awareness, knowledge and skills required in the real world of work. It is a strategy for providing occupational orientation to students to become aware of what is contained and required in the career of one's choice that match interest and abilities (Betz, 2007). Occupational orientation is viewed as an important aspect of the career development process; students must identify their interests and abilities, balance them with labour market opportunities and gradually develop an occupational preference. This will improve people's trust in the capability of their work, improve their social connections and later on enriches their confidence in their work because of their competence. (Super and Savickas, 2017).

Additionally, effective career guidance stresses the value of teamwork and collaboration especially in projects worked on by many people (Hartung et al, 2011). Children who are actively involved in the career guidance activities understand what is meant to work harmoniously in unity with others and building interpersonal relationships and empathy. They understand the value of being competent in their work in order to ensure other members of the team do not suffer due to their incompetence. Furthermore, working in teams also builds emotional intelligence (Hartung et al, 2011).

Career need to be introduced early on to children so that they have an idea of the jobs that exist around them. The earlier they understand career options it will be easier for them to choose a career field that will be occupied in the future by adjusting talents and interests as well as the suitability of the personal characteristics on the career field. (Reed, 2008). When children have career awareness, they will have a fantasy about a particular job, make a tentative decision and choose a job based on a realistic assessment of himself and his environment. A child about the job will bring her seek more information about the job. In empowering children by providing them with tools and knowledge to make informed decisions about their future leads to a reduction of anxiety about the unknown and promoting positive self-image (Guay et al, 2010). This gives them clarity and enhances their confidence

by embracing their skills, talents and, setting achievable goals that boost self-esteem when achieved (Betz, 2007). This sets the pace for academic success that will in the long run boost self-worth (Hartung, 2005). This also reduces the stress of working outside your abilities, skills, talents and interests which causes frustration and emotional distress. A given individual will not be able to perform to his or her best ability and in turn frustrates other colleagues causing dissatisfaction (Guay et al, 2010).

Furthermore, career guidance supports the development of social skills through interactions with counselors, mentors and peers further improving self-image through positive relationships with people (Swanson, 1999).

2.2 The benefits of sports and games on the social-emotional development of children.

Being part of a team in games and sports enriches a child's social skills that are necessary throughout their lives. It instills in them the skills of cooperation, planning, teamwork and communication (Weiss and Ebbeck, 1996). Through this, they learn to be less selfish and develop the ability to listen to other children. This gives them a sense of belonging, make new friends and increase their social circle within and outside of schools especially during school competitions with other schools. In addition to that, it has been evidenced that there is a significant link between sports and self-esteem amongst children. The support from the team, a friendly word from a coach can help a child feel better about themselves (Health direct, 2022).

Furthermore, sports, gives children the freedom to set goals, and in achieving them, it contributes to their self-esteem and self-confidence in personal achievement and recognition from peers and coaches (Eime, 2013). In setting goals, children learn to be focused and develop a single mind while trying to achieve any target for example scoring a goal, hitting the ball among other examples. The level of concentration needed to master techniques and be better in the game will train their mind to be more focused in other areas of their lives such as concentration on studies and completion of assignments. Hence in achieving these goals gives them confidence and competence in doing tasks (Gupta, 2021).

Emotionally, physical activity enhances the stimulation of chemicals in the brain that give you feel good hormones called endorphins. These contribute to the reduction of anxiety, depression and promote emotional wellbeing (Biddle and Asare, 2011). This helps I emotional regulation as well, because sports practically teach children to manage their

emotions in competitive situation (Mosewich, 2011). They learn to handle success and failure, control anger and frustration and maintain composure. This contributes to a child feeling stress free leading to a happy life in practicing emotional intelligence (Galli and Vealey, 2008).

In addition to that, games and sports help children to learn how to resolve conflicts in a healthy way. Disagreements and conflicts are inevitable while playing games and sports, but these provide children with an opportunity to learn conflict resolution strategies and compromise (Holt, 2017). This improves their social well-being and emotional intelligence in the long run, which will lead to good relationships with the people around them with love and unity (Galli and Vealey, 2008).

Engaging in physical activity through games and sports helps to improve body image which is crucial in achieving social emotional development. This improves physical fitness and body awareness and leads to self-acceptance and confidence (Eime, 2013). While engaging in physical activities, children become more accustomed to their bodies and develop greater appreciation for their physical capabilities leading to improved body awareness. This reduces the chances of body shaming which is one of the leading causes of depression in society today (Cale and Harris, 2006). In understanding the capabilities of one's body, there is a shift in perspective that fosters appreciation and ascribing value to one's body for their skill rather than adhering to society beauty standard (Petrie, 2019).

2.3 The benefits of school visitations on the social-emotional development of children.

School visitations play a vital role in building positive relationships and trust between parents/caregivers/siblings and children which enhances their social-emotional development (Eccles & Harold, 1996). These visits offer an opportunity for children to experience how invested and interested their parents/caregivers are in their education (Henderson & Mapp, 2002). In the process of watching their parents/caregivers build positive relationships with teachers and school staff on visitation days, this instills a sense of trust and security in their social networks (Chistenson and Reschly, 2010). In my opinion, this trust extends beyond school and contributes to the child's overall sense of belonging and emotional well-being.

Regular school visitations can enhance a child's self-esteem and confidence. When parents/caregivers are actively involved in their children's education, attending meetings, volunteering and joining school events like sports day, it communicates to the child that he or

she is valued and supported (Grolnick and Slowiaczek, 2012). This impacts a positive self-image because the children will see themselves as excellent learners with a strong support system (Comer, 2001). This coupled with encouragement and praise they receive during visitation hours from parents/ caregivers boosts their self-worth and enforces the belief that they are capable of being successful academically and in their social circles (Fan and Chen, 2001).

School visitations are characterized by open communication between parents/caregivers, children and educators. During this time, the educators give a report on how the child has performed and report any discipline or in disciplinary cases for the purposes of how best the child can be helped and in turn, the child is encouraged to share challenges they face with academics (Turney and Kao, 2009). These models effective communication skills in the process of addressing concerns, asking questions and children learn how to express themselves open up about their feelings and ask for help when needed. These are essential components of social emotional development (Henderson and Mapp, 2002). This also instills in a child the belief that their thoughts and emotions are valued and it is okay to express them in a supportive environment (Grolnick and Slowiaczek, 1994).

Regular school visitations provide children with an increased security and support which creates a safe space for them (Fan and Chen, 2001). This goes beyond their feelings but also to the classroom, giving children the freedom to explore, take academic risks and interact with their peers with confidence (Christenson and Reschly, 2010). The feeling of security and support enable children seek for help from educators when facing challenges which is a vital skill for social emotional development (Comer, 2001). Psychologically, having a constant support system contributes to low levels of stress and anxiety, hence leading to overall emotional well-being (Turney and Kao, 2009).

School visitations indirectly enhance children's social skills and empathy. During school visitation hours, parents are usually given the opportunity to contribute towards struggling needy students' fees or needs and school projects. And in doing so, they model empathy and cooperation (Eccles and Harold, 1996). Children watch parents/caregivers collaborate with fellow parents/caregivers and teachers, volunteering and interacting positively with their peers to get a better understanding of the feelings and needs of others (Fan and Chen, 2001). In addition to that, during visitation days, other parents/caregivers of the children's peers

usually love to interact with them and contribute to the widening of their social circles. This helps in development of interpersonal skills which are important for healthy social emotional growth (Comer, 2001).

There have been a few practical researches done to establish some of these facts as reflected in the literature, but more investigation and exploration are needed to widen our understanding of the relationship between educational support and social-emotional development in organizations that implement it (Marco, Jorge and Batalha, 2021).

CHAPTER THREE

RESEARCH METHODOLOGY

3.0 Introduction

This chapter presents the research design, study area, target population, sample size, sampling techniques, data collection methods, research instruments, data quality control, data analysis, research procedures and ethical considerations.

3.1 Research Design

A cross sectional study design is suitable for conducting this study because it enables data to be captured during the specific time frame of the study. This study was employed by the use of both qualitative and quantitative research methods. (Kumar, 2021)

3.2 Study Area

This study was carried out at Kyabenda Child Development Centre which is one of the centres Compassion International delivers its services to their beneficiaries.

3.3 Study population

Study populations are individuals who provide answers to the research questions (Kumar, 2010). There were 345 registered Compassion International children and 3 staff members who were the primary care givers since the children are either orphaned or their parents were not actively involved in their lives under Kyabenda CDC.

3.4.0 Sample Size

The sample size is the number of respondents selected out of the study population in a research study.

Study population	Number
Staff members of Kyabenda CDC/caregivers	3 members
Compassion International Children	345 children
Total	348

The study will employ the use of Yamane's formula to calculate the sample size with a confidence interval of 87%

n=sample size, N=study population, e=margin of error

n=? N=348, e=0.13

$n = N / (1 + N(e)^2)$

$n = 348 / (1 + 348(0.13)^2)$

$n = 348 / 6.8812$

$n = 50.5$

(After rounding off)

n= 51 respondents will be interviewed.

In summary, 3 staff members of Kyabenda CDC and 48 children that will include 24 girls and 24 boys for gender balance.

3.4.1 Sampling Techniques

Sampling is the process of selecting a subset from the study population to attain research results (Kumar, 2010).

3.4.2 Purposive Sampling

The purposive sampling will be employed to select key informants who include the 3 staff members of Kyabenda CDC and also to select the children who will participate in the interviews, that is 24 boys and 24 girls who are old enough to understand the questions asked from age 12- 21 years.

3.6 Data Collection Methods

The data collection methods included; key informant interviews method and questionnaire methods of data collection.

3.6. Key Informant Interview Method

This is a method of data collection where the researcher comes into contact with a knowledgeable respondent and asks questions about the subject under the study. For the success of the key informant interviews, an interview guide will be drafted and this was guided by research questions. The researcher will interview the three staff members of Kyabenda CDC to get information on the educational support program and how they have managed to implement it.

3.7 Data Quality Control

- Confidentiality was considered by seeking prior permission from the organisation for meeting the target population and asking for consent and assent. Also, during data collection, the target population were also informed that the information being collected from them would only be for academic purpose and not for any other purpose,
- During data collection, the researcher had one on one session with children to ensure that interview guides were carried out. On the other hands, questionnaires were also distributed among the target population and the key informants in Kyabenda child Development Centre.

3.9 Data Collection Procedure

The researcher sent introductory letter to Kyabenda CDC for consideration of data collection. The students were also notified by their care takers prior to the data collection process so they were fully prepared.

3.10 Ethical Issues,

The researcher sought for consent before conducting interviews and the target population were informed that the data being collected would be used for academic purposes only to promote confidentiality.

3.11.0 Data Processing and Analysis

Analysis was done to get results from quantitative data and the qualitative data in the study.

3.11.1 Qualitative data analysis

The researcher was familiarised with the data collected by going through it over and over again. Also identified the themes and patterns in the data, summarised it and drawn conclusions.

3.12 Data Presentation and Interpretation

The data was presented in qualitative and quantitative data forms. Under each research objective were the results and interpretation for the findings. Quantitative data collection was presented by use of graphs and pie charts.

CHAPTER FOUR

DATA ANALYSIS

4.0 INTRODUCTION

This chapter four shows the finding according to the objectives of the study; the benefits of career guidance on the children's social emotional development, the benefits of sports and games on the social-emotional development of children and the benefits of school visitations on the social emotional development of children.

4.1 Response rate

Male	23	47%
Female	25	53%
Total	48	100%

The respondent rate was 100% as shown in the table above, 53% of the respondents were females and 47% of the respondents were males from Kyabenda Child Development Centre.

4:1.1 Bio data of the respondents

Table 1: Age of the respondents

<i>Age group</i>	<i>Frequency(n)</i>	<i>Percentage (%)</i>
<i>10-12 years</i>	<i>7</i>	<i>13</i>
<i>12-16 years</i>	<i>27</i>	<i>57</i>
<i>17-21 years</i>	<i>14</i>	<i>30</i>
<i>Total</i>	<i>48</i>	<i>100</i>

Source: field data, 2023

The findings of the study showed that respondents between 10-12 years old were 13%. The findings of the study also indicated that the majority of the respondents were between the ages 12-16 years and this was represented by 57% of the respondents. The findings of the study lastly showed that the respondents between the ages 17-21 years were represented by 30%.

4:1:2 Gender of children

Table 2: Gender of children

Gender of children	Frequency	Percentage (%)
Female	25	53
Male	23	47
Total	48	100

Source: field data, 2023

The findings showed in table indicate the percentage of gender of children at Kyabenda Child Development Centre where girls are more than boy as evidenced in percentages, 53% were girls and making 47% of them boys.

Table 3: indicating the level of education among the children in Kyabenda Child Development Center.

Level	Frequency	Percentage %
Primary	23	47.9
Secondary	17	35.4
Certificate	04	8.3
Diploma	03	6.25
Degree	01	2.1
Total	48	100

The findings of the study also indicated that 47.9% of the children were at primary level making it the highest percentage of respondents at the center, 35.4% were at secondary level, 8.3% were at certificate level, 6.25% were at diploma level and 2.1 from degree level.

4.2 The benefits of career guidance on the social emotional development of a child.

Kyabenda CDC facilitates career guidance for their children and the aim is to guide them to make good choices of schools and courses. Career guidance is done twice a year by project guides according to ages for all the children. All the children of Kyabenda CDC testified to

the fact that they have all received career guidance and have identified career paths they would like to follow.

4.2.1 Benefits of career guidance on the social emotional development

Table 4. The contribution of career guidance on confidence.

Statement	Response	Frequency (n=48)	Percentage %
I feel calm and organized when working towards achieving my goals while at school?	Yes	27	56.25
	No	21	43.75
	Total	48	100
I always have a positive attitude when doing my school assignments	Yes	06	12.5
	No	42	87.5
	Total	48	100
I am now always able to freely express myself and speak up my mind	Yes	10	20.83
	No	38	79.17
	Total	48	100
I always ask for help from my friends and teachers when I don't understand something	Yes	25	52.08
	No	23	47.92
	Total	48	100

Source: field data, 2023

From the table above, 27 (56.25%) of the respondents said yes, they feel calm and organized when working towards achieving their goal while at school, however a small number of

21(43.75%) said that they do not feel calm and organized when working towards achieving their goal while at school.

The findings of the study presented in the table above show that a small number of respondents 06(12.5%) said yes, that they always have a positive attitude when doing their school assignments while a big number 42(87.5%) said no, about having a positive attitude when doing their school assignments.

The finding of the study further showed that small number 10(20.83%) said yes that they were always able to freely express myself and speak up my mind whereas a big number 38(79.17%) said no about always able to freely express myself and speak up my mind.

The table above also indicated that a big number of 25(52.08%) said yes that they always ask for help from their friends and teachers when they don't understand something while a small number 23(47.92%) said no about them always asking for help from their friends and teachers when they don't understand something.

Finally, the findings of the study showed that career guidance improve the relationship between children and their career takers as witnessed by one of the key informants:

“Career guidance helped create a motherly relationship between the children and the care taker at the development Centre. Children look up at the care takers as for both emotional support and psychological uplift and this has been able to be achieved through career guidance. This further helps to check the children morals wit in the foundation”

4.2.2: Benefits of career guidance on social- emotional development.

Table 5: The table below indicates the contribution of career guidance on self-awareness

Statement	Response	Frequency	Percentage %
I sometime sit down and reflect about my future	Yes	18	37.5
	No	30	62.5
	Total	48	100
I like keeping notes that positive encourage me about	Yes	5	10.4
	No	43	89.58
	Total	48	100

life			
I have been enabled identify what am good at and not so good at	Yes	20	41.6
	No	28	58.3
	Total	48	100
I am now trying to do new activities while at school	Yes	43	89.58
	No	5	10.4
	Total	48	100

Source: field data, 2023

The findings of the study showed that a big number 30(62.5%) of the respondents said no, according to the statement that they sometime sit down and reflect about their future whereas a small number 18(37.5%) of the respondents said yes that they sometimes sit down and reflect about their future.

The table above showed that a big number 43(89.58%) of the respondents do not like keeping notes that positive encourage them about life while a small number 5(10.4%) said yes about keeping notes that positive encourage them about life.

The findings of the study as showed in the table above revealed that a small number 20(41.6%) of the respondents said yes that they have been enabled identify what they are good at and not so good at while carrying out career guidance while a big number 28(58.3%) of the respondents said no about having enabled them identify what they are good at and not so good at.

The finding of the study also showed that a big number 43(89.48%) of the respondents said yes that they try doing new activities while at school whereas a small number 5(10.4%) said no that they do not try to do new activities while at school.

Impact of career guidance on the sense of belonging of children in the child development center.

Table 6: Agree or disagree that career guidance has given you a sense of belonging

Statement	Frequency	Percentage %
Strongly disagree	06	12.5
Disagree	02	4.16
Agree	25	52.1
Strongly agree	15	31.25
Total	48	100

Source: field data, 2023.

The findings of the study portrayed that career guidance gave children a sense of belonging. This was evident were 31.25% and 52.1 % of the respondents agreed and strongly agreed respectively.

The findings of the study further indicated that some respondents did not accrue to the statement that career guidance did not offer a sense of belongings. This was evidenced were 12.5% and 4.16% of the respondents.

4.3 The benefits of sports and games on the social-emotional development of children.

Kyabenda CDC hosts games and sports events once a year and children have the luxury of playing with the centre balls and other games and sports equipment whenever they are free. All the children of the centre mentioned that they have ever participated in these games and sports events. The social emotional responses they mentioned they felt after participating in games and sports are shown in the table;

4.3.1 Benefits of sports and games on the social-emotional development of children

Table 7. Benefits of sports and games on the social-emotional development of children.

Statement	Response	Frequency	Percentage %
I feel good and healthy after playing games and sports	Yes	25	52
	No	23	47.92
	Total	48	100
I be able to make friends while playing games and sports	Yes	36	75
	No	12	25
	Total	48	100
I discover new skills about me every after playing games and sports	Yes	5	10.41
	No	43	89.58
	Total	48	100
I get good sleep every after games and sports	Yes	42	87.5
	No	6	12
	Total	48	100

Source: field data, 2023

The findings of the study showed that children benefit from sports and games for their social-emotional development as indicated in table7 that 25(52%) of the respondents agreed that sports and games make respondents feel good and healthy after playing games and sport while 23(47.92%) of the respondents said no about feeling good and healthy after playing games and sports.

The findings of the study also indicate that 12(25%) of the respondents were not able to make friends while playing games and sports and leaving 36(75%) of the respondents agreeing to the statement that playing sports and games enable respondents get good sleep every after games and sports.

The table 7 showed that a number of 5(10.41%) of the respondents said yes that they discover new skills about themselves every after playing games and sports while a number 43(89.58%) said no that they do not discover new skills about themselves every after playing games and sports.

Table 7 highlights that a good number of the respondents 42(87.5%) get good sleep every after games and sports leaving a number of 6(12%) of the respondents saying no about getting a good sleep every after games and sports.

4.4 The importance of school visitations on the social- emotional development of children.

The objective of the school visitations at Kyabenda is to bridge the gap between the children and teachers which helps in the improvement of their academic performance and hence social emotional development.

4:4:1 Benefits of school visitations on the social-emotional development

Table 8: Benefits of school visitations on the social- emotional development.

School visitation make me	Response	Frequency	Percentage(%)
I feel loved and cared for during school visitations	Yes	33	68.75
	No	15	31.25
	Total	48	100
Improved social interactions between me and my friends and teachers	Yes	27	56.25
	No	21	43.75
	Total	48	100
I feel happy	Yes	42	87.5
	No	6	12.5
	Total	48	100

Source: field data, 2023

The findings of the study showed that a big number 33(68.75%) of the respondents said yes that they feel loved and cared for during school visitations while a small number 15(31.25%) of the respondents said no that they do not feel loved and cared for during school visitations.

The findings of the study indicated school visitations improve social emotional development because it improve the social interaction between the children and their and teacher. This was evident from the finding as 27(56.25%) of the respondents said yes to the statement while 21(43.75) said no to the statement.

Table 8 showed that a big number 42(87.5%) of the respondents said yes that they feel happy during school vistations while a small number 6(12.5%) of the respondents said no to the statement that they feel happy.

Research done by Katherine M. Pears and Thomas J. Dishion, published in the journal of Applied Developmental Psychology suggests that school visits from caregivers improves a child's social competence and self-esteem. This gives them a sense of security and improves their trust in people.

In addition to that, improved social interaction has developed the children's communication skills. This is because during the visitation days, they are required to express themselves, and explain the challenges they face in trying to achieve their academic goals. The children mentioned that they are able to express their academic needs and challenges to their teachers and caregivers in a way that is not offensive. This is an important attribute to behold, for children will be able to learn healthy ways of expressing their feelings to other people and their peers in a way that is effective rather than destructive. This builds healthy relationships in community and promotes unity.

CHAPTER FIVE

DISCUSSION OF FINDINGS, CONCLUSION AND RECOMMENDATION

5.0 INTRODUCTION

This chapter consists of the discussion of finding, conclusions made from the data analysis and the recommendations for taking action.

5.1.0 Discussion of findings

5:1:1 The benefits of career guidance on the social emotional development of children

The study shows that career guidance has helped to improve the social emotional development of the children. They are now more confident, have a positive attitude towards assignments and are able to relate better with their peers. This means the children at Kyabenda CDC have a healthy environment for growth in all aspects of their lives. They are able to make good choices that will lead to a better life in the future. This also means that they will be able to socialise with members of their community well and reduce crime rates in the community.

5:1:2 the benefits of games and sports on the social emotional development of children.

According to the findings, the researcher analysed that one of the main contributions of games and sports to the children's social emotional development is on their health. The activation of the hormones that makes one feel good improves their emotional wellbeing providing a good mind space to mature and make good discussions. This means that their health will be in check and that they are likely to avoid health complications in the future helping them lead healthy lives.

In addition to that, the data shows that games and sports have helped the children identify their skills and talents. This has promoted self-awareness and this means the children will be more assertive and open about what they want to do.

5:1:3 the benefits of school visitation on the social emotional development of children

During school visitations, there are a lot of interactions and communications between the teachers, children and caregivers. The data proves that this has improved their communication skills and they are able to express themselves and their needs well. This means that this is producing a generation of children who are good communicators, who are able to communicate their needs and feelings in a proper way and effectively without causing a fight.

5:2:0 CONCLUSIONS

The children of Kyabenda CDC are taught a Christ foundation of living that understands the implication of Christ's lordship over all aspects of their lives. Most of them have founded their identity on other things not on Christ the firm foundation. This is confusing them; their belief systems and values and they have unstable identity formation which has affected their social emotional development. This is because they are taken to schools of backgrounds that are not of Christianity, this cause confusion that hinders social emotional development

5.2:1 The benefits of career guidance on the social emotional development of children

Career guidance is offered to all the age groups at the same time. Giving career guidance to children of all age groups at the same time and place can lead to many challenges. It's important to package career guidance to the developmental stages and needs of individual children. Research by Tracz shows the importance of age-appropriate career guidance because it helps children make informed decisions based on their cognitive and emotional maturity. Offering the same career advice to children of different age groups can lead to confusion, frustration and unrealistic expectations which hinders social emotional development. It is crucial to offer career guidance that aligns with each child's development stage to ensure effective and meaningful support.

5:2:2 The benefits of games and sports on the social emotional development of children

The games and sports at Kyabenda are gender discriminative in nature. This is not due to the faults of the administrative system of the centre, but the biological factors pointed out in the data analysis. The teenage girls find it hard to participate in games and sports because they fear that the boys might laugh at their growing breasts. This could be a huge hindrance to the girl child's social emotional development at Kyabenda CDC.

5.2.3 The benefits of school visitations on the social emotional development of children

The school visitations have been the most effective part of the educational support program. It has contributed to the highest form of social emotional development not only at Kyabenda CDC, but across the nation. The school visitation days are when everyone who cares about the child find their meeting point and everything that is said and done is for the benefit of the child. This is where and when the caregivers meet the children's friends and teachers and together, they promote that sense of community and most of all, love.

5.4:0 RECCOMENDATION

I would recommend that the staff member/caregivers of the children take them to schools that only promote Christian values so that they can maintain one set of belief systems and avoid confusion. This will assist in emotional regulation, structure and stability which set pace for a good environment for social emotional development.

5.4.1 The benefit of career guidance on the social emotional development of children

I recommend age-appropriate career guidance on different days tailored to the given ages. Younger children most likely do not have the cognitive capacity to understand complex career concepts while it might be necessary for older children above 17 to receive more advanced information and exploration opportunities. There needs to be attention paid to Donald Super's theory on the evolving nature of career identity across lifespan, proving that children's career choices might differ as they grow older. In other words, offering age-inappropriate career guidance may prevent their self-discovery process and limit their career options.

5.4:2 The benefit of games and sports on the social emotional development of children

There needs to be affirmative action for the gender inequality. Affirmative action is the practice of developing policies that favour individuals that belong to groups regarded as disadvantaged or subject to discrimination. The girls can be offered more games and sport time to boys for their activities to balance the boat.

I would also recommend that the girls can be offered guidance and counselling in order to accept these body changes and encourage them to avoid these body changes from dictating what they can or can't do.

Secondly, I would recommend that the girls and boys have separate games and sports fields. If the finances can't support this, then boys and girls can have different times of playing games and sports. This will make both genders feel more comfortable playing games without fear of being looked at in an offensive way. But on the other hand, it is also equally important to have both genders play together for the purposes of social interaction with both genders. So, the administration will have to alternate at some points.

5.4.3 The benefit of school visitations on the social emotional development of children

I would recommend that the visitation days be made more often in order to bridge the gap these children encountered when their parents left them. There is a high emotional need and gap their parents left that can only be bridged by extra attention, love and care. However, too much love, attention and care because more harm to the children than good. They will feel entitled to the love and care and if it's not given, they become worse than they were before. In other words, I would recommend that the caregivers should regulate this love and attention given, especially when they are indiscipline, so that they can understand that there are consequences for their actions.

APPENDICES

APPENDIX I: QUESTIONNAIRE FOR KYABENDA CHILD DEVELOPMENT CENTRE STUDENTS.

Dear respondent,

I am **Komugisha Brendah** a student from Uganda Christian University. I am conducting research on the topic the benefits of the education support program on the social-emotional development of children: a case of Kyabenda Community Development Center in Kamwenge district. I therefore, humbly request you to spare some time and answer the following questions to your best

Section A. Bio Data of the Respondent

1. How old are you?

Age	Response
10-12	
12-16	
17-21	

2. Gender:

Gender	Response
Female	
Male	

3. What is your level of education level

Level	Response
Primary	
Secondary	
Certificate	
Diploma	

Degree	
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4. How long have you been a part of Compassion international?

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Instructions

Tick the most suitable option (s)

Fill in the gaps where appropriate

SECTION B: THE BENEFIT OF CAREER GUIDANCE ON THE SOCIAL-EMOTIONAL DEVELOPMENT OF CHILDREN.

Career guidance is a process of helping you identify what you might want to do for a job when you grow up.

5. Have you ever talked to anybody about what you want to be when you grow up?

Yes or No

6. If yes, were you able to identify what you would like to be in the future when you grow up?

Yes or No

7. If you had a career guidance at the center, read the statements below and tick accordingly what applies to you now.

I feel calm and organized when working towards achieving my goals while at school?	YES	NO
I always have a positive attitude when doing my school assignments	YES	NO
I am now always able to freely express myself and speak up my mind?	YES	NO

I always ask for help from my friends and teachers when I don't understand something?	YES	NO
I am now a leader at school?	YES	NO

8. . If you had a career guidance at the center, read the statements below and tick accordingly what applies to you now.

I sometime sit down and reflect about my future?	YES	NO
I like keeping notes that positive encourage me about life?	YES	NO
I am mindful about my friends and those around me?	YES	NO
I have been enabled identify what am good at and not so good at?	YES	NO
I am now trying to do new activities while at school?	YES	NO

9. Do you agree or disagree that career guidance has given you a sense of belonging?

Strongly disagree	
Disagree	
Agree	
Strongly agree	

SECTION C: THE EFFECT OF SPORTS AND GAMES ON THE EMOTIONAL DEVELOPMENT OF COMPASSION TARGET BENEFICIARIES

10. Do you play games or sports as part of Kyabenda Child Development Centre program? Yes or No.

11. If you had sports and games at the center, read the statements below and tick accordingly what applies to you now.

I feel good and healthy after playing games and sports	YES	NO
I be able to make friends while playing games and sports	YES	NO
I discover new skills about me every after playing games and sports	YES	NO

APPENDIX II: INTERVIEW GUIDE FOR THE KEY INFORMANT INTERVIEWS

INTRODUCTION

1. Can you please introduce yourself and your role within Kyabenda CDC and its education support program?
2. To begin, could you provide an overview of Kyabenda CDC's educational support program and its primary goals related to children's social emotional development?

Section 1: career guidance

3. How does Kyabenda CDC incorporate career guidance into its educational support program for children?
4. From your perspective, what are the key benefits of career guidance in terms of enhancing the social emotional development of the children participating in the program?
5. Can you share specific examples or success stories of children who have benefited from career guidance, particularly in terms of their social emotional growth?
6. Are there some challenges that has hindered you from implementing effective career guidance within the program, and if so, how have you addressed them?

Section 2: Games and Sports

7. What role does games and sports play in Kyabenda CDC's educational Support program, and how do they contribute to the social emotional development of the children?
8. Kindly share cases where you have observed tangible improvements in the social emotional development of the children as a result of engaging in games and sports
9. Are there any challenges that have hindered you from implementing effective games and sports within the program, and if yes, how have you addressed them?

Section 3: School visitations

10. Kindly explain the objectives and purpose of school visitations as part of Kyabenda CDC's educational support program?
11. With specific examples or stories, illustrate how school visitations contribute to the social emotional development of the children,
12. How do you gather feedback from school visitation and do these feedbacks utilised to enhance the program's effectiveness?
13. How has the absence of parents in the lives of the children hinder social and emotional development of the Compassion International children?

Closing

14. Is there anything else you would like to add regarding the educational support programs benefits on the social emotional development of Compassion International children that is relevant to the discussion?

END

THANK YOU SO MUCH FOR YOUR KIND ATTENTION

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