

**EARLY CHILD CARE AND PERCEIVED INFLUENCE ON ADULT LIFE STYLE  
IN RUBAGA DIVISION, KAMPALA UGANDA**

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**A DISSERTATION SUBMITTED TO THE COLLEGE OF HUMANITIES AND  
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## DECLARATION

I, Kyomuhendo Pelpetua, declare that this work is my original work and has never been submitted to any institution for approval.

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**APPROVAL**

I, the undersigned supervisor, certify that this research thesis is as a result of the student's effort and I hereby recommend it for acceptance by Kampala International University. The said dissertation is titled, 'EARLY CHILD CARE AND PERCEIVED INFLUENCE ON ADULT LIFESTYLE' a case study of Rubaga Division, Kampala.

Signed .....

**DR. ALOYSIUS TUMUKUNDE.**

**[SUPERVISOR]**

Date .....

## **DEDICATION**

I dedicate this research report to my beloved mother Mrs. Keihangwe Mwamba, my best friend and Partner Mr. Mwesigwa Francis, all my siblings, and my dear son Asher for their passionate care about my education which has motivated me this far.

May God bless you.

## **ACKNOWLEDGEMENTS**

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Conclusively, I pray to God for long life so that I may live to replicate the love and wisdom I was given during my study to the entire mankind.

## **LIST OF ABBREVIATIONS AND ACRONYMS.**

ECC	Early Child Care
ECCD	Early Childhood Care and Development
CHSS	College of Humanities and Social Sciences.
CRC	Convention on the Rights of Children
C.V.I	Content Validity Index.
IOM	International Organization for Migration.
MDGs	Millennium Development Goals
NGO	Non-Government Organization
S L T	Social Learning Theory
SPSS	Special Package for Social Sciences.
UDHR	Universal Declaration of Human Rights
UNESCO	United Nations Educational Scientific and Cultural Organization.
UNICEF	United Nations International Children's Fund
ROSA	Regional Office for South Asia.
EAPRO	UNICEF East Asia and Pacific Regional Office.

## TABLE OF CONTENTS

DECLARATION .....	i
APPROVAL .....	ii
DEDICATION .....	iii
ACKNOWLEDGEMENTS .....	iv
LIST OF ABBREVIATIONS .....	v
TABLE OF CONTENTS .....	vi
LIST OF TABLES .....	x
ABSTRACT .....	xi
<b>CHAPTER ONE .....</b>	<b>1</b>
<b>INTRODUCTION.....</b>	<b>1</b>
1.1 Introduction.....	1
1.1 Background of the study .....	1
1.1.1 Historical perspective.....	1
1.1.2 Theoretical perspective .....	3
1.1.3 Conceptual Perspective .....	4
1.1.4 Contextual Perspective.....	5
1.2 Statement of the problem .....	6
1.3 General objective of the study .....	7
1.4 Specific objectives of the study .....	7
1.5 Research questions.....	8
1.6 Hypotheses of the research .....	8
1.7 Scope of the study .....	8
1.7.1 Subject scope .....	8
1.7.2 Geographical scope .....	8
1.7.3 Time scope .....	9
1.8 Significance of the study.....	9
1.9 Operational definitions of key terms.....	10

<b>CHAPTER TWO .....</b>	<b>12</b>
<b>LITERATURE REVIEW .....</b>	<b>12</b>
2.1 Introduction.....	12
2.2 Theoretical review .....	12
2.2.1 Social learning theory .....	12
2.3 Conceptual framework.....	14
2.3.1 Relationship between early child care and adult socialization .....	15
2.3.2 Relationship between early child care and adult parenting style .....	20
2.3.3 Relationship between early child care and career achievement.....	22
<b>CHAPTER THREE.....</b>	<b>27</b>
<b>METHODOLOGY .....</b>	<b>27</b>
3.1 Introduction.....	27
3.2 Research design .....	27
3.3 Target Population.....	27
3.4 Sample size .....	28
3.5 Sampling techniques and procedure .....	29
3.6 Data source.....	29
3.7 Data collection procedures.....	29
3.8 Data collection methods and instruments .....	30
3.8:1 Self- administered Questionnaire.....	30
3.8.2 Interview guide .....	30
3.9 Data analysis .....	30
3.10 Ethical procedure .....	31
3.11 Data quality control.....	32
3.11.1 Validity .....	32
3.11.2 Reliability.....	32
3.12 Limitations of the study .....	33
<b>CHAPTER FOUR.....</b>	<b>35</b>
<b>DATA PRESENTATION, ANALYSIS AND INTERPRETATION .....</b>	<b>35</b>
4.0 Introduction.....	35
4.1 Demographic characteristics of the Respondents .....	35



4.2 Early child care .....	37
4.3. Adult life style.....	39
4.4 Early child care and adult socialization .....	42
4.5 Early child care and adult parenting .....	44
4.6 Objective three; early child care and career achievement .....	47
<b>CHAPTER FIVE .....</b>	<b>50</b>
<b>DISCUSSIONS, CONCLUSIONS AND RECOMMENDATIONS.....</b>	<b>50</b>
5.0 Introduction.....	50
5.1 Discussions .....	50
5.1.1 Objective one; early child care and adult socialization .....	50
5.1.2 Objective two; early child care and adult parenting .....	51
5.1.3 Objective three; early child care and career achievement .....	52
5.2 Conclusions.....	54
5.2.1 Objective one; early child care and adult socialization .....	54
5.2.2 Objective two; early child care and adult parenting .....	54
5.3 Recommendations.....	54
5.3.1 Objective one; early child care and adult socialization .....	54
5.3.2 Objective two; early child care and adult parenting .....	54
5.3.3 Objective three; early child care and career achievement .....	55
5.4 Contribution to the existing body of knowledge.....	55
5.5 Areas for further research .....	55
REFERENCES .....	56
APPENDICES .....	64
APPENDIX 1: QUESTIONNAIRE FOR, LECTURERS, TEACHERS, WORKERS IN PRIVATE AND PUBLIC COMPANIES. ....	64
APPENDIX 2: INTERVIEW GUIDE FOR, POLICE OFFICERS, POLITICAL LEADERS AND PEDITRICIANS (KEY INFORMANTS) .....	67
APPENDIX 3: PLAGIARISM REPORT .....	68

## LIST OF FIGURES

Figure 1: The conceptual framework showing The relationship between Early childcare and perceived influence on adult lifestyle in Rubaga Division. ....	14
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## LIST OF TABLES

Table 4.1: Profile of respondents .....	36
Table 4.2: Early child care .....	38
Table 4.3: Adult life style .....	40
Table 4.4: Pearson correlation between early child care and adult socialization in Rubaga division, Kampala .....	42
Table 4.5: Pearson correlation between early child care and adult parenting .....	44
Table 4.6: Pearson correlation between early child care and career achievement.....	47
Table 4.7: Regression Analysis between the Dependent and Independent Variables .....	49

## ABSTRACT

This study set out to examine the relationship between early child care and adult life style in Rubaga division, Kampala. The study was guided by the following specific objectives (i) to establish the relationship between early child care and adult socialization in Rubaga division, Kampala; ii) to establish the relationship between early child care and adult parenting in Rubaga division, Kampala and (iii) to examine the relationship between early child care and career achievement in the Rubaga division, Kampala. The study was also guided by social learning theory which was used to examine the relationship between early child life and adult life style. More so, the following designs were adopted; correlational Survey design was used to measure the degree of association between early child care and adult life style, cross-sectional research design was used because data was collected from a wide spread of respondents. Multiple linear regression analysis was used to establish the significant effects of early child care on Adult life style. The study used a research population of 1500 and a sample size of 316. According to the findings, a positive and significant relationship between early child care and adult socialization in the Rubaga division, exists ( $r$ -value = .724 & .004), A significant relationship between early child care and adult parenting with ( $r$ -value = .278 & .000). The findings also proved a positive significant relationship between early child care and career achievement ( $r$ -value = .529 & .000). The researcher concluded that; effective early child care increases the level of adult socialization in Rubaga division, Kampala, therefore early child care should be more improved in order to increase the level of adult socialization. Good early child care significantly increases adult parenting in Rubaga division, Kampala, therefore children need to be provided with improved early child care since it replicates itself when these children grow and become parents themselves. High levels of early child care also improves career achievement in Rubaga division, Kampala. Therefore, more focus needs to be put on early child care since it affects career achievement. The researcher recommended that; parents should place high emphasis on early child care, this can be done through sharing an affectionate and warm relationship with children. Parents should teach their children the practices and expectations associated with a social role or social circumstances. Early child care mostly can be determined by social environment of the child as well as special biological genes. The researcher recommends to the parents to always apply a complex activity that includes many specific behaviors that work individually and together to influence a child's outcome. It can be used to capture normal variations in the parents' attempt to control and

socialize with their children. The researcher further recommends that career should be by choice that is, people should choose the career they feel comfortable with guidance from care takers and parents.

## **CHAPTER ONE**

### **INTRODUCTION**

#### **1.1 Introduction**

This chapter presents the background of the study in four perspectives, namely: the historical, theoretical, conceptual, and contextual. It goes on to give the statement of the problem, purpose of the study, objectives of the study, research questions, hypotheses of the study, conceptual framework, significance of the study and the scope of the study.

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

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

Child care needs cut across gender, race, socioeconomic status, political party lines, geography, and religion. Caring for children has always been an integral part of human societies. Arrangements for fulfilling these societal roles have evolved over time and remain varied across cultures especially on family and community however, such arrangements have always been informal. The formalization of childcare emerged in the 19<sup>th</sup> century with the establishment of kindergarten in Europe, Brazil, Jamaica and Mexico (Marope,2015).

With the 20<sup>th</sup> century industrialization and its adverse effects of mass unemployment, increased national rates of poverty, divorce, out of wedlock births, family mobility and single parenthood among others. This brought about realization of childhood care among American society and made them undertake the authority of its youth to reduce the crimes. These later brought about inventiveness of federals in1950s (UNESCO, 2006).

Research in early childcare shows that it is one of the most stages in the life of a person (Young, 2014). This is because it yields extra ordinary returns that far exceeds the returns in most investments either in private or public (Rolnick and Grunewald, 2013). Investment in early child care is investment in human capital (Heckman and Masterov, 2014). Whelan (2015) adds that early childcare investment breeds overall economic success for families, communities and the nation.

Childcare has been traditionally scarce in Western Germany. Politicians have until recently embraced the view that childcare is the responsibility of each family and that mothers should best care for their children until they enter kindergarten (Baumic, 2013).

In France, Italy and Sweden, the development of Early Child Care began with the 19<sup>th</sup> century mostly with charitable institutions to provide care for the poor deprived abandoned children of the poor single working women as an alternative to foster homes (David and Leizine, 1974).

In the USA, child care evolved from similar streams including child protection, Early Childhood Education services for children with special needs (Kamerman and Gatenio, 2003).

In 1941, the congress passed the Lenham Act which was interpreted in 1943 as authorized support for child care. In 1954, after so many failed child care acts, the congress introduced child care tax however; this tax system was not measuring the basics like the quality of child care (Michel, 2011).

UNICEF (2015) reported that Life in early years have a profound impact on a child's future. When loved, nourished and cared for in a safe and stimulating environment, children develop the skills they need to embrace opportunity and bounce back from adversity. But, according to UNICEF (2015), more than 43% of children under 5 in low- and middle-income countries are not getting the nutrition, protection and stimulation they need. This diminishes both the child's potential and sustainable growth for society at large.

In Africa, parents are presumed to be involved in agriculture, selling in markets, or at home and the children are expected to be carrying out household chores or other family activities from early age. The growing demand for women involvement in formal and informal labor force brought attention to early childcare needs (Choi, 2002)

Across African continent, children represent continuity with rituals and contemporary institutions designated to ensure children's survival and prosperity while at the same time, they are seen as crucial to family survival itself (Howard, 2016). However, they are seen in the perspective of being a source of labor force, agriculture, food processing few of the studies are focusing on the care given to the children and also, among those few, none pays attention to how it affects him / her later years of his/ her life. The early years of a child are

decisive for human development yet in Africa, statistics show that less than 12% of African children currently have access to early childhood care and education services. 12,014 (twelve thousand and fourteen) African children die every day under conditions that could have been avoided (UNESCO, 2018).

The state of child survival in South of the Sahara Africa progress towards the health-related millennium Development Goals. According to UNICEF (2008), the south of Sahara remains the most difficult place in the world for the child to survive until the age of five foreexample, West Africa had more than 40% of Africa's child deaths in 2006 mostly because of Pneumonia, malaria, diarrhea, and measles (UNICEF, 2006).

In Uganda, current social and economic trends are disputing many existing child care arrangements. Urbanization, work-driven fathers and increasing participation of women in the labour market are transforming family structures that used to be the care base for children in early lives (Charles, 2019).

In 1989, UN Conventions on the Rights of the Child (CRC) reinforced the 1960 UNESCO conventions and recommendations against discrimination and stated that children should be the holders of the rights to survive development which meant to be heard and participate in decision making of family and issues affecting them. Article 18 of CRC recognizes the primary role of the parents and care takers in caring and upbringing of the child and mandates the states to help them carry out these duties (Marope, 2015).

### **1.1.2 Theoretical perspective**

This study was guided by the Social learning theory by Albert Bandura (1977) which is one of the most influential models of early child care adult life relationships. According to this theory, mediating processes occur between stimuli and responses. Behavior is learnt from the environment through the process of observational learning. Children observe the people around them behaving in various ways (Bandura, 1961). The observed individuals are called models such as parents, guardians, teachers, brothers, relatives or peers. Children pay attention to some of these models and encode their behaviors. At later stage, they may imitate the behaviors they have observed. They may do this regardless of whether the behavior is gender appropriate or not for example if the boy grows up seeing his father helping his



mother in house chores like cooking, he grows up knowing that house chores is everyone's responsibility. The people around the child will respond to the behavior imitated with either reinforcement or punishment. If the child imitates the model's behavior and the consequences are rewarding, the child is likely to continue performing the behavior (Bandura, 1973). Reinforcement can be positive or negative. The child will therefore behave in a way which she or he believes will earn approval. This reinforcement whether positive or negative will finally lead to change in a child's behavior that may last a life time (Bandura, 1977). Human beings are active information processors and think about the relationship between their behavior and its consequences through mediation (David, 2015).

Broadly, social learning theory argues that a child's real-life experiences and exposures directly or indirectly shapes behavior. Derek *et al* (1970) argue that, there is a focus on traditional behavioral principles of reinforcement and conditioning.

This means that if a child receives the appropriate care in early years, he or she will replicate the same when she or he becomes a parent towards his or her own children and vice versa if she was abandoned. The researcher chose to use this theory because it relates how and what children learn from their social environment that later determine and shape the lifestyle they live as adults.

### **1.1.3 Conceptual Perspective**

UNESCO (2012), defines Early Child Care as the range of processes and mechanisms that sustain and support development during early years of life. Considering that the child's first years is the time for tremendous development and growth of all parts of the personal body, the brain connectivity, physical body strengthening, and emotional confidence, intellectual among others which ensure lifelong effects. Article 1 of the United Nations Convention on the Rights of the Child defines a child as every human being below the age of eighteen. The Uganda children's Act (1995) define the child as a person below the age of eighteen.

Child care in this study means parent-child closeness, parent positive discipline and advice, as well as decision making involvement of a child in home matters.

Lynn (2011) defines lifestyle as the interests, opinions, behaviors and behavioral orientations of an individual or a group.

Adult lifestyle means a way in which a person lives. It's the way/ manner of living life, situation, state, condition, and set of circumstances. Adult lifestyle is a way individuals / families (households) and societies which they manifest in coping with their physical, psychological, social and economic environments on a day-to-day basis.

Adult Lifestyle is a combination of determining intangible or tangible factors. Tangible factors relate specifically to demographic variables, for instance an individual's demographic profile, whereas intangible factors concern the psychological aspects of an individual such as personal values, preferences, and outlooks (Bale & Mishara, 2014).

In this study early child care was conceptualized in terms of parent- child closeness, parental positive discipline and advice and decision-making involvement of the child. Whereas adult lifestyle was conceptualized in terms of adult socialization, adult parenting and career achievement.

As a social worker while in practice, some issues of the clients may not be resolved until a practitioner understands the client's social environment and background bearing in mind that some of the social problems, behavioral and personality disorders like anti-social, dramatic emotional and erratic behaviors, addictions, schizophrenia among others are as a result of inheritance, past experiences, personal interactions, family background whereas others are basically on personal characteristics basis. Therefore, establishing how the client was nurtured, the care, experiences he/ she went through, the relationship with his/ her parents, his involvement in decision making at home is a paramount aspect of understanding his/ her future behaviors and way of life as a parent /spouse administrator /manager or client for the matter of this study. A case in point, a client may be a drug addict simply because he grew up in a family where taking drugs was normal thus helping him may require the social worker to consider his social environment. Also, a client maybe socially withdrawn as a result of the experiences he/she went through as a child.

#### **1.1.4 Contextual Perspective**

It is very unfortunate that the importance of early child care and development hasn't caught full attention of society. In Uganda. Law makers have neglected child care to a much lower position and has not been backed with public funding. Kisitu (2016) suggested that if something has to be done, there must be a comprehensive policy that can guide different stake holders on their roles in promoting holistic child development through provision of

quality early child development through provision of quality early childhood development services. In central Uganda where Rubaga falls, there is the greatest number of urban dwellers with the largest proportion of children born with low birth weight, while 38% of 0-5years live in poorest urban household stunted and 20% of these children are born underweight. Only 2.4% of urban children live in female-headed households. For urban males, adolescents, drugs, and alcohol account half of their biggest health risk while females identify sex violence and early pregnancy. Child poverty remains high widespread across the country more than 50% of children live under extreme poverty (UNICEF, 2014). Recent surveys by Uganda Bureau of Statistics, (2017) revealed that in some parishes of Rubaga division within Kampala as many as 14% of children live in poor households, many in slum areas, single roomed houses, rented houses which are sometimes used for other activities like selling alcohol, drugs, commercial sex work among others (International Organization for Migration, 2017). This is not good when it comes to caring for delicate young stars. It is from this background that prompted the researcher to establish how these experiences affect them during later stages of their lives specifically the people of Rubaga division in particular.

Uganda's current social and economic trends are disputing. A few existing child care arrangements are urbanized and wage-driven due to increasing number of women participation in the labor force, reduction of extended families, pandemics like corona virus, Ebola and diseases like HIV/AIDS, typhoid and malaria which have increased the number of orphans.

In Rubaga division, there are new gender roles like increased number of single headed families, child headed families as well as mixed families. These come with a lot of issues like child labor, sexual harassment, poverty, neglect among others (Charles, 2015). As a result, Human Capital Index is low with a child expected to be 38% as productive when she grows up (World Bank, 2017).

## **1.2 Statement of the problem**

For many reasons ranging from financial, political and social constraints, most of the young children do not receive the nurturing they need to enable them learn to manage harder stages of their lives like adolescence, as well as give them competent skills to manage their social lives as adults (Walker *et al*, 2016). UNICEF report (2018) showed that anything done during this stage strongly influence health and brain development, cognitive/ intellectual growth and

social development in young children, however, they don't consider what happens in the adult lifestyles of the same children (UNESCO, 2017). Early Child Care encompasses adult life style, growth, and education for young children. In early child care the issue of children's participation is often seen in quite narrow view, through listening to children's voice. Rather than viewing a child as an isolated actor from their social and cultural environment, the more general view of participation considers children an active, regions spend less than one percent of their budget on this instance. This implies that the Government does not place equal importance to it as it does to other levels of sectors like education (New vision, 2018). Matters have become worse by the introduction of pre-school and day care centers and nanny/ housemaid care as well as increased attention for internet- social media for this matter. Children spend most of their years under non parental care. Parents have abandoned their children at early stages of their lives, some have replaced them with electro gargets like phones and work. Parents have become more workaholic yet; a parent is a child's first source of trust. This has led to increased number of single parenting, failed marriages, families are changing to same sex marriages, increased number of street children, high crime rate, moral decadence, increased number of slums with associated social evils like prostitution (UNICEF Annual Report, 2017). In Rubaga division, children are born and brought up in pathetic living conditions of slums and unhygienic environment (Daily Monitor, 2019). The gruesome killings, abductions against innocent children, women and men are high (New vision, 2018). All these and many other evils that go unnoticed ranging from threatening to losing lives put human values into question and grants un undefined morals among the future policy makers, parents, citizens and the whole generation at risk.

### **1.3 General objective of the study**

The general objective of the study is to establish the relationship between childcare and perceived influence on adult lifestyle in Rubaga division, Kampala Uganda.

### **1.4 Specific objectives of the study**

**The specific objectives of the study are: -**

- (i) To establish the relationship between early child care and adult socialization in Rubaga division, Kampala.

- (ii) To establish the relationship between early child care and adult parenting in Rubaga division, Kampala.
- (iii) To determine whether there is a significant relationship between early child care and career achievement in Rubaga division, Kampala.

### **1.5 Research questions**

- (i) What is the relationship between early child care and adult socialization in Rubaga division, Kampala?
- (ii) What is the relationship between early child care and adult parenting in Rubaga division, Kampala?
- (iii) Is there a significant relationship between early child care and career achievement in Rubaga division, Kampala?

### **1.6 Hypotheses of the research**

**H<sub>1</sub>:** There is no relationship between early child care and adult socialization in Rubaga division, Kampala,

**H<sub>2</sub>:** There is no relationship between early child care and adult parenting in Rubaga division, Kampala.

**H<sub>3</sub>:** There is no relationship between early child care and career achievement in Rubaga division, Kampala.

### **1.7 Scope of the study**

#### **1.7.1 Subject scope**

The research was carried out basing on establishing the relationship between child care and adult life style in Rubaga division, Kampala district.

#### **1.7.2 Geographical scope**

The study was carried out in Rubaga Division, Kampala Uganda. Located in the western part of the Kampala city, bordering Wakiso District to the west and south of the division Rubaga is one of the divisions that make up Kampala city. The eastern boundary of the division is Kampala Central division. Kawempe division lies to the North. The coordinates of the

division are 00 18N, 32 33E (Latitude: 0.3029; Longitude: 32.5529). This study was chosen because of increased number of single parenting, failed marriages, same sex marriages, increased number of street children, high crime rate, moral decadence, increased number of slums with associated social evils like prostitution and kidnap within Rubaga division according to Kampala files (2017).

### **1.7.3 Time Frame.**

The study was completed within eight months as this enabled the researcher to collect secondary and primary relevant data about the variables.

### **1.8 Significance of the study**

The findings of the study will be of great importance to Rubaga division officials especially in the planning department of Kampala Capital City Authority to direct more resources in the departments of children and family unit.

To the people of Rubaga division, this study will help them focus more on more important areas like early childcare needs thus, pave way for the intervention measures of social problems.

This study will help the government and policy makers to make, review and implement the policies that are more relevant in childcare and family unit.

The accomplishment of the study has enabled the researcher to acquire hands on skills about processing of research work and data analysis. This proficiency will enable the researcher to handle such related work with a lot of precision and proficiency in the field of work.

Finally, the study will be of great value to both the researcher and future academicians who will be interested carrying out research in the related field thus change the world...as a proverb, “knowledge is power”

## **1.9 Operational definitions of key terms.**

### **A child.**

This refers to an individual, male or female under the age of 18 years who is still under the care of his/her parents / guardians.

### **Early child care.**

This **refers** to the range of processes and mechanisms that sustain and support development during early years. Early Child Care in this study is used to refer to the closeness of the parent and the child, advice as well as the child involvement in decision making in family matters. ECC aims at a holistic development of a child's social, emotional and cognitive and physical needs in order to build a solid and broad foundation for a lifelong well being.

### **Parent-child closeness.**

This refers to the connectedness of a parent and his/ her child. This captures the feelings, behaviors as well as expectations of a child towards his/ her parents.

### **Parent-positive discipline and advice**

This refers to teaching children how to behave as well and helping them understand the consequences of their behavior.

### **Decision making involvement of a child in a home.**

This is when children have an important part to play in the management of domestic life.

### **Adult Lifestyle.**

This refers to an individual's ways, emotions, as well as psychological actions that make up the personality of a person in their adulthood. Adulthood is the period in the human lifespan in which full physical and intellectual maturity have been attained. Lifestyle is the interests, opinions, behaviors and behavioral orientations of an individual. It is a person's way or choice of living after attaining a certain legal age of the majority.

**An adult;** this refers to any human being male or female - above the age of eighteen, not a student and who is living an independent from life (working).

**Adult socialization;** is the process in adulthood of learning the practices and expectations associated with a social role or social circumstances; it contrasts with childhood socialization.

### **Personal competence**

This refers to the capacity of an individual to understand a situation and to act reasonably.

### **Self-regulation ability**

This refers to how an individual controls his/ her behaviour

**Emotional expression**

This refers to the ability of an individual to use observable verbal and nonverbal behaviours in order to communicate an internal feeling.

**Adult parenting**

This refers to parents assisting their children in facing the realities of living on their own without controlling their lives. Even after they have left home.

**Parent behaviour**

This refers to the behaviour of one or both parents which assist in the survival or welfare of the children.

**Parenting style.**

This refers to the manner in which parents raise their children.

**Career achievement.**

This refers to an individual's level of skill, accomplishment, or knowledge in a specific area.

**Education success.**

This means the knowledge gained through education that prepares individuals to solve problems, teach others, function at a higher level and implement transformational ideas in their lives.

**Skills and professional competency**

This is the ability to do something well and effectively.

**Individual principles and future planning.**

This means right and wrong instincts that are accepted by an individual.

**Early child care Influencers**

These are individuals or factors that have the power to affect life of children.

**Perceived influence**

Refers to sensed things and situations by instinct without facts. Perceive means to become aware of or conscious or to understand something according to a person's own way or using an independent mind without consultations or basing on other people's opinions and suggestions. In this study it is used to describe how individuals relate early child care to adult lifestyle basing on personal experiences.



## CHAPTER TWO

### LITERATURE REVIEW

#### 2.1 Introduction

This chapter tackles theoretical framework, conceptual framework as well as literature review.

#### 2.2 Theoretical review

##### 2.2.1 Social learning theory

The study was entirely guided by the Social Learning Theory (SLT) developed by Albert Bandura (1977). Social Learning Theory (SLT) focuses on learning that occur within a social context. It considers that people learn from one another through observation, modeling and imitation (Bowes *et al*, 2017). According to SLT, people learn by observing the behaviors and the outcomes of those behaviors for example, a child can observe the parent's behavior. Learning may or not result in a behavior change because cognition plays a big role in learning (Ormrod, 2013). Awareness and expectations of the future reinforcements or punishments can have a major effect on behaviors that people exhibit. It can be considered a bridge or transition. The observer is reinforced by a model for example a child observing the parent.

Also, through third party that is compliments a parent gets as a result of the behavior. The imitated behavior leads to reinforcing consequences that is the excitement, enjoyment and satisfaction derived from the behavior learnt. The consequences of the model's behavior affect the observers vicariously. The model suggests that people learn strategies about managing their emotions, resolving disputes and engaging with others not only from their experiences, but also from the way their own reactions were responded to in the early stages of their lives. For younger children especially, the primary source of these experiences is in the context of the parent-child relationship and the family environment. Both reinforcement and punishment influence psychological processes that either encourage or discourage learning (Calman *et al*, 2015).

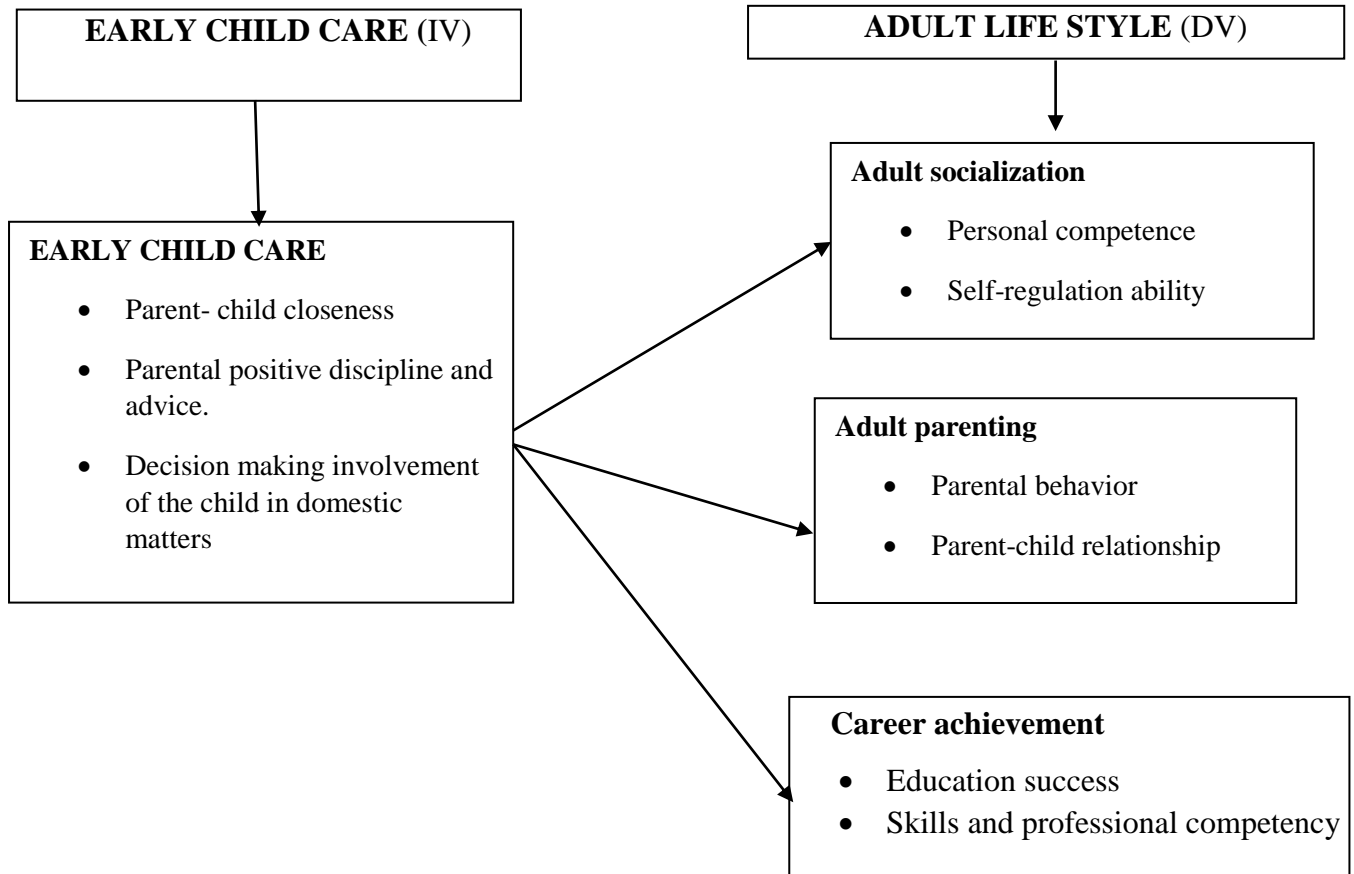
According to Social Learning Theory (SLT), learning includes the following, Attention, where by children observe and pay full attention to what is happening around them which

also depends on the model or the environment (Cohen, 2016). Retention; where by the child recognizes the observed behavior and remembers it sometime later when they are grown- ups forexample. This depends on the observer's ability to code information in an easily remembered form to mentally or physically rehearse the parents' action which happened sometime back. Production; where by the child manages to physically and intellectually produce the model's actions and skills. Motivation; the child can perform the model's act only if they have reasons to do it. According to SLT, all the above are influenced by the observer's environment that is, a person's behavior can affect his feelings about others. Much of what the person knows comes from the environment likewise the environment learns from him/ her. People get information from friends, parents, books, television and internet therefore, the relationship is reciprocal determinism (Capizzano, *et al*, 2014).

The theory is relevant to the study in a way that, versatile children convey their feelings in an appropriate manner in accordance with the cultural settings around them even when they grow up. Thus, Emotional expression, personal competence, self-regulation, parenting behavior, parent- child relationship, education success and professional competency necessarily vary across development however they are all established fully in early years of a person if they are to be reflected in later stages of his/ her life. Never the less, skills and individual talents discovered in early years of a child predict peer ratings of social competence in adulthood of every human being (Bowes & Harrison, 2017).

## 2.3 Conceptual framework

**Figure 1: The conceptual framework showing relationship between Early childcare and perceived influence on adult lifestyle in Rubaga Division.**



**Source:** Adopted from Viviers and Cohen (2011) adjusted by the researcher (2019).

In the conceptual frame work above, early child care is the independent variable (I.V) and adult life style as the dependent variable (D.V). Early child care included parent-child closeness, parental positive discipline and advice and decision-making involvement of the child. The dependent variable which is adult life style on the other hand is indicated by adult socialization, adult parenting and career achievement.

According to UNESCO (2012), Early Child Care (ECC) can be considered as the range of processes and mechanisms that sustain and support development during early years of a person's life. This was based on the fact that the child's early years is the time for significant

development and growth because its characterized by body strengthening, brain growth and connectivity, emotional competence, intellect among others which are the long-term benefits in an individual's life. In the same line, Arnold (2014), added that this period can be used to break the cycle of poverty and any other social behavioral problem that may be perceived as a result of hereditary and this is where Hayashikawa (2008) is in agreement with Arnold who introduced the concept of quality of ECC arguing that it matters so much and should be keen.

According to Heckman & Carneiro (2013), ECC should be incorporated in national issues. They argue that, the states should target young generations of the country for any good future returns this bring us back to the interconnectedness of the variables of this study.

## **2.3 Review of related literature**

### **2.3.1 Relationship between early child care and adult socialization**

Adult socialization is the process in adulthood of learning the practices and expectations associated with a social role or social circumstances. It explains how adults adjust to new situations and learn to meet related environmental expectations.

Socialization is the field of arts and humanities dealing with the whole process of learning thought the course of human life. It is the process through which the younger generation takes on adult responsibilities (Lillehammer, 2014).

According to Lillehammer (2014), the knowledge and understanding of the parent forms the background of children. He went ahead to argue that the past is made up of the history of adults that were children at one point.

In agreement, Chamberlian, (2014), Sofear (2014), & Scott (2013) added that present life can be understood if we started seeking evidence of what actually existed from the beginning of every human life. In early childhood, critical and sensitive periods exist, in which the individual must make certain environmental experiences. Only then can key structures within the nervous system and associated behavioral patterns develop to their full capacity. If these critical phases are not fulfilled by the necessary environmental influences, neuronal development remains incomplete and certain types of behavior can be acquired only to a limited extent or not at all. Such deficits are irreversible (Arnold, 2014).

Consequently, they accompany a person throughout life, and even when specifically targeted by training in later life can rarely be compensated for and are sometimes intractable. Early child care has the possibility to nurture caring, capable and responsible future citizens. In this way early child care is one of the best investments a country can make to promote human resource development, gender equality and social cohesion, and to reduce the costs for later nutritional programs (Bond, 2014)

Masia, (2016) explored into emotional competence as adaptive emotional responses that help the child reach goals, cope with challenges, and engage effectively in social interaction (Denham *et al*, 2017). However, the development of emotional competence, this large set of skills is commonly organized into three categories, summarized as emotion expression, emotion knowledge, and emotion regulation.

Emotionally competent children are able to regulate their experience and expression of emotions in socially appropriate ways. When the experience of emotion becomes too intense, children find ways to reduce the emotional arousal to a more manageable level so that they can continue to engage in the activities of daily life. Children also learn to regulate the expression of emotion, modulating emotional behaviors so that they are socially appropriate for the context. Thus, emotion regulation refers to the management of emotional arousal and behaviors. Research in the U.S. has shown that skills for regulating emotion in socially appropriate ways are correlated with preschoolers' adjustment and kindergartners' academic success and productivity in the classroom (Howse, 2013). However longitudinal research has shown that preschoolers' emotion regulation skills predict behavioral self-regulation in kindergarten, which in turn predicts greater academic achievement in kindergarten.

Cole, *et al*, (2017) provided the strongest demonstration of these inter-relations in their longitudinal study of preschooler's emotional and social competence. Social competence was measured by stoichiometric likability and teacher ratings both concurrently and later in kindergarten. Latent variable modeling documented that in pre-school, children who expressed more positive emotions were also more knowledgeable about emotions and better at regulating emotions. However, although these three components of emotional competence emotion expression, emotion knowledge, and emotion regulation are sometimes considered separately, they are interrelated skills and are likely inter-dependent both in terms of their development and their effects.

Supportive responses are those that convey that it is all right to have emotions, that the child can cope with the emotion, and that the adult is interested, concerned, and not overwhelmed by the child's emotion. Supportive responses also help children address, cope with and manage their emotions. By contrast, non - supportive responses are those that discourage the child from experiencing and expressing emotions, and thus are unhelpful in teaching the child to cope with and manage emotions. These include being critical or punitive, becoming even more upset than the child, or ignoring the emotion altogether. A rare example of research on this process in the context of early childhood education. U.S. daycare teachers tended to verbally reinforce (or encourage) children's expressions of positive emotions, such as smiles and laughter, more often than expressions of negative emotions (Lindsey & Colwell, 2013). Never the less, adults' responses to children's emotions have been characterized as supportive or non -supportive; in some respects, these categories can be thought of as reinforcing or punishing further expression of emotion.

A process of emotion socialization occurs through modeling. Adults' expressions of emotion, reactions to their own and others' emotions, and ways of coping with emotion provide important models of emotional behavior that the child may then imitate (Rhee, 2017). Although preschool and elementary school teachers do appear to make active efforts to regulate their own emotions in the classroom, their reasons for doing so appear to be related more to the benefits for classroom management and teacher-student relationships than to an effort to shape children's emotional competence (Sutton *et al*, 2016). However, there has been little research on this topic in the context of early childhood education; however, research on teachers' socialization of social competence supports teachers' use of modeling as a socialization strategy

Some researchers, like Gottman, Katz, & Hooven (2014), have come up with a factor that may be an overarching influence on the emotion socialization processes described so far. Specifically, Gottman *et al*, (2014) pointed to the importance of the adult's "meta-emotion philosophy" namely the adult's "emotions about emotions," as an influence on emotion socialization practices. Adults' comfort with their own and others' emotions, their beliefs about acceptable ways to express and cope with emotions, and their goals for helping their children to be emotionally competent are all thought to contribute to emotion socialization.

However, there are similar factors as influencers on early childhood educators, including teachers' beliefs about children's emotional development and about how adults influence that development.

Hereditary predispositions and environmental influences always work in tandem to determine the structure and workings of the nervous system and thus both behavior and experience. Neither the structures of the nervous system nor behavioral traits develop automatically; instead, "compatible" environmental influences are required for predispositions to manifest themselves. This close interaction between genetic makeup and environment applies throughout life, yet especially in early childhood (Denham, 2016). Never the less the reverse is also true favorable environments can positively influence development only in cases where susceptible hereditary predispositions are available.

Since genetic makeup and environmental factors are inextricably intertwined, genetic dispositions must be actively addressed and fostered in all children. This does not apply solely to children from less favorable environments. They also need encouragement and active support appropriate to their predispositions. Only in this way, can the intellectual and social resources available within a society develop to their fullest potential (Denham & Wyatt, 2017).

Properly utilizing the intelligence inherent in children and adolescents drawn from across the population depends not only on satisfying basic physical needs in early childhood, however. Steps must be taken to ensure that children are raised in an emotionally supportive, cognitively stimulating environment, and acquire a society's dominant language and cultural techniques as a result of natural interactions with other children and adults. Groups at high risk of developing inadequate self-regulation skills include children without a reliable primary caregiver, children of overburdened parents, children of impoverished and poorly-educated parents, and children who experience domestic violence or a lack of parental care and support, or who grow up in socially-disadvantaged neighborhoods (Cole *et al*, 2017). Despite for these risk groups, particular commitment must be shown in the shape of active support programs to encourage the development of self-regulatory competencies.

Longitudinal studies have shown that the experiences of early childhood have far-reaching implications for the later development of social, emotional and motivational competencies. Appropriate interventions aimed at fostering executive functions and skills in self-regulation should therefore take place as early as possible that is to say; for those attending preschool and not solely for disadvantaged children. Institutional programs should be used to actively promote support for individual socialization (Lancy, 2008). However, awareness should be raised among both parents and teachers of the need to identify and promote self-regulation and, equally, to recognize and foster its corollary social, emotional and motivational competencies.

In contrast to work conducted by researchers in the UK and US, Germany provided few representative longitudinal studies which up to date are incapable of mapping out the developmental trajectories of children into adolescence and adulthood, and which are not even available to the wider national and international scientific community. Recent years have seen the addition of new panel studies capable of filling this gap over the medium to long term. Several existing studies have also greatly expanded their childhood research focus (Fung, 2013). Nonetheless, on account of the specific methodological approaches to the respective data collection, these projects permit only limited statements to be made. They are therefore unable to replace further research on other specific topics.

In public discussions of these issues, differences in intellectual and social development are generally ascribed to mutually exclusive conditions. The reasons for differences in a person's character traits and intellectual abilities are either viewed as constitutional that is to say; derived from genetic makeup or having their origins in upbringing. These views are accompanied by claims that differences are either biologically hard-wired or are the result of social inequality. The last 50 years of research has provided convincing evidence that such arguments are false. Research findings from a wide range of disciplines, including psychology, biology, neuroscience, sociology, economics and educational science, consistently show that the development of individuals can be understood only as a process of continuous interaction between genetic and environmental factors. For each individual, both brain and behavior develop as a co-construction shaped by biological and cultural influences (Baltes *et al*, 2006). However, equally, societies develop from the interplay of the individual genetic predispositions of their members occurring under social and historical conditions.



One notable conclusion derived from research findings is that early support in particular, beginning no later than preschool and the first years of schooling, offers the best foundations for successful later development, as interventions are most effective when they are offered at an optimum stage in development. This applies in equal measure to fundamental perceptual and motor skills, to language and cognitive functioning, and to self-regulatory competencies. While later corrective measures are not ineffective, they are considerably more effortful for the individual and costlier for society. A person reaches his/her full potential in terms of intellectual and social capacity only if optimum learning environments are available throughout his or her development. Development is life-long: it starts before birth and continues until death (Eisenberg *et al*, 1998). However, this does not mean that only early active support strategies are necessary and advisable.

### **2.3.2 Relationship between early child care and adult parenting.**

Merril (1998), defined parenting style as a complex activity that includes many specific behaviors that work individually and together to influence a child's outcome. It is used to capture normal variations in the parents' attempt to control and socialize with their children (Baumrind, 2014). There are many types of parenting styles like authoritarian, authoritative as well as neglectful parenting style (Dekoric and Gerris, 1992). However, this study is not detailed on parenting style types but the primary focus is on the experiences from these types and how they are related to parenting behavior, relationship as well as the styles of an individual as an adult towards his or her own children.

Young children's acquisition of problem solving, language and social-emotional skills are facilitated by interactions with their parents. There is some evidence that the mechanism by which responsiveness supports a child's development may be dependent on consistency across development in this parenting style. As the child and parent are part of a broader social context, many factors may support or impinge on a parent's consistent use of responsive behaviors. Personal factors that may compromise a parent's responsiveness include depression, perception of the parent's own child-rearing history as negative, or beliefs and attitudes that detract from a parent's sense of importance in his or her child's life.

According to LeVine (1998), the field of anthropology provides a helpful conceptual frame for understanding similarities and differences in socialization across cultural contexts. In several noteworthy studies of the cultural aspects of parenthood and child development in African, Asian, Latin American and other societies. LeVine noted that different cultures have common parenting goals: to protect the child, to provide for the child, and to prepare the child to be an adult member of the society (LeVine, 1988). However, different cultures engage in different parenting practices as a means to reach these goals. These practices are shaped by the immediate cultural conditions. Importantly, practices that are useful in one culture may make no sense in another culture.

Few events in life tackle the value of raising children. To some, parenting defines purpose, and satisfaction alongside anxiety and frustration. In comparison with other living species, human parenting is distinct (Kaplan & Lancaster, 2013). People tend to invest heavily in children, with both parents and often grandparents contributing to this effort. Having a strong orientation toward parenting and investing heavily in offspring, however, is not a human universal. Many parents are neglectful, indifferent, and even hostile (Cicchetti & Rizley, 1981). However, such individual differences in parenting have been widely documented, but their source is still being debated.

Psychologists usually focus more in the characteristics of good parenting. This is primarily because certain parenting practices and attitudes are known to influence children's development (Collins *et al*, 2014). In particular, a combination of warm, involved, and responsive parenting tends to promote many positive outcomes in children (Spera, 2015). Parenting quality is sensitive to various factors in the immediate macro and micro environment. For example, good parenting is negatively associated with poverty and positively associated with stable family lives (Belsky & Jaffee, 2006). In particular, experiences with one's own parents are good predictors of one's own parenting quality in adulthood. For example, fathers who experienced negative discipline practices early in life employ more negative discipline practices on their own children (Kerr *et al*, 2016). A limitation of prior researches is the relative dearth of evidence on how particular experiences during the first few years of life impact the development of parenting attitudes and behaviors in adulthood when individuals become parents.

Taking the lens of Sroufe *et al* (2014), early child experiences may play a special role in determining how an individual eventually parents, however, the question of “why?” is not given attention. This study seeks to determine a deeper logic behind “good” and “bad” parenting.

In the same perception, some parents invest more time, energy, and effort in their children and give them greater warmth and more loving care. Whereas, others invest less in their children, but more in other fields like their sports, movies, jobs and friends (Howse, 2013). However, these individuals have a less positive attitudinal and behavioral orientation to parenting. There is no approach that can help to identify the potential sources of these individual differences.

In some instances, according to Harzberg (2016), harsh environments can be buffered by individuals’ adaptive behaviors, especially parenting behaviors that either improve or reduce an individual’s character as a parent. He tried to argue that maybe it’s because of this that individuals parent their children in a similar way they were parented however, this statement was based on personal opinion and was never backed with scientific evidence thus leaving the question of “why” un answered, however one of the key mechanisms through which early-life environmental conditions shape life history strategies in adults, including parenting orientations and behavior is likely to be dependent on the type of parenting an individual received.

Longitudinal study of mother-infant interaction among the Baganda in Uganda during the infants first year of life revealed that mothers display high positive effects towards their infants. Ainsworth (1967) noted that Baganda mothers spend relative much time engaged in what she labelled mothering behaviors and she concluded that mothers rather than other care takers were mainly responsible for the baby’s care and in the same aspect they are primarily responsible for the person’s behavioral outcome as an adult (Kilbride & Kilbride, 1983).

### **2.3.3 Relationship between early child care and career achievement**

Hooly (2012) noted that career as the range of aspects of individual’s life learning and work. It is an occupation or a profession that usually involves training or formal education. Article 26 of the UDHR gives every individual a right to education. However early child care encompasses the child’s family and factors in the child’s larger environment.

In disagreement, Tim (2012) argued that career majorly depends on one's talent. People always choose the career they feel comfortable with. Looking at his argument from Schwartzman's point of view, children are modifiers whereby they use sticks into houses, mud into animals, make themselves mothers and fathers and definitely create their own family and community. This puts up a notion that their world is different however, conceptualizing deeply the meanings behind their symbols (Schwartzman, 2013). However, the notion of social environment remains paramount for example, if the child is from the farmers' background, the toys will always relate to farming while those from towns/ parents with official jobs, toys relate to public address, television movies, among others.

Recently, researchers have started to differentiate between formal and informal non-parental care experiences and variations in the history of children's care (Krathwohl, 2015). Moreover, significant and lasting advances in children's career development have been linked to quality and quantity of parental care.

Young children should be given the opportunity to explore the world around them and engage in physical activity. They must be well well fed, loved and valued. (Garner, & Waajid, 2008). positive early experiences, breed success both in school and in life. Parents hold power in their children's welfare as they grow.

While at work or participating in training, parents must feel confident that their child is being cared for by a caregiver who is nurturing, responsive, and well-trained in early childhood development and education. The key influences over the quality of child care services are a knowledgeable, caring workforce with training in early childhood (Gottman & Declaire, 2014). Nevertheless, the provision of a stimulating environment, in addition to an environment that is safe and nurturing, demands that the childcare workforce have the necessary skills and abilities to provide those environments.

It can be argued that parents influence the adult socioeconomic attainment of their children through two types of pathway: endowments and investments. Any parental resources or characteristics that children can potentially benefit from are called endowments. In addition to economic and material resources, endowments include human or cultural capital, social status and networks, as well as aspects of the genetic background influencing cognitive skills, non-cognitive traits and physical characteristics. They include the money that parents spend

on their children's well-being, education and living conditions, as well as the amount of time and effort they put into supervising and supporting their offspring (Becker and Coleman, 2006). However, investments refer to intentional parental behavior aimed at influencing child outcomes.

Individual differences in children's adjustment have also been linked to maternal wellbeing. Ahn (2015) found that parental maternal stress, emotional status, maternal depression and parenting stress contributed to more behavior problems for children when they were in first grade. These findings correspond with many other studies demonstrating that maternal depression affects child outcomes. Graziano (2017), recognized that quantity of care effects was greater than the effects of maternal depression but smaller than the effects of maternal sensitivity. However, the attachment literature confirms that maternal sensitivity has a greater impact on attachment than child care.

In most cases children are taken care of by their parents, legal guardians, or siblings. In some cases, it is also seen that children care for other children. This informal care includes verbal and directions that affect a child's career development directly or indirectly no wonder, Lillehammer (2014) explained that childcare for Africans and western societies is conditioned by crisis or convenience.

The majority of child care institutions that are available require that child care providers to have extensive training in first aid. In addition, background checks, drug testing at all centers and reference verification are normally a requirement. Child care can consist of advanced learning environments that include early child care or adult education. The objective of the program of daily activities should be to foster incremental developmental progress in a healthy and safe environment and should be flexible to capture the interests of the children and the individual abilities of the children (Jenks, 2016).

According to Weber, life style is closely linked to the type of occupation pursued, it is acquired through formal education, and it can be expected from everybody 'who wishes to belong to the circle' (Weber 1958, p.178). Supplementing on Weber's definition, Lazer (1963) puts it that life style is a distinctive characteristic of living by people in a group. Life style is shaped by the forces of living in a group with its specific customs, culture, values, resources, symbols, language, and beliefs for the purpose of this study, the group is a family.

However, Adler ((1956) criticized Weber and Lazer arguing that, a certain life style does not apply to the whole group of people but to one individual - and that, it is not a guiding principle for the structure of life, but the structure itself. Adler went ahead and added that change is the will power of an individual which is not connected to the way he was brought up or the environment or the group. Adler (1956) went ahead and clarified it as a person's basic character as established early in childhood which governs his reactions and behavior in later stages of his life which takes us back to the topic of this study however, he was not specific on how the person's character is established that is, whether it is through nurturing or in born.

Life style in this study is used to refer to socialization, career achievement as well as parenting ways or styles of an individual as an adult. Adult life style is the interests, opinions, behaviors, and behavioral orientations of an individual, group, or culture among adults.

As a social worker while in practice, some issues of the clients may not be resolved until a practitioner understands the client's social environment and background bearing in mind that some of the social problems, behavioral and personality disorders like anti-social, dramatic emotional and erratic behaviors, addictions, schizophrenia among others are as a result of inheritance, past experiences, personal interactions, family background whereas others are basically on personal characteristics basis. Therefore, establishing how the client was nurtured, the care, experiences he/ she went through, the relationship with his/ her parents, his involvement in decision making at home is a paramount aspect of understanding his/ her future behaviors and way of life as a parent /spouse administrator /manager or client for the matter of this study. A case in point, a client may be a drug addict simply because he grew up in a family where taking drugs was normal thus helping him may require the social worker to consider his social environment. Also, a client maybe socially withdrawn as a result of the experiences he/she went through as a child (David, 2015).

## **2.5 Gaps in the literature**

Countless studies have been conducted on Early childhood development and have tried to capture a lot about children's intellectual, emotional and physical development, even some have been conducted on ECC, however, they mainly explore early childhood period only

(from 0-8years) whereby these children being studied are not directly involved in the research since they cannot be direct respondents (Chamberlian, 2014), it means someone must represent them of which these key informants always give their own opinions which may be right or wrong. More to the above, the studies that have been carried out so far on ECC, conceptualizes it (ECC) to pre-school, day care centers, or private paid nannies with no single attention on the biological parental care which is the primary concern in this study- still, no study has been successfully conducted linking Early childcare and its influence on the person's life style as an adult (Bolarinwa, 2015).

Nevertheless, Rawson (2013), argued that childhood and adulthood are two different fields, Qvortrup (2015) described children as human beings and adults as human becoming thus according to them, these are two different concepts with different destinations.

## **CHAPTER THREE**

### **METHODOLOGY**

#### **3.1 Introduction**

This chapter describes the methodology of the study. It involves the research design, study population, sampling design and sample size, sources of data, data collection tools, validation of tools, measurement of the variables, validity and reliability of research instruments, ethical consideration, data analysis and presentation.

#### **3.2 Research design**

Correlational survey design was used in this study. Leedy and Ormrod (2014) defined correlational design as the method concerned with establishing relationships between two or more variables in the same population or between the same variables in two populations. McClosky (2012) defined survey as any procedure in which data is systematically collected from the sample with some form of direct solicitation. The researcher used correlational survey design because it enabled her to investigate the extent to which the variables in the study are related and also test the hypotheses of the study. More so, multiple linear regression analysis was used to establish the significant effect of early childcare on adult lifestyle. Cross-section design was also used because the data was collected from a wide spread of respondents. Both quantitative and qualitative data collection approaches were applied in this case to collect, analyze, interpret as well as present the data from the field.

#### **3.3 Target Population**

Target population refers to the entire set of units for which the findings of the survey are meant to be generalized. The study population was 1500 residents of Rubaga; these were mainly workers in companies, in public offices, lecturers, teachers, police officers, pediatricians, and political leaders. This is because they had rich, adequate and valid knowledge about the variables of this study.



### 3.4 Sample size

The sample size was calculated using Solvent's formula since this gives a practical ratio according to the population size.

$$n = \frac{N}{1 + N(e)^2}$$

Where,

**n** = the sample size

**N** = total population

**e** = the level of significance, that is 0.05.

**Thus,**

$$\frac{1500}{1 + 1500(0.05)^2}$$

$$\frac{1500}{1 + 1500 \times 0.0025}$$

$$\frac{1500}{4.75}$$

$$316$$

**n = 316**

**Table 3.1: Showing population and sample size**

Item	Population	Sample size	Sampling technique
Teachers	332	70	Quota sampling
Lecturers	301	61	Simple random sampling
Workers in public offices.	130	27	Simple random sampling
Workers in companies	355	75	Purposive sampling.
Political leaders	231	49	Simple random
Pediatricians	70	15	Snow ball sampling
Police officers.	81	19	Systematic sampling
<b>TOTAL</b>	<b>1500</b>	<b>316</b>	

**Source:** Sloven (1960). Cited in Blair, & Blair (2016) Adopted and modified by the researcher (2018)

A sample size of 316 residents of Rubaga was selected to participate in the study.

### **3.5 Sampling techniques and procedure**

Sampling procedure is the technique used to determine the actual number of individuals in the target population. The researcher applied probability and non-probability sampling techniques to choose the respondents to participate in the study. These techniques helped in measuring the variables of the study as well as helping the researcher attain the relevant and valid adequate sample of the study.

### **3.6 Data source**

The study obtained data from secondary and primary sources. Secondary data was collected from journals, articles, books and authors that had written about the same topic and related literatures and topics of the different authors and researchers. Primary data was collected using questionnaires and interview guide.

The advantages of using questionnaires were that a large number of respondents were reached easily since the researcher was leaving the questionnaires with the respondents. Also, the responses provided were easily quantifiable and this made analysis, presentation and interpretation of the findings very easy.

The interview guide enabled the researcher obtain detailed data as well as more valid and relevant information about the variables of the study since she was there to clarify the questions for the respondents.

Observation method was used alongside interview. This enabled the researcher read the reactions, attitudes, body and sign language of the respondents that were relevant to the variables of the study.

### **3.7 Data collection procedures**

The researcher acquired an introductory letter from the College of Humanities and Social Sciences that allowed and introduced her to the field, thereafter; the researcher first introduced herself to the respondent and sought for their consent before participating in the study.

The researcher carried out field events in a period of three weeks. In the first week,

questionnaires were dispatched to the respondents and later interviews were carried out. The researcher collected the filled questionnaires from respondents, edited the data after entering it in the computer in the third week for data analysis, presentation, interpretation as well as reporting.

### **3.8 Data collection methods and instruments**

This study was carried out using quantitative and qualitative methods. In-depth interviews were conducted for respondents with limited time like politicians, pediatricians and, police officers. Self-administered questionnaires were administered lecturers, teachers, as well as workers in companies. This enabled the researcher to obtain relevant and quantifiable data which made data analysis simple.

#### **3.8:1 Self- administered Questionnaire**

The researcher designed a questionnaire for the lecturers, teachers, and workers in public offices and companies on early child care and adult life style on a 4-point Linkert-scale rating. Therefore, a 4-point Likert scale self-administered questionnaire comprising of statements and responses ranging from: 4= Strongly Agree, 3= Agree 2= Disagree and 1= strongly disagree was formulated. Questionnaires were designed to capture all the aspects of the objectives of the study.

#### **3.8.2 Interview guide**

The researcher used this method on political leaders, pediatricians, and police officers. Because of the nature of their duties, this method wasn't time consuming. The researcher clarified and only focused on the variables of the study which yielded foremost relevant information both on the side of the researcher as well as the respondent relating to the objectives of the study.

### **3.9 Data analysis**

Data obtained from the field was analyzed using both quantitative and qualitative data analysis techniques. Statistical Package for Social Scientists (IBM SPSS, version 22.0) software was used to code, enter, edit and analyze quantitative data. Frequency counts and percentage distributions were used to analyze data on the profile of the respondents because it was nominal in nature (Saunders *et al.* 2009).

In addition, means, standard deviations, Persons Linear Correlation Coefficient (r- value) was used to determine significant relationships between the variables and regression analysis was used to determine the level of significance.

To interpret data, the researcher used mean range and the results were summarized as

**Table 3.2: showing interpretation of data.**

Mean range	Description	Ratings	Interpretation
3.25- 4.00	Strongly Agree	4	Very Satisfactory
2.50-3.25	Agree	3	Satisfactory
1.75-2.50	Disagree	2	Unsatisfactory
1.00-1.75	Strongly disagree	1	Very unsatisfactory

**Source, primary data, 2019.**

Qualitative data (from interview guide) was manually analyzed by identification and transcription of recorded data into the qualitative findings. The researcher developed themes on each of the variables and later coded them. These were conceptually organized evaluated, analyzed, and aligned with the objectives from which interpretations were drawn (Mugenda & Mugenda, 2013).

### **3.10 Ethical procedure**

Before going to the field, the researcher was given an introductory letter from the College of Humanities and Social Sciences of Kampala International University. During data collection, the researcher observed the ethical issues as required. The researcher assured confidentiality to the respondents and sought their consent before engaging them. Therefore, the researcher observed the confidentiality of the respondents with utmost respect and applied social work skills such as communication skills, rapport building skills, recording skills, questioning skills, active listening skills, cognitive skills, assertiveness skills, assessment skills among others and social work principles like confidentiality, acceptance, non-judgmental, individualization among others that were relevant to obtain adequate and valid data.

### 3.11 Data quality control

#### 3.11.1 Validity

Validity refers to a measure of the truth or false of the data obtained through using the research instruments.

A content validity index of 0.70 and above, qualifies the instrument for the study (Amin, 2015). In this study, ensuring validity of the data collection instrument involved going through the questionnaire in relation to the set objectives and the researcher made sure that it contained all the information needed to answer the objectives.

Content Validity Index was calculated from the list of questionnaires in the appendices. There are 32 questions in a questionnaire. In these questions, 28 were valid (good/relevant) as indicated below.

$$\text{Hence, (CVI)} = \frac{\text{Number of good questions declared valid}}{\text{Total number of questions in the questionnaire}} = \frac{28}{32} = 0.87 > 0.7.$$

this clearly shows that the questionnaire used for data collection was valid.

#### 3.11.2 Reliability

Reliability is the degree to which the results obtained by a measurement and procedure can be replicated. It's the consistency of the instrument in measuring what it is intended to measure. To ensure reliability, the questionnaire was pre-tested on 20 respondents. In this study a reliability co-efficient (Alpha value) of more than 0.7 was assumed to reflect the acceptable reliability. The reliability of the questionnaires was improved through pretesting of pilot samples from the field which enabled the rephrasing of some questions. Amin (2015) indicated that test-retest or stability test provides evidence that scores obtained on a test at one time (test) are the same or close to the same when the test is re-administered some other time (retest). Internal consistence of the items in the questionnaire was established using Cronbach's alpha test to compute the alpha co-efficiency of reliability.

**Table 3.2: Reliability of research instrument**

<b>Construct variable</b>	<b>Cronbach's Alpha</b>	<b>No. of items</b>
Parent-child closeness	0.82	5
Parental positive discipline and advice.	0.75	4
Decision making involvement of the child	0.88	4
Adult socialization	0.79	5
Adult parenting	0.73	5
Career achievement	0.81	5
	<b>0.79</b>	

The average Cronbach's Alpha established at 0.79 which is well above 0.70 and therefore the internal consistency (reliability) of the instrument was confirmed.

### **3.12 Limitations of the study**

The researcher was faced with the problem of disappointments, missing out of respondents due to their nature of work that couldn't enable them be in the same places at the same time. This was minimized by getting appointments with the respondents first and planning according to the agreed appointments.

Personal biases and dishonesty of the respondents in responding to the questions. The researcher overcame this by making appropriate questionnaires and sticking to the objectives of the study during interviews as well as applying professional skills like assessment in order to obtain relevant information.

During this study, the researcher was threatened with limited information from some of the respondents. However, she applied social work skills like creating a rapport first in order to gain honesty from the respondents and this enabled her collect adequate and relevant data about the variables in the study.

Failure by some of the respondents to avail the researcher with the relevant information in accordance with the study during data collection however, the researcher solved this by explaining to them to stick to the subject matter of the research topic in line with the objectives of the study.

The researcher faced the problem of language barrier especially from political leaders. However, the researcher interpreted the questions to the respondents in local language and where necessary, she would ask for assistance from the local; people around rubaga division since the commonly used local language is the same (Luganda).

## **CHAPTER FOUR**

### **DATA PRESENTATION, ANALYSIS AND INTERPRETATION**

#### **4.0 Introduction**

In this chapter, the researcher presents, the analysis and interpretation of data collected from the field. Data analysis and interpretation was based on the research objectives. Below are the data presentations and analysis of research findings;

#### **4.1 Demographic characteristics of the Respondents**

The objective of this study was to show the profile information of respondents such as gender, age, level of education and employment position of the respondents.



**Table 4.1: Profile of respondents**

<b>Category</b>	<b>Frequency</b>	<b>Percent</b>
<b>Sex</b>		
Male	161	51
Female	155	49
<b>Total</b>	<b>316</b>	<b>100</b>
<b>Age</b>		
Below 20 years	0	0
21-30 years	62	20
31-40 years	120	38
41-50 years	92	29
51 years and above	42	13
<b>Total</b>	<b>316</b>	<b>100</b>
<b>Marital Status</b>		
Single	138	44
Married	178	56
<b>Total</b>	<b>316</b>	<b>100</b>
<b>Educational level</b>		
Diploma	116	37
Bachelor's degree	137	43
Master's degree	44	14
Others	19	6
<b>Total</b>	<b>316</b>	<b>100</b>
<b>Employment position</b>		
Teachers	70	22
Lecturers	61	19
Workers in public offices	27	8
Workers in companies	75	25
Pediatricians	15	5
Political leaders	49	15
Police officers	19	6
<b>Total</b>	<b>316</b>	<b>100</b>

Source: Primary Data, 2019

Table 4.1 male gender dominated the study (51%) as compared to females (49%), this implies that majority of respondents that participated in this study were males this was because of many reasons from ladies being involved mostly in casual labour force to having no time to participate in the study in Rubaga division.

Results in table 4.1 indicated that majority of respondents in this sample were in the age between 31- 40years (38%), this also implied that majority of respondents in this sample were in their middle adulthood, these were followed by those between 41-50 years of age constituting (29%), 20% were between 21-30 years and only 13% were 51 years and above. According to the results from the field, none of the respondents was 20years and below.

With respect to marital status, results in table 4.1 majority of respondents were married 56% while 44% who were single thus fit for better representation of the subject matter of this study.

With respect to educational level, the study further showed that bachelor's degree holders (43%) dominated the study, followed by diploma holders (37%) as well as 14% with master's degree. however, 6% either had the e equivalent skills competence or had higher qualifications like PhD level. This further implies that the respondents were all able to read and write.

With respect to employment position, results in table 4.1 indicated that majority of respondents work in companies (25%) followed by teachers (22%), lecturers (19%), political leaders (15%), workers in public offices (8%), police officers (6%) as well as pediatricians who are the least by (5%).

#### **4.2 Early child care**

The independent variable in this study was early child care influencers and it was broken into three constructs and these are; parent-child closeness (with five items/questions), parental positive discipline and advice (with four questions) and decision-making involvement of the child (with 4 questions). Each of these questions was based on a four point Likert scale where respondents were asked to indicate the extent to which they agree or disagree with each question, and their responses were analyzed using SPSS and summarized using means and ranks as indicated in table 4.2 below;

**Table 4.2: Early child care**

Items	Mean	Interpretation	Rank
<b>Parent-child closeness</b>			
When your parents praised you you would beam with pride	3.31	Strongly agree	1
You always shared an affectionate, warm relationship with your parents	2.88	Satisfactory	2
You used to share information with your parents	2.55	Satisfactory	3
You would feel hurt or embarrassed whenever your parents corrected you	2.51	Satisfactory	4
Your interaction with your parents used to make you feel effective and confident	2.47	Unsatisfactory	5
<b>Average mean</b>	<b>2.74</b>	<b>Satisfactory</b>	
<b>Parental positive discipline</b>			
Your parent's eye to eye interaction would make you feel heard	2.60	Satisfactory	1
Your parents helped you to learn from your mistakes	2.59	Satisfactory	2
Your parents made sure you knew that they have heard you in case you say something which is not good; from there and then they would correct it.	2.48	Unsatisfactory	3
Your parents made sure you understand the consequences of every action	2.43	Unsatisfactory	4
<b>Average mean</b>	<b>2.55</b>	<b>Satisfactory</b>	
<b>Advice and decision-making involvement of the child</b>			
You inherited assets, and benefits from your parents	3.28	Very satisfactory	1
Your opinions were always considered	2.82	Satisfactory	2
Your views were always required for decision making at home	2.73	Satisfactory	3
You were always involved in planning for home matters	2.33	Unsatisfactory	4
<b>Average mean</b>	<b>2.79</b>	<b>Satisfactory</b>	
<b>Overall mean</b>	<b>2.69</b>	<b>Satisfactory</b>	

Sources: Primary Data 2019

Results in table 4.2 indicated that early child care as the independent variable was rated satisfactory and this was indicated by the overall mean of 2.69, implying that the early child care effectively applied in Rubaga division, Kampala.

Regarding parent-child closeness; results indicated that this construct was rated as satisfactory and this was indicated by the average mean (mean=2.74), hence implying that parent-child closeness is always used as early child care strategy in Rubaga division, Kampala.

Still results indicated that; when your parents praised you would beam with pride (mean=3.31); You always shared an affectionate, warm relationship with your parents (mean=2.88); you used to share information with your parents (mean=2.55), you would feel hurt or embarrassed whenever your parents corrected you (mean=2.51), still the results indicated that; your interaction with your parents used to make you feel effective and confident (mean=2.47).

With respect to parental positive discipline; results indicated that this construct was rated as satisfactory and this was indicated by the average mean (mean=2.55), hence implying that parent's eye to eye interaction would make children feel heard. Still results indicated that parents helped adults to learn from mistakes (mean=2.59), but parents made sure adults knew that adults have heard them in case they say something which is not good; from there and then they would correct it (mean=2.48), still the results indicated the fact that parents made failed to make sure adults understand the consequences of every action (mean=2. 2.43).

With respect to advice and decision-making involvement of the child; results in table 4.2 indicated that four items were used to measure this construct and it was also rated satisfactory and this was indicated by the average mean of 2.79, hence implying that many children should be involved in decision making. Still the results indicated that; you inherited assets, and benefits from your parents (mean=3.28); your opinions were always considered (mean=2.82), and your views were always required for decision making at home (mean=2.73); you were always involved in planning for home matters (mean=2.33).

### **4.3. Adult life style**

Adult life style is the dependent variable in this study and was measured using three constructs and these are; adult socialization (with five questions), adult parenting (with five items) and career achievement (with five items). Each of these questions was based on a four point Likert scale and respondents were asked to indicate the extent to which they agree or

disagree with each question, also their responses were analyzed using SPSS and summarized using means as indicated in tables 4.3 below;

**Table 4.3: Adult life style**

Items on adult life style	Mean	Interpretation	Rank
<b>Adult socialization</b>			
You always adopt behaviors that minimize the effects of your own emotions on a situation	3.31	Very satisfactory	1
You have the ability to make quick decisions even in uncertain and pressurized circumstances	3.17	Satisfactory	2
You're always free to share with people your personal experiences and challenges	2.87	Satisfactory	3
You're always interested in continuous learning and self-development	2.68	Satisfactory	4
You're always reflective and capable of learning from experience	2.47	Unsatisfactory	5
<b>Average mean</b>	<b>2.90</b>	<b>Satisfactory</b>	
<b>Adult parenting</b>			
You are always with your children and help them do their work at home	3.26	Very satisfactory	1
You usually Cain your children for misbehaving	2.95	Satisfactory	2
You can disown any child that doesn't follow your advice	2.74	Satisfactory	3
You and your children always sit and sort issues out in case of any misunderstanding	2.57	Satisfactory	4
Your children always follow whatever you tell them no matter the age	2.41	Unsatisfactory	5
<b>Average mean</b>	<b>2.79</b>	<b>Satisfactory</b>	
<b>Career achievement</b>			
Your profession was a choice of your parents.	3.29	Very satisfactory	1
You got everything you have by yourself	2.91	Satisfactory	2
You got some skills that helped you attain the life you are living now from your parents	2.61	Satisfactory	3
You wish your children also do the type of job you are doing	2.51	Satisfactory	4

Your job is related to that of your of your parents	2.31	Unsatisfactory	5
<b>Average mean</b>	<b>2.78</b>	<b>Satisfactory</b>	
<b>Overall mean</b>	<b>2.73</b>	<b>Satisfactory</b>	

**Source: Primary Data, 2019**

**Key to interpretation of means**

<b>Mean range</b>	<b>Response range</b>	<b>Interpretation</b>
3.26 - 4.00	strongly agree	Very satisfactory
2.51 - 3.25	Agree	Satisfactory
1.76 - 2.50	Disagree	Unsatisfactory
1.00 - 1.75	strongly disagree	Very unsatisfactory

Results in table 4.3 indicated that the adult life style (dependent variable) is satisfactory and this was indicated by the overall mean of 2.73.

Adult socialization; this was the first construct on the dependent variable and was measured using five questions in the questionnaire and it was rated satisfactory (mean=2.90). Still results indicated that adults always adopt behaviors that minimize the effects of their own emotions on a situation (mean=3.31), adults always have the ability to make quick decisions even in uncertain and pressurized circumstances (mean=3.17), they are always free to share with people your personal experiences and challenges (mean=2.87), always interested in continuous learning and self-development (mean=2.68), however results indicated the fact that these adults are always reflective and capable of learning from experience.

Concerning adult parenting, results in table 4.3 indicated that this construct was rated satisfactory and this was indicated by the average mean of 2.79.

The results still connoted that they are always with children and help them do their work at home (mean=3.26); usually Cain children for misbehaving (mean=2.95), can disown any child that doesn't follow advice (mean=2.74), their children always sit and sort issues out in case of any misunderstanding (mean=2.57). The results still indicated the fact that at times children always fail to follow whatever adults tell them no matter the age (mean=2.41).

Regarding career achievement; this construct was also measured using four questions and it was rated satisfactory on average (mean=2.78

Still results indicated that they finally became what parents wanted all along (mean=3.29), got everything they have by themselves (mean=2.91), got some skills that helped them attain the life they are living now from parents (mean=2.61), however their jobs are not related to the profession of their parents.

#### 4.4 Early child care and adult socialization

The first objective in this study was to establish the relationship between early child care and adult socialization in Rubaga division, Kampala, to test this, the researcher correlated the mean indices on early child care and those on adult socialization using the Pearson’s Linear Correlation Coefficient (PLCC) and results are indicated in table 4.4 below;

**Table 4.4: Pearson correlation between early child care and adult socialization in Rubaga division, Kampala**

Variables Correlated	r-value	Sig	Interpretation	Decision on Ho
Early child care Vs Adult socialization	.724	.004	Significant correlation	Rejected

**Source: Primary Data, 2019**

The Pearson’s Linear Correlation Coefficient (PLCC) results in table 4.4 indicated that early child care has a significant relationship on adult socialization in Rubaga division, Kampala, since the sig. value (0.004) was less than 0.05, which is the maximum level of significance required to declare a significant relationship. Therefore, this implies that early child care significantly improves adult socialization. Better still, r-value of 0.724 implies a very strong relationship between early child care and adult socialization. Basing on these results the stated null hypothesis was rejected and the alternative was accepted. Therefore, proper early child care positively affects the level of adult socialization in Rubaga division, Kampala.

**According to the data collected from the key informants**, 86% of the responses from 83 respondents indicated that early child care is the core determinant in determining a healthy and positive adult socialization of any human being among other reasons sighting out that if

the child faces problems in his/her early days, his adulthood may become impossible both for him and for the people around him as an adult. However, 14% had a different angle as far as the variables are concerned among others argued that childhood is a process of development and people outgrow some characters and behaviors of infancy, and therefore it's not fair for an individual to be judged basing on their early lives especially when it comes to adult socialization. Some went ahead to sight out that human beings associate with others basing on personal characteristics specifically class and status and or other factors but not necessarily related to their past lives. The following are some of the responses from the key informants.

*“Children’s development of the cognitive and social skills needed for later relationships may be best supported by responsive of early life experiences. Responsiveness is an aspect of supportive childcare in providing a strong foundation for children to develop optimally however, most parents and guardians careless” (pediatrician, Mengo hospital, 20<sup>th</sup>. May, 2019).*

*“Childhood experiences is usually underrated in determining our personal characters and responses as we grow up but its impacts are permanent. The truth is, most people’s hard and good behaviors / cold and warm heartedness is dependent on how they were raised. Everything is learnt and the earlier the better. Most of the people who are usually named hard cores in the society went through hardships in their early lives and vice versa”. (political leader, Kabowa, 5<sup>th</sup> April. 2019)*

*“Most of us don't remember our first two or three years of life but our earliest experiences may stick with us for years and continue to influence us well into adulthood. The fact is, you can never tell how, but you find yourself influenced forever. for example, I grew up in the barracks and because of the environment, I am just used to public life that I went on to choose this service. I grew up in*



*service and surrounded by people and it is now within me” (traffic police officer- kabuus, 5<sup>th</sup>. April. 2019).*

*“This is an ignored field but very crucial to adulthood. Childhood care is key in determining how one socializes especially as far as handling personal relationships are concerned. Some people cannot afford to maintain friendships for long because they lack trust due to early disappointments in life. Others fail in marriages or fail to get partners for life simply because of what they went through in early years of their lives and how they were cared for. for example, I attended single and boarding school as early as primary up to high school. I ended up facing a lot of challenges bonding with other gender when I joined campus to the extent that I did not even complete my course.in this, I am not alone because I have colleagues who are still struggling with esteem problems” political leader, Nateete, 17th.May.2019)*

#### **4.5 Early child care and adult parenting**

The second objective of the study was to establish the relationship between early child care and adult parenting in Rubaga division, Kampala. To achieve this objective and test the hypothesis, the researcher correlated the means of both variables by using the Pearson's Linear Correlation Coefficient as indicated in table 4.5;

**Table 4.5: Pearson correlation between early child care and adult parenting**

<b>Variables correlated</b>	<b>r- value</b>	<b>Sig</b>	<b>Interpretation</b>	<b>Decision on Ho</b>
Early child care Vs Adult parenting	.278	.000	Significant correlation	Rejected

**Source: Primary Data, 2019**

Results in table 4.5 indicated that early child care affects adult parenting in Rubaga division, Kampala, since the sig. value (0.000) was less than 0.05 which is the maximum level of significance required to declare a significant relationship, here the decision on null hypothesis was rejected basing on these results and hence implying that proper early child care positively affects adult parenting because of the positive r value of 0.278.

**According to the data from key informants**, 91% of the responses indicated a thin line between early childcare and adult parenting claiming that parents determine how their children parent their own children as adults however, 09% of the responses from 83 respondents argued this out and said that human beings behave according to the conditions life brings to them among other factors pointed out financial and environmental situations surrounding an individual. Among other responses, the following were cited by the respondents.

*“What the parents need to take as keen is that children learn everything from them that’s why in African culture, when a woman gives birth, her mother in-law comes around or she is sent to her father’s house for her mother to care and teach her. New mothers learn simple but important issues concerning parenting from a genuine someone with experience (this is a person’s mother). This implies that if a young parent has no connection with her own parents, the journey of parenting on her side becomes difficult if not a complete failure because she will be left with the choice of following everything she hears from anybody. This is why we are losing our values, customs and norms in this generation” (RDC Rubaga division, 19<sup>th</sup>. May, 2019).*

*“Children need a lot of care and clarifications and it’s always better if this is done by their own parents because this is their first trust. There’s a stage when a child needs to understand her environment and when she or he experiences difficulties during this time, it may cause a lifetime damages. For example, 80-90% cases of mental illnesses reported to most hospitals are found in young adults due to disturbing experiences in their infancy” (Pediatrician, Mengo Hospital, 12<sup>th</sup>. May, 2019).*

*“Parents must be careful on how they bring up their children. The home environment affects them so directly for example, we usually receive cases of child neglect especially in young couples. But when we investigate the circumstances surrounding these couples,*

*it is always either they grew up in broken families or with violent parents. Either, a child grows up knowing that his only responsibility is to produce and leave a wife with children since that's what his father did, or he totally neglects his children for revenge (make someone else go through what he went through)" (OC, Nateete police post 17<sup>th</sup>.May, 2019).*

*"Personally, my parents are technically living within me because whatever I do, I always consider them first and this automatically motivates me and regulates my behaviors. This is so, because they have always cared more, trusted in me ever since I was little and I cannot do anything whatsoever to break that trust. In the process, am always competent in everything" (police officer-Nakulabye, 5<sup>th</sup> May, 2019).*

*"Children are the resources of every country therefore whatever influences them positive or negatively, the country is directly affected a case in a point, a parent in early 1990s cannot manage a child raised by a parent of late 2000s simply because of different ways of upbringing" (political leader- kitebi, 5<sup>th</sup> May 2019.)*

*"Some of us were raised by parents who were fulfilling their duties only like providing the basic necessities but not emotional support however, personally, my children are my friends because I grew to realize what I missed as a child due to my parents' negligence. This has pulled me even closer to them" (political leader, Kabaaho, 17<sup>th</sup>. May, 2019).*

*"Personally, I did not have any relationship with my parents at all. Whatever I learnt I got from the environment but, my parents acted as regulators. My mother used to take some time and tell me what was expected of me but that would be once in years" police officer-Ndeeba, 5<sup>th</sup>. April, 2019.*

#### 4.6 Objective three; early child care and career achievement

The third objective in this study was to determine the significant relationship between early child care and career achievement in Rubaga division, Kampala. The researcher correlated the means on both variables by using the Pearson's Linear Correlation Coefficient as a way of achieving this objective and to test the null hypothesis as indicated in table 4.6;

**Table 4.6: Pearson correlation between early child care and career achievement**

Variables correlated	r- value	Sig	Interpretation	Decision on Ho
Early child care Vs Career achievement	.529	.000	Significant correlation	Rejected

**Source: Primary Data, 2019**

The Pearson's Linear Correlation Coefficient (PLCC) results in table 4.6 indicate a positive relationship between early child care and career achievement with r-value of 0.526. The sig-value (0.000) was less than 0.05 which is the maximum level required to declare a significant relationship between variables. This automatically rejects the null hypothesis and accepts the alternative. Therefore, high levels of early child care positively affect career achievement in Rubaga division, Kampala. Thus, there is a significant relationship between early child care and career achievement in Rubaga division, Kampala.

According to the data from key informants, 63% of the responses indicated that early childcare is the major determinant of career achievement basing on the fact that people grow to become where they grew up from and the environment where one is brought up from determines what he/she does as an adult because the brain gets confined in what a person sees every day. However, 37% of the 83 key informants argued that career and childcare experiences are two different fields pointing out change, innovations and inventions as the major determinants. The following were some of the responses from key informants.

*“Some parents/ caretakers decide what the child will become in this sense. They can decide on paying for only what they want their child to study that way they will have dictated on what that child becomes in future. Personally, I call a parent or a child’s care taker as his or her earthly God” (Peadetrician-Mengo hospital, 11<sup>th</sup>. May, 2019).*

*“Most of the parents still think that schools are solely responsible for teaching whatever is necessary for the kids to learn and survive. Parents and teachers should go beyond discussing the scores and the report cards to work together to understand and work on children’s strength, weaknesses, interests, and talents fore ample, for my case, I excelled in class and am doing well in at work not because of my parent’s care but because of their neglect. I always strive to be much better” (political leader, Mutundwe 17<sup>th</sup>. May, 2019).*

*“Sometimes we need to understand that change is a factor of life and people live beyond their environments especially with the inventions and innovations brought by internet and global village, how someone was brought up no longer determines what he does. A case in point is myself I am a politician but none of my children is even a leader in a small group. They all took different careers different from us all not even related to anyone in my family lineage. This is because they were raised in a .com era and they do everything basing on what is happening in other places of the world” (Political leader, KCCA, Rubaga division, 19<sup>th</sup> May, 2019)*

**Table 4.7: Regression Analysis between the Dependent and Independent Variables.**

	<b>Adjusted r<sup>2</sup></b>	<b>F-value</b>	<b>Sig.</b>	<b>Interpretation</b>	<b>Decision on H<sub>0</sub></b>
Adult life style <b>VS</b> Early child care influencers	.544	8.231	.000	Significant effect	Rejected
<b>Coefficients</b>	<b>Beta</b>	<b>t-value</b>	<b>Sig</b>		
(Constant)	1.996	10.066	.000	Significant effect	Rejected
Parent- child closeness	.382	3.492	.001	Significant effect	Rejected
Parental positive discipline and advice	.436	.561	.002	Significant effect	Rejected
Decision making involvement of the child	.317	1.314	.000	Significant effect	Rejected

**Source: primary data, 2019**

Regression analysis results in table 4.7 revealed that the early child care accounted for 54.4% on adult life style in Rubaga division, Kampala and this was indicated by adjusted r squared of 0.544 leading to an implication that early child care significantly affect the level of adult life style in Rubaga division, Kampala. The coefficients table indicated that of all the aspects of early child care, parental positive discipline accounted for the biggest influence on adult life style in Rubaga division, Kampala ( $\beta=0.436$ , Sig=0. 002) and therefore this means that positive disciplining of children brings about the best in them when they grow up.

## CHAPTER FIVE

### DISCUSSIONS, CONCLUSIONS AND RECOMMENDATIONS

#### 5.0 Introduction

This chapter presents the findings, conclusions, recommendations and suggested areas that need further research following the study objectives and study hypothesis.

#### 5.1 Discussions

This study established the relationship between early child care and perceived influence on adult life style in Rubaga division, Kampala, the following specific objectives guided this study and these were i) to establish the relationship between early child care and adult socialization in the Rubaga division, Kampala; ii) to establish the relationship between early child care and adult parenting in the Rubaga division, Kampala and (iii) to examine the significant relationship between early child care and career achievement in the Rubaga division, Kampala.

##### 5.1.1 Objective one; early child care and adult socialization

The first objective in this study was to establish the relationship between early child care and adult socialization in the Rubaga division, Kampala, the findings indicated that there exists a positive and significant relationship between early child care and adult socialization with the r-value of 0.72 and the significance of 0.004. Better still, 86% of the 83 key informants argued that early childcare is the core determinant of a healthy and positive adult socialization. This relationship therefore, implies that better early child care practices increase the level of adult socialization. These findings also tally with Bowes and Harrison (2017)

Consequently, emotionally competent children are able to regulate their experience and expression of emotions in socially appropriate ways. When the experience of emotion becomes too intense, children find ways to reduce the emotional arousal to a more manageable level so that they can continue to engage in the activities of daily life. Children also learn to regulate the expression of emotion, modulating emotional behaviors so that they are socially appropriate for the context. Thus, emotion regulation refers to the management of emotional arousal and behaviors. Research in the U.S. has shown that skills for regulating

emotion in socially appropriate ways are correlated with preschoolers' adjustment and kindergartners' academic success and productivity in the classroom.

In the same manner, Lillehammer (2010), knowledge the understanding of the parent that forms the background of children. He went ahead to argue that the past is made up of the history of adults that were children at one point. In agreement, Chamberlian, (2014), Sofear (20140, & Scott (2013) added that present life can be understood if we started seeking evidence of what actually existed from the beginning of every human life. Early childhood teachers are keenly aware of which children are emotionally competent and which are not, but it may be difficult to articulate the set of skills shown by the emotionally competent child. Masia, (2016) provided a general definition of emotional competence as adaptive emotional responses that help the child reach goals, cope with challenges, and engage effectively in social interaction. In psychological research on the development of emotional competence, this large set of skills is commonly organized into three categories, summarized as emotion expression, emotion knowledge, and emotion regulation (Denham *et al*, 2017).

Adults' responses to children's emotions have been characterized as supportive or non - supportive; in some respects, these categories can be thought of as reinforcing or punishing further expression of emotion. Supportive responses are those that convey that it is all right to have emotions, that the child can cope with the emotion, and that the adult is interested, concerned, and not overwhelmed by the child's emotion. Supportive responses also help children address, cope with and manage their emotions. By contrast, non - supportive responses are those that discourage the child from experiencing and expressing emotions, and thus are unhelpful in teaching the child to cope with and manage emotions. These include being critical or punitive, becoming even more upset than the child, or ignoring the emotion altogether. A rare example of research on this process in the context of early childhood education. U.S. daycare teachers tended to verbally reinforce (or encourage) children's expressions of positive emotions, such as smiles and laughter, more often than expressions of negative emotions (Lindsey & Colwell, 2003).

### **5.1.2 Objective two; early child care and adult parenting**

The second objective in this study was to establish the relationship between early child care and adult parenting, the results indicated a significant relationship between early child care



and adult parenting with r-value 0.278 and 0.000 significance this was backed up by the qualitative data where by 91% of the 83 key informants cited that there's a thin line between early childcare and adult parenting. Therefore, null hypothesis was rejected and the alternative was accepted. Hence, early child care significantly improves the level of adult parenting. This is in line with Fung (2013)

Consequently, fathers who experienced negative discipline practices early in life employ more negative discipline practices on their own children. A limitation of prior researches is the relative dearth of evidence on how particular experiences during the first few years of life impact the development of parenting attitudes and behaviors in adulthood when individuals become parents (Kerr, Capaldi, Pears, & Owen, 2016).

In some instances, according to Harzber (2016), harsh environments can be buffered by individuals' adaptive behaviors, especially parenting behaviors that either improve or reduce an individual's character as a parent. He tried to argue that maybe it's because of this that individuals parent their children in a similar way they were parented however, this statement was based on personal opinion and was never backed with scientific evidence thus leaving the question of "why" un answered further., therefore, one of the key mechanisms through which early-life environmental conditions shape life history strategies in adults, including parenting orientations and behavior is likely to be dependent on the type of parenting an individual received. Taking the lens of Sroufe *et al* (2010), early child experiences may play a special role in determining how an individual eventually parents their own children.

### **5.1.3 Objective three; early child care and career achievement**

According to the study, there is a positive significant relationship between early child care and career achievement, this therefore implies that high levels of early child care improves career achievement in Rubaga division, Kampala.

These findings agree with Hooly (2012) who noted that career as the range of aspects of individual's life learning and work. It is an occupation or a profession that usually involves training or formal education. Article 26 of the UDHR gives every individual a right to education. Early child care is determined by the interaction between characteristics of the child, family and non-parental care experiences as well as factors in the child's larger social environment which is the family. In disagreement, Tim (2012) argued that career majorly

depends on one's talent this brings us back to the 37% of 83 key informants who argued that early childcare and career achievement as being different fields pointing out inventions and innovations.

Taking Tim's arguments (2012), People always choose the career they feel comfortable with. Looking at his argument from Schwartzman's point of view, children are modifiers whereby they use sticks into houses, mud into animals, make themselves mothers and fathers and definitely create their own family and community. This puts up a notion that their world is different.

## **5.2 Conclusions**

### **5.2.1 Objective one; early child care and adult socialization**

There is a positive and significant relationship between early child care and adult socialization, hence, effective early child care increases the level of adult socialization in Rubaga division, Kampala.

### **5.2.2 Objective two; early child care and adult parenting**

There is a positive and significant relationship between early child care and adult parenting, therefore good early child care significantly increases adult parenting in Rubaga division, Kampala.

### **5.2.3 Objective three; early child care and career achievement**

There is a positive and significant relationship between early child care and career achievement. Conclusively, high levels of early child care positively affect career achievement in Rubaga division, Kampala.

## **5.3 Recommendations**

### **5.3.1 Objective one; early child care and adult socialization**

The researcher recommends that parents should place high emphasis on early child care, this can be done through always sharing an affectionate and warm relationship with the children. Parents should teach children the practices and expectations associated with a social role or social circumstances. Early child care is determined by the interaction between characteristics of the child, family and non-parental care experiences as well as factors in the child's larger social environment which is the family.

### **5.3.2 Objective two; early child care and adult parenting**

The researcher recommends that parents, caregivers and government should always apply a complex activity that includes many specific behaviors that work individually and together to influence a child's outcome. It can be used to capture normal variations in the parents' attempt to control and socialize with their children. Healthy early childcare practices should be everyone responsibility.

### **5.3.3 Objective three; early child care and career achievement**

The researcher recommends that since career achievement majorly depends on the combination of one's talent and personal characteristics coupled with the social environment. People should always choose the career they feel comfortable with. Young children should be given the chance to live the life they find fit.

### **5.4 Contribution to the existing body of knowledge**

The following are the early child care used in improving adult life style in Rubaga division, Kampala; parent-child closeness, parental positive discipline, plus advice and decision-making involvement of the child. And the following are the measurements of adult life style; adult socialization, adult parenting and career achievement. Early Child Care (ECC) is considered as the range of processes and mechanisms that sustain and support development during early years of a person's life. This was based on the fact that the child's early years is the time for significant development and growth because its characterized by body strengthening, brain growth and connectivity, emotional competence, intellect among others which are the long-term benefits in an individual's life.

### **5.5 Areas for further research**

Prospective researchers and even students are encouraged to research on the following areas;

- 1) Early childhood experiences and addictions among the youth in Kampala district.
- 2) The effects of a Parenting style on adult lifestyle in Kampala district.
- 3) Comparative analysis of parental and non - parental care on child development in Kampala district, Uganda
- 4) Decision making involvement of the child in domestic matters on adult life style in Rubaga division, Kampala.
- 5) Family type and criminality in selected districts of Uganda.

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## APPENDICES

### APPENDIX 1: QUESTIONNAIRE FOR, LECTURERS, TEACHERS, WORKERS IN PUBLIC OFFICES AND WORKERS IN COMPANIES.

I, am KYOMUHENDO PELPETUA doing a Master's Degree in Social Work and Social Administration from Kampala International University. Apparently, am conducting a research titled "Early Child care and Perceived influence on Adult Lifestyle". I therefore, humbly request you to participate in this study with your valuable responses. Any information given shall be treated with utmost confidentiality and it shall only be for academic purposes only. Thank you in advance for your time and efforts.

#### SECTION A: Profile of the respondents

##### 1. Age

a) Below 20  b) 21-30  c) 31-40  d) 41-50  e) 51+

##### 2. Gender of respondent.

a) Male.  b) Female

##### 3. Marital status

a) Single  b) Married

##### 4. Education level

a) Diploma  b) Degree  c) Masters  d) others.

##### 5. Employment position

a) Lecturers  b) worker in private company  c) teacher   
d) Worker in a company

**SECTION B: EARLY CHILDCARE**

**Direction:** Below are some items that provide information on early childcare influencers, tick with the number that best reflects how you rate early childcare in your communities. Please use the answer key below;

<b>Rating</b>	<b>Response Mode</b>
4	Strongly Agree
3	Agree
2	Disagree
1	Strongly disagree

<b>Items on early childcare</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
<b>Parent- child closeness</b>				
You always shared an affectionate, warm relationship with your parents				
You would feel hurt or embarrassed whenever your parents corrected you				
When your parents praised you would beam with pride				
You used to share information with your parents				
Your interaction with your parents used to make you feel effective and confident				
<b>Parental positive discipline and advice</b>				
Your parents made sure you understand the consequences of every action				
Your parents made sure you knew that they have heard you in case you say something which is not good; from there and then they would correct it.				
Your parent’s eye to eye interaction would make you feel heard				
Your parents helped you to learn from your mistakes				
<b>Decision making involvement of the child</b>				
Your views were always required for decision making at home				
Your opinions were always considered				
You were always involved in planning for home matters				
You inherited assets, and benefits from your parents				

## SECTION C: ADULT LIFE STYLE

Dear teachers,

**Direction:** On the space provided before each option, indicate your best choice by using the rating system below:

Response Mode	Rating	Description
Strongly Agree	(4)	You agree with no doubt at all
Agree	(3)	You agree with some doubt
Disagree	(2)	You disagree with some doubt
Strongly disagree	(1)	you disagree with no doubt at all

Items on adult life style	4	3	2	1
<b>Adult socialization</b>				
You always adopt behaviors that minimize the effects of your own emotions on a situation				
You're always reflective and capable of learning from experience				
You're always interested in continuous learning and self-development				
You have the ability to make quick decisions even in uncertain and pressurized circumstances				
You're always free to share with people your personal experiences and challenges				
<b>Adult parenting</b>				
You are always with your children and help them do their work at home				
You usually Cain your children for misbehaving				
You can disown any child that doesn't follow your advice				
You and your children always sit and sort issues out in case of any misunderstanding				
Your children always follow whatever you tell them no matter the age				
<b>Career achievement</b>				
You got some skills that helped you attain the life you are living now from your parents				
Your job is related to the profession of your parents.				
You got everything you have by yourself				
You wish your children also do the type of job you are doing				
You finally became what your parents wanted all along				

## **Thanks for your participation**

### **APPENDIX 2: INTERVIEW GUIDE FOR, POLICE OFFICERS, POLITICAL LEADERS AND PEDITRICIANS (KEY INFORMANTS)**

1. Does early child care affect adult socialization?
2. How does early child care affect adult parenting?
3. Why do some parents refuse to care of their own children?
4. How can you bring parent and child together?
5. Explain briefly how early child care affects career achievement?
6. In your own view, how does the life one lives as a child affect the lifestyle, he/ she live as an adult?
7. Is there anything the government can do in child care field?
8. Are there any problems associated with giving too much care and attention to children that can affect their life in future?
9. What is your experience with your parent's care in your childhood and how is it related to your present life?
10. What are your personal recommendations as far as childcare is concerned?
11. Is there anything you would like to tell the researcher that is relevant to the topic other than the questions asked above?

**THANK YOU FOR YOUR PARTICIPATION**



## **APPENDIX 3: PLAGIARISM REPORT**