

**Perception of RMG Working Mothers on Caregiver Quality for
Children's Development at Factory Based Child Care Center**

By

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A thesis submitted to Brac Institute of Educational Development in partial fulfillment of
the requirements for the degree of
Master of Science in Early Childhood Development

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Brac University
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Declaration

It is hereby declared that

1. The thesis submitted is my/our own original work while completing degree at Brac University.
2. The thesis does not contain material previously published or written by a third party, except where this is appropriately cited through full and accurate referencing.
3. The thesis does not contain material which has been accepted, or submitted, for any other degree or diploma at a university or other institution.
4. I have acknowledged all main sources of help.

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Approval

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Ethics Statement

Title of Thesis Topic: Perception of RMG working mothers on caregiver quality for children's development at factory based child care center.

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1. Source of population

2. Does the study involve (yes, or no)

- a) Physical risk to the subjects
- b) Social risk
- c) Psychological risk to subjects
- d) discomfort to subjects
- e) Invasion of privacy

3. Will subjects be clearly informed about (yes or no)

- a) Nature and purpose of the study
- b) Procedures to be followed
- c) Physical risk
- d) Sensitive questions
- e) Benefits to be derived
- f) Right to refuse to participate or to withdraw from the study
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- h) Compensation and/or treatment where there are risks or privacy is involved

4. Will Signed verbal consent for be required (yes or no)

- a) from study participants
- b) from parents or guardian
- c) Will precautions be taken to protect anonymity of subjects?

5. Check documents being submitted herewith to Committee:

- a) Proposal
- b) Consent Form
- c) Questionnaire or interview schedule

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Executive Summary

Healthy early childhood development is important for all children, predominantly for the most disadvantaged children (Unicef, 2017). Appropriate care and stimulation in the early years had a deep influence on shaping a child's brain to attain optimum functional capability and stability (WHO, 2004). In Bangladesh the children of RMG working mothers are in a vulnerable state due to lack of quality care in factory based childcare center (Unicef, 2015). Despite laws, labor act 2013, 94(2) of trained caregiver, set in place for factory-based childcare provisions, garment workers still suffer due to the lack of quality childcare center and also because of the lack of awareness regarding the importance of early childhood development.

The objective of this study was to expose the current condition of two factory based childcare center through identifying RMG working mother's perception on quality of caregiving on their child's development.

The results show that the RMG working mothers have inappropriate perceptions on quality of caregiving. Consequences show that quality of childcare center depends only on the physical environment of center. The findings also indicate that, the mothers have lack of knowledge on early childhood development and only referred about physical and language development. Regarding mother's view on caregiver's engagement, findings shows caregiver should be motherly, loving, and patient also can engage with children while feeding, giving bath, taking to sleep, play time. Concerning the challenges to ensure the quality caregiving in RMG factories, mothers identified some challenges such as-lack of trained and educated caregiver, insufficient caregivers are the hurdles of quality care in factory based childcare center.

Based on the findings, some suggestions have been recommended for this study through strengthening professional capacity of caregivers, creating awareness among RMG working mothers and a large scale of study for further exploration on RMG childcare center.

Keywords: RMG Working Mothers, Child Care Center, Quality Caregiver, Early Childhood Development.

Dedication

I dedicate my dissertation work to my family, dearest husband and my 4 years old son Ahraz who have supported me throughout the process.

Acknowledgement

I express my sincere gratitude to BRAC IED, BRAC University for giving me the opportunity and providing necessary organizational support for successful completion of this thesis. I am thankful to my supervisor Ms. Syeda Sazia Zaman, Program Head, BRAC IED, BRAC University for her generous support, encouragement and technical inputs on a continuous basis. Without her support it would have not been possible to finalize the report within the time frame. I am also thankful to all the faculty members of BRAC IED, BRAC University for their guidance and cooperation throughout this MSc course.

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List of Acronyms

RMG: Readymade Garment

ECD: Early Childhood Development

IDI: In depth Interview

FGD: Focus group discussion

NICHD: The National Institute of Child Health and Human Development

UNICEF: United Nations Children's Fund

WHO: World Health Organization

BGMEA: Bangladesh Garment Manufacturers and Exporters Association

UN: United Nations

BLA: Bangladesh Labour Act

WB: World Bank

BKMEA: Bangladesh Knitwear Manufacturers and Exporters Association

Chapter 1: Introduction & Background

1.1 Introduction

Early childhood learning environment can have a radical effect on children's development than socioeconomic status, in this context parents and caregiver plays an important role to provide their children a healthy and good start in their early years (Caroline, et al., 2007). Ready Made Garment industry is the key sector of the Bangladesh's economy in terms of employment, production and foreign exchange earnings (World Bank, 1990). This tremendous success is greatly attributable to women workers, who account for the lion share of the total labor force employed in the sector. There are now 4,621 garment factories (BGMEA, 2018) in Bangladesh employing over three million people where 85% of these workers are women (Alam, 2011). In the garment factory, most of the female workers age is between 15 to 30 years and have small children (Begum, 2008). However, women workers in the garment industry are facing greatest concerns about the large amount of time they have to spend separated from their children as a result of their work (Alam, 2011). On the contrary, their children are being deprived from their care and subject to suffer from malnutrition and unhygienic complexities (Bhuiyan, et al., 2012).

Quality childcare is an essential service ensuring that children of working mothers grow up in a safe, healthy and nurturing environment. It also ensures working mothers to work efficiently without worrying about their children (Unicef, 2015). High quality child care can have a positive influence on children's development. Quality caregiver is one of the important factors associated with the quality of childcare center (Donoghue, 2017).

1.2 Statement of the Problem

Early childhood is a time of ideal development for any child but also is a time of vulnerability. High quality child care has a positive influence on children's development (Bennett, 2008). In a study Burchinal (2002) points out that caregivers tend to provide high quality care services to children when they have had more formal education and early childhood training.

Over the years as Bangladesh has tended towards industrialization, female participation in the labor force has increased and with it, we have seen the increased acceptance of women in the workplace. However, quality childcare is widely absent in Bangladesh's RMG sector (Unicef, 2015). Therefore, giving birth to children becomes a huge barrier for women's economic empowerment due to insufficient quality child care facilities, especially for children of RMG working women. Children who do not experience the nurturing care during their early years, are less healthy, grow poorly, learn less and complete fewer grades at school, are and earn less as adults (WHO, 2018).

Most of the garment's workers return homes at night and have no scope to guide or care for their children (Bhuiyan, 2012). Due to long working hours of RMG working mothers they hardly can give quality time to their children. Owing to lack of skilled caregiver in factory-based childcare, children of RMG workers are also at high risk of experiencing development delay in early years (Unicef, 2015).

For above reasons, it's important to know RMG working mothers' perception about the quality of factory-based caregiver for their child's development as the factory caregivers spends utmost time with their children.

1.3 Purpose of the study

The study intends to explore RMG working mothers' perception on caregiver quality for child's development. The study will explore the RMG working mothers' understanding of child's development and quality of caregiver for factory based childcare center to find out the challenges to ensure quality of care in RMG childcare center.

1.4 Significance of the study:

According to child care researcher higher-quality care is associated with better developmental outcomes, and lower-quality care with poorer developmental outcomes (Barbara, 2000). When care is consistent, developmentally appropriate, emotionally supportive, and when the environment is healthy and safe, there is a positive effect on children and their families (Doman, et al., 2015). Children who are exposed to poor-quality care in the childcare are more likely to have unmet socio-emotional needs and be less prepared for school demands (Elain, 2017).

Quality caregiver is one of the important factors associated with the quality of childcare center (Elain, 2017). However, Caregiver are responsible for the care and well-being of children and typically entails responsibilities such as bathing, dressing, feeding and overseeing the safety and emotional needs of the children (Barbara, 2007).

Also, quality caregiver is missing in the RMG factories where majority of workers are women and have small children (Shahidul, 2015). Therefore, it is important to know the perception RMG mothers about the quality of caregiver on their children's outcomes.

1.5 Operational definition:

Perception: Perception means organization of information, thought and interpretation to understand something. Perception develops through combination of sensory information, experience and knowledge. Mothers' own expectations, needs, unconscious ideas, and conflicts can influence their perception (Merriam-Webster, 2012).

In this study mothers' perception was defined through what they perceive about quality caregiving on their child's development or some practices that are constructed by their own knowledge, experiences, culture, and values they had.

The ready-made garment sector of Bangladesh: The RMG sector has been one of the driving forces behind Bangladesh's economic development over the past decades ever since its rapid expansion in the late 1970s, Bangladesh has become the second largest exporter of garments in the world after China (Habibur & Sayeed, 2015). Moreover, UNICEF (2015) report illustrates that estimated 3,500 export-oriented factories are believed to either directly or indirectly support the livelihoods of more than 25 million people, particularly women and children. The majority of garment workers are women, many of whom have migrated from rural to urban areas in search of employment (Awaj foundation, 2019). Scholars have found a positive association between female labour force participation and economic growth thus women are getting opportunity to enter the formal workforce, offering an important source of income, economic independence and greater decision-making power (Selim & Sayema, 2018).

Quality Caregiving: Studies support the concept that caregivers with specialized training in child development are more interactive, helpful, talkative, playful,

positive, and affectionate in their interactions (Snider & Fu, 1990). Results of a longitudinal study found that caregivers who attended a year-long training program displayed more positive, less punitive, and less detached relations with the children in their care as compared to non-trained caregivers (Arnett, et al., 1990). Most early childhood educators agree that college-level preparation in early childhood or child development, with supervised experience working with young children, is an essential prerequisite for center staff (Barnett, 2003). According to Burchinal (2002) caregivers with formal education in early children or had training were rated as more sensitive in interactions with children and provides higher quality care than other caregivers.

Factory based childcare center: According to the 2013 Labor Act, factories with more than 40 workers are required to provide suitable childcare facilities for workers' children up to the age of six. However, UNICEF (2015) report mentioned that garment factories often view factory-based childcare as a mere compliance requirement, as a result the quality of childcare rooms is often substandard and the caregiver are not trained or qualified on child care. Another study revealed that a significant number of daycare centers located in factories are used only during buyer visits and sometimes the factory opens a childcare center, but not hire caregiver consequently the factory-based childcare often remains nonfunctional (Awaj foundation, 2019).

Child development: Child development refers to the sequence of physical, language, social and emotional changes that occur in a child from birth to adulthood (Allen & Kelly, 2015). Also, Clinton (2016) showed in his journal responsive and reliable relationships with caregivers are essential for the healthy development of infants and toddlers. According to a study, a child's environment

is a key factor for proper development (Ferguson, 2013). In Bangladesh a healthy development depends on especially after birth, being surrounded by nurturing and loving caregivers in a supportive family/childcare environment that contributes to the child's holistic development (IFC, 2019).

1.6 Research Objective & Questions

Objective: I have two objectives for doing this study, they are given below:

- To know the perception of RMG working mother's on caregiver quality for their children development.
- To explore in what extent a caregiver is engaged in factory based childcare center.

Research questions:

- What are the perceptions of RMG working mothers regarding quality caregiver?
- What are the views of mothers regarding caregiver's engagement in childcare?
- What are the challenges to ensure the quality of care in RMG childcare center?

Chapter 2: Literature Review

A careful review of relevant literatures was done below to correlate the current study with similar studies. The areas that are considered to be reviewed were, to know the perceptions of RMG working mothers about the quality of caregiver in factory-based daycare for the development of children and child outcomes and the factory-based Childcare in Bangladesh context. Every country has some safety net programs for its citizen. Particularly for women as they already are in backward position. After maternity leave when a woman comes out for a job, she also needs to perform her biological duty as a mother. A woman in spite of having formal job needs some special facilities before and after child birth and some help to take care of herself and the child (Nishat, 2018).

In a developing country like Bangladesh labor force is very important issue, development is dependent upon labor specially the skilled and educated labor. Women are half of the population but only 33.5% could manage to contribute to the national work force (Labour Force Survey, 2013). Although laws are set to protect both mother and the child's right in the work place but there is no implementation due to the gapes of labor law. Our labor law was enacted during the British rule of the subcontinent, in 1881. Later, laws concerning different labor issues such as The Factories Act (1881), Workmen's Compensation Act (1923), Trade Unions Act (1926), Trade Disputes Act (1929), Payment of Wages Act (1936), Maternity Benefits Act (1939), and the Employment of Children Act (1938) were a few of the employment/labor laws enacted during that period. After the separation of the Indian sub-continent in 1947, almost all the laws during the pre-partition period were kept in force with some modifications and amendments, in the form of administrative rules, by the Pakistan Government (Jakir et al., 2010).

In 2006 The Labor Act, was enacted regarding industrial relation system through codification of existing labor laws in order to avoid overlapping and inconsistencies and brought some significant changes in industrial relation system. Later in 2013 the labor act of Bangladesh was amended for reserving the benefits of factory workers. In the amendment Labor Act 2013, there were three distinct Acts for the regulation of daycare benefits for RMG working women. According to the 2013 Labour Act, factories with more than 40 workers are required to provide suitable childcare facilities for workers' children up to the age of six. Section 94 (2) of labor Act 2006 states that the daycare room shall be supervised by an experienced or trained woman in the care of the children.

2.1 Childcare Quality:

The quality of child care is measured in two ways one is process quality such as rating of interactions, activities, health and safety and another way is structural characteristics child–adult ratio, group size, and caregiver background (Deborah et al., 2000). According to childcare researchers, the established view is that child care quality contributes to children's developmental outcomes, higher quality care being associated with better developmental outcomes and poorer quality care being associated with poorer outcomes for children (Phillips, 1987). A study points out that caregiver tend to provide high quality care services to children when they have had more formal education and early childhood training (whitebook et al., 1989). Additionally, some studies had also measured children's cognitive and language development it has been proven that those children socially, emotionally and cognitively better off when they enrolled in quality childcare center (Mary, 2002). Much of this literature indicates that children who experience better quality care tend to display more optimal cognitive and social development than children who experience lower quality care.

2.2 Caregiver Quality:

Training and education of infant and toddler's caregiver is one important factor associated with quality of child care center (Kreader et al., 2015). According to the national childcare staffing study caregiver tend to provide high quality care services to children when they have had more formal education and early childhood training (Whitebook, et al.,1989). Studies support the concept that caregivers with specialized training in child development are more interactive, helpful, talkative, playful, positive, and affectionate in their interactions with

children (Snider et al., 1990). According to study caregiver should be loving, stable, secure, and stimulating relationships with children in the early years has a great impact on child's development (Bennett, 2008). There are Four dimensions that defines the quality of caregiving- synchrony, nurturance, stability of care, and commitment (Mary et al.,2013). Sensitivity and responsiveness have been identified as key features of caregiving behavior related to positive health and development outcomes in young children (WHO, 2004).

2.3 Global Context on Quality of Caregiver:

In Global context, many western countries have non-parental child care for toddlers due to parental commitments in employment (Brownlee et al., 2007). In Singapore Ministry of Community Development Youth and Sports (MCYS), introduced the Early Years Development Framework (EYDF) in 2011 to ensure the quality of care for infants/toddlers. The EYDF is aimed at guiding and setting standards for quality care for infants/toddlers as well as enabling childcare staff to adopt appropriate practices and create nurturing environments to support the growth and development of infants/toddlers in Centre based programs (Karuppiah, 2015). According to researcher the childcare staff's level of qualifications and training has a strong influence on their epistemological beliefs and this in turn affects their abilities to provide quality interactions and programing which will promote learning and development among infants/toddlers (Brownlee et al, 2009).

According to U.S department of Health and Human Service, Training and education of infant and toddler caregivers is one important factor associated with the quality of child care (Kreader, et al., 2005). In Australia, The Early Years

Learning Framework and Guide to the National Quality Standard (2013) are the national policy papers followed for ensuring the quality of the early childhood education and care through child care centers (Tariqul, et al., 2016).

Some recent studies which were conducted in countries such as the Netherlands and Israel have shown that quality of care for infants/toddlers in child care center cannot be taken for granted (Karuppiah, 2015). That's mean these countries are prioritizing the significance of quality care in early years. According to Convention on the Rights of the Child (CRC) Article 27 (1) States Parties recognize the right of every child to a standard of living adequate for the child's physical, mental, spiritual, moral and social development.

2.4 Bangladesh's context about childcare:

In Bangladesh, there are major inconsistent in the knowledge and practices of early childhood care and development for the unprivileged children and one of the reasons for such problems is that low paid working mother do not have quality daycare due to lack of knowledge on importance of quality daycare for their child's appropriate development. According to our country's context, RMG working women often work long hours and return homes at night (Bhuiyan, 2012). Therefore, they have no scope to guide their children for education (Mohammad, 2011). Moreover, quality childcare is an essential service ensuring that children of working mothers grow up in a safe, healthy and nurturing environment (Nishat, 2018). It is also critical to ensure that mothers can continue employment when returning from maternity leave, giving them the security that their child is protected and has access to early childhood development opportunities (WHO, 2018). Additionally, factory-based childcare can ensure working mothers are able to breastfeed during working hours. Where quality

childcare in factories exists, it can also be a motivator for women to seek employment in the RMG industry as it enables them to earn an income while raising their child (Unicef, 2015). According to a study only 62 per cent workers are sending their children to schools (Bhuiyan, et al., 2012). Childcare centers are still quite alien to our cultures and to working mothers due to lack of trust in childcare centers. Most people in our country are not very familiar with the concept of childcare centers, and have still not developed the confidence in those centers (Daily star, 2019). Childcare centers in our country are still seen as the last resort for working parents when they have absolutely no other option available (Wasia, 2009).

2.5 Factory-based childcare:

Although a huge number of women are employed in the garment sector, quality childcare is widely absent in Bangladesh's RMG sector (Awaj foundation, 2019). According to 2013 Labour Act, factories with more than 40 workers are required to provide suitable childcare facilities for workers' children up to the age of six. However, garment factories often view factory-based childcare as a mere compliance requirement, as a result the quality of childcare rooms is often substandard and the caregiver are not trained or qualified on child care (Unicef, 2015). Consequently, the law did not mention the education qualification of a caregiver or any pre requirement to become a caregiver for factory-based crèche (Labor Act, 2013). Since the factory caregiver spends more time with workers therefore, ensuring the quality of a caregiver is important.

Subsequently, Sometimes the factory may open a center, but not hire caregivers, thus rendering the factory-based childcare remain inoperable or unreliable and do

not sustain for a long a time (Awaj foundation, 2019). As a result, the quality of childcare center in RMG sector is often substandard due to lack of trained caregiver.

In June 2007, an NGO has conducted a survey on 55 garment factories and found daycare centers only in 15 factories (Shahidul, 2015). Thus, the quality of childcare rooms is often substandard, and managers have no incentive to ensure workers bring their children to work. Poor supply of adequate childcare is both a cause and a consequence of lack of demand. The absence of trained and qualified caregivers can exacerbate lack of trust among mothers, entrenching social preferences to leave children at home where they are either unattended or with grandparents or older siblings. Some mothers also prefer leaving their children in the villages where they originated. Other barriers preventing mothers from using factory-based childcare is perception of RMG mothers that factories may not be safe enough for children (UNICEF, 2015).

Chapter 3: Methodology

A qualitative study has been done for selecting the sample. Samples has been selected by systematic sampling technique with the help of factory management. Sample has been selected through 2 focus group discussion with 12 RMG working mother who has 2 to 3 years old child and have childcare facility in the factory. 4 RMG working mothers has been involved through in-depth interview.

3.1 Participants

The participants of the current study were RMG working mothers who has 2 to 3 years old children and keeps their child in the factory based child care center.

Four RMG working mothers were interviewed in depth on their perception. A focus group discussion was held among 12 mothers to know their perception.

3.2 Research Site

The research sight was selected purposively from 2 factories located at Dhaka and Narayanganj. Data was collected from RMG sector who has factory based childcare center facility for their workers.

3.3 Research Approach

The research was an exploratory study which gathered in depth information about the perception of RMG mothers during lunch hours. Since the nature of the study was to explore the perception and practice, therefore it followed a qualitative data collection approach. The ultimate focus of the study was to gain deep understanding of the knowledge and practice of RMG working mothers' regarding the importance of quality caregiving for their child's development.

Necessary approval was obtained from the ethical committee of BRAC University on data collection process before the interviews were conducted. The interviews were conducted by the researcher herself. The interview took place inside the factory. The duration of the interview was approximately 45-60 minutes.

3.4 Data Collection Methods

Focus group discussion guidelines and thematic in-depth interview (IDI) guidelines was followed. To get the adequate information twelve mothers in two factories in Dhaka and Narayanganj was interviewed and two focus group discussion was done in these two factories.

3.5 Sampling Procedure

Data was collected from RMG sector. The factory management had communicated with the workers about the data collection process. The data was collected through in-depth interview with RMG working mothers. Socio economic background information was collected from mothers through in-depth interview. Interview questioner was unstructured/ informal and in-depth so that we can understand the overall perception of mothers on quality caregiver. Consequently, another day focus group discussion was done. Thick description of each data was collected. Tape recorder was used during FGD to record data. Field note and journal was also used as document for collecting data.

3.6 Data Analysis

Qualitative Data Analysis refers to the processes and procedures that are used to analyze the data and provide some level or explanation, understanding, or interpretation. Qualitative data analysis typically occurs simultaneously with the data collection. Therefore, meaning and understanding often develop slowly over time in a non-linear fashion. My data analysis was started as soon as I started sampling. Therefore, following data collection, the accumulated data was edited properly. Next, I have organized and categorized data as per collection process. Research questions were reviewed. Data from Interview & focus group discussion was summarized. Memos from field notes were also interpreted. Next, the data was categorized under theme and sub theme. Under the themes, thoughts and insights were written. The patterns of behaviors, responses, knowledge and practice observed and analyzed according to the theme. Then data have been

summarized with the final findings and a report has been prepared based the study.

3.7 Ethical Issues

Ethical guideline was followed throughout the data collection process. The objective of the study was being shared by the participants clearly. Oral consent was taken before collecting the information from the participants. Researchers had ensured that participants had the option to withdraw from giving interview at any time. Participant's name, age and designation have not been disclosed considering the ethical issues.

3.8 Validity & Reliability

Interview guidelines and observation checklist was checked and reviewed by the other faculty members. In this qualitative research, data validity and reliability refer to the diversity of the narrative data and data should represent the knowledge and practices of the RMG working mothers' regarding quality of caregiving for child's development. Here, the data involved using information from in-depth interviews and observation which increased the validity of the study.

3.9 Limitations of the Study:

The study was conducted only on two factories that have childcare facility for RMG workers. The sample size was not enough considering the population of Urban Dhaka city. The study was conducted only on the RMG sector which means private sector working mothers and other professional mothers was excluded from the study. Therefore, it will not possible to generalize findings.

Chapter 4: Results & Discussion

There are two parts in this chapter. First part is 'Results'. Here the data collected through two different tools. For example, in-depth interview of 4 RMG working mothers and 2 focus group discussion with the mothers in two different factories. In the second part, the data was and discussed in light of literature and researcher's reflection. This part was concluded with a conclusion and some recommendations based on knowledge gained from the study.

4.1 Results:

The findings of this study have been extracted from the information collected from in depth interview of 4 RMG working mothers and from focus group discussion of 12 RMG working mothers in two different factories. This chapter will shed light on findings of the study and discussion on them. To understand the RMG working mothers' perception on quality of factory-based caregiver we segregated the IDI and FGD questioners into three major themes- perception of mothers regarding the quality of factory based Creche, Mothers view regarding the engagement of caregivers with the centers children, and the challenges to ensure the quality of the caregivers in factory based Creche. In the mother's perception section, RMG working mothers' belief and understanding regarding the quality of daycare center and quality of caregiver was highlighted. In the mother's view regarding caregiver's engagement section we have emphasized on the daily activities of caregivers and their technics to handle the children. Lastly, the challenges of caregiver's and factories to ensure the quality of the childcare center.

4.1.1 Demographic Information

Demographic data for age, educational qualification and experience of the RMG working mothers were presented in this study. 4 Mothers were interviewed from two different factories. The age of respondents mothers were from 20 years to 30 years. Out of 4 mothers, one respondent studied up to 6th grade, up to 5th grade, one up to 8th and another one up to masters. All of them have 5 to 8 years work experience.

4.1.2 Perception of RMG working mothers about the quality of care:

Since the first objective of the research is to know the perception of RMG working mothers on caregivers quality for their childrens development, this part presents the findings on the perceptions of mothers on quality of caregiving on their childs development. Perception was explored based on the perspective of – quality of daycare, does childcare center influence child development, understanding their knowledge of early childhood development and factory based caregiver’s role for children’s development.

Quality of childcare:

According to all the participants of IDI and FDG, their factory-based daycare is a good quality daycare. One of the participants said, quality of the childcare means a childcare that has play materials, good ratio of caregiver and good physical environment (Personal communication: interview # 1, Date: 22.08.19). Another participant said, a good quality childcare means that ensures the safety of the children’s so that we can work tension freely and if the center has television for ensuring the entertainment of the children (Personal communication: interview# 2, 22.08.19). Another mother from another factory said, a good quality childcare

center needs to have enough toy materials for the children's, caring caregiver and spacious (Personal communication: Interview #1, 25.08.19). One more participant said, quality of daycare depends on the toy materials, caregiver, food and safety of the children (Personal communication: Interview # 2, 25.08.19).

These findings give a reflection that considering the RMG working mother's quality of a childcare center is the physical environment of the center considering the other elements.

Understanding of Early childhood development:

To understand the perception of mothers regarding early childhood we have seen their perception did not vary much from one to another. All participants mentioned that children gain various skills at this age. For example; how to stand, walk, talk, share, play, interact, imitate and learn from experience at this stage. However, inconsistent opinion was recorded on the early childhood age among the mothers. Half of them had similar responses on the starting age but differed in the finishing age. According to one mother when the child is acting according to their age or doing things what they should be doing at a particular age, then it can be said that appropriate development has taken place (Personal communication: Interview # 1, 22.08.19). Another mother thinks, early childhood development means proper development and learning to walk and talk (Personal communication: Interview # 2, 22.08.19).

Most of the mothers said, children did not start talking just after birth, children learnt to talk, stand, crawl, walk that is called early childhood development in early years (FGD#1, 22.08.19). They also mentioned that children learnt how to communicate, learnt rhymes, songs at this stage and started to get introduced to

their surrounding world (FGD#2, 25.08.19). Another mother said, age wise development is important for a child at early age (Personal communication: Interview #2, 25.08.19).

From the above findings we can sum up that mothers did not have much explicitly knowledge regarding Early Childhood Development. However, they all demonstrate similar basic knowledge of child development among themselves.

Interaction with children:

According to most of the mothers their children learnt to sing and dance after joining the factory-based daycare (FGD#1, 22.08.19). One mother said her daughter mixes with other children nicely and learnt many rhymes (Personal communication: Interview # 2, 22.08.19). One more mother said, her daughter learnt rhymes and stories after coming to the factory-based Creech (Personal communication: Interview #1, 22.0.19). Further a mother said, her daughter now able to interact with other children's and loves parallel play and shares her food with other children (Personal communication: Interview # 1, 25.08.19). In addition, one mother mentioned that her son became social after joining the factory based childcare center (Personal communication: Interview #2, 25.08.19). Another mother said, her child learnt manner such as greetings from the caregivers (FGD#2, 25.08.19).

Based on the statement of most of the mothers regarding the importance of interaction between caregiver and child in childcare center they think it is important to interact with the children while teaching songs, dance and rhymes.

Caregiver's role as a Mother

According to most of the mothers, caregiver plays an important role in a child's life as they spent most of the time with their caregivers than their parents therefore, they should play a role of mothers and should be friendly, talkative, storyteller and sympathy (FGD# 1, 25.08.19). Another mother said, caregiver's role should be feeding their child timely, playing with them and taking good care of their children as they could not give time to their children (Personal communication: Interview #1, 22.08.19). Another mother said a caregiver's role should be feeding children timely, giving bath and teaching (Personal communication: Interview # 2, 22.08.19). Further a mother said, a caregiver should feed their children timely, put them asleep and loving them (Personal communication: Interview # 2, 25.08.19).

It has been found that caregivers play a role of mother in the center, their main responsibility should be feeding, giving bath and taking children to nap timely.

Caregiver' skills:

Regarding the caregiver's qualification or training, maximum of the mothers thinks, Caregiver training or education is not a necessity rather caregiver's quality should be patient and caring. (FGD# 22.08.19 & 25.08.19). Another mother shared caregiving training is not essential but if the caregiver gets any training on caregiving, they can do their work perfectly (Personal communication: Interview # 2, 22.08.19). In this regards another mother's statement was, caregiver training is important as our child's spends their most of the time with the caregiver in factory based childcare center (Personal communication: Interview # 1, 25.08.19). Many of the participants also mentioned that caregiver training is important for children's development (Personal communication: Interview # 1&,3 22.08.19).

The general perception among all mothers regarding the quality of caregiver is patient and caring and if the caregiver got any training on caregiving that will add value to their work.

Behaviors of caregiver towards children:

Considering the behavior of caregiver one mother stated, caregiver should be loveable and patient otherwise the children will stop coming to childcare center (Personal communication: Interview# 1, 22.08.19). Another mother mentioned, my daughter is very impatient and does not likes to eat but the factory caregiver is persistent and feeds my daughter and takes care for her patiently (Personal communication: Interview # 2, 22.08.19). Further two mothers stated, caregiver behavior should be good with children's otherwise our children's will not come to our factory based childcare center (Personal communication: Interview # 2 & 3, 25.08.19). In additional another mother said, caregiver's behavior should be like a mother and friend who will give sympathy when our children get downhearted (Personal communication: Interview # 2, 25.08.19). Another mother said, caregiver's behavior should be understandable who understands their children during potty time and frustration.

To sum up we found that caregiver's behavior should be patient, loveable, understandable and friendly.

Importance of play:

Regarding the importance of play all the mothers think play is important at early years (FGD# 22.08.19, 25.08.19). Another mother shared her son learnt sharing through play (Personal communication: Interview # 1, 25.08.19). Another mother

mentioned since our children are small, they have nothing to do except play (Personal communication: Interview # 2, 22.0817).

We found that all mothers think play is important but could not illustrate why it is important.

Differences among trained and untrained caregiver:

Most of the mothers said the trained caregiver understands the need of the children most (FGD#1, 22.08.19). Another mother mentioned one caregiver got training on caregiving among 3 caregivers and she works according to the curriculum of the children (Personal communication: Interview# 1, 25.08.19).

One mother mentioned, the trained caregiver understands if any child feels sick or gets sick (Personal communication: Interview # 3, 22.08.19).

Therefore, the reflection of mothers regarding the training of caregiver was, the trained caregiver understands the childcare child better than other caregivers and follows the routine.

4.1.2 Caregivers engagement in childcare:

Caregiver's role and engagement:

Regarding the role of caregivers towards the children, majority of mothers stated, caregiver's responsibility should be taking care of our children, feeding, giving bath, napping and playing (FGD# 22.08.19 & 25.0819). Another mother said, caregiver's responsibility should be storytelling, feeding and keeping our children asleep (Personal communication: Interview # 1, 25.08.19). Further a mother mentioned, caregiver's responsibility should be taking care of the children,

soothing upset child, playing and taking nap (Personal communication: Interview # 1, 22.08.19).

Therefore, we found that according to RMG working mothers, caregiver can be engaged with the center children through feeding, bathing, taking sleep and playing.

Involvement with children during playtime:

In terms of involvement of caregivers through play, majority mothers mentioned that the caregiver plays with their children throughout their stay at center (FGD# 22.08.19, 25.08.19). One mother said her child said their caregiver auntie plays with them and tells them stories but I do not play with him at home like her caregiver auntie (Personal communication: Interview #2, 25.08.19).

To sum the findings all the mothers mentioned that the factory caregiver plays with their children but they do not know what type of play the caregiver plays with their children.

Engagement during meal time, naptime and bath time:

To understand the engagement of caregivers with the children, mothers were asked what their factory-based caregiver should do during meal, bath and sleeping time. The response of most of the mothers were, caregiver should be patient during feeding time and wash our child's hands before taking meal, should give bath to our children with soap, should stay with the children during nap time and give them blanket (FGD#1, 22.08.19). Other mother said, caregiver needs to be careful during meal, bath and sleep time (Personal communication: Interview #1, 25.08.19). Another mother said, the caregiver should talk to their children or tell them stories (Personal communication: Interview 2, 25.08.19).

From above responses we found that mothers think caregiver should be patient, careful during the feeding, bath and naptime. However, no mother mentioned how the caregiver can get engaged with childcare children while feeding, napping and bathing time.

Responsiveness:

According to most of the mothers their factory care giver is responsive to their children's need (FGD# 2, 25.08.19). Some mother mentioned that if their child became upset and starts crying the caregiver takes them to their arms tries to sooth them by roaming around the room (FGD#1, 22.08.19). Another mother mentioned if her daughter cries in the center the caregiver tries to distract her by playing, the caregiver also understands if her daughter gets hungry or wants to sleep (Personal communication: Interview # 1, 22.08.19).

To sum up we found that the mothers reflects that caregiver needs to be responsive to the cues of children when the child gets upset.

Caregiver's role in conflict resolving:

To understand the mother's perception about caregiver's interaction with children during conflict time, we asked how the caregiver would manage if any child misbehave or breaks any toy or fights with other children. The response of two mothers was, the caregiver should intervene when the children are in conflict with toys and counsel them and teach them good behavior (FGD# 25.08.19, 22.08.19). Another mother mentioned, it's important to be strict sometime to handle their children (Personal communication: Interview #2, 22.08.19).

The mother's responses illustrate that the caregiver should manage the frustration of the children through counseling and good behavior.

Curriculum:

In terms of following any curriculum in the day care center most of the mothers think having a daily curriculum in the daycare center is very important it helps a child to become proactive (FGD#1, 22.08.2019). Another mother thinks curriculum helps a child to tech rules and regulation (Personal communication: Interview # 1, 22.08.19). Additionally, a mother shared curriculum is necessary for keeping children active and engaged (Personal communication: Interview #1, 25.08.19).

Therefore, the findings show that curriculum is important for a caregiver to keep the children active and engaged.

Safety and Security:

Regarding the safety and security all the mothers are leaving their children in the childcare because they have trust on the childcare caregivers (FGD# 22.08.19 & 25.08.19). Another mother said, she works tension free because their child is safe and secured in the factory-based childcare (Personal communication: Interview #1, 22.08.19). Most mothers stated their factory childcare center has a register book to monitor who is entering childcare center and only mothers are entitled to take their children from childcare center (FGD#2, 25.08.19). Another mother said, ensuring safety and security is most important for a caregiver so that our children feels safe with them (Personal communication: Interview # 2, 25.08.19). One of the mother mentioned, the caregiver can ensure the safety of their child through not keeping any harmful materials or objects in the childcare room (Personal communication: Interview # 3, 22.08.19).

From the above discussion we found that only two mothers mentioned about how to minimize the hazards of the childcare and rest of the mothers mentioned how they feel about the safety and security of the factory-based childcare.

4.1.3 Challenges to ensure the quality of caregiver:

Lack of trained caregiver:

Concerning the challenges of quality caregiving most of the mothers mentioned all the factory-based caregivers are not trained up on caregiving (FGD#2, 25.08.19). One mother mentioned, only the trained caregiver understands if any child feels sick or gets sick (Personal communication: Interview #3, 22.08.19). Another mother mentioned one caregiver got training on caregiving among 3 caregivers and she works according to the routine of the children (Personal communication: Interview # 1, 25.08.19).

Insufficient numbers of caregivers:

Regarding the challenges to ensure the quality caregiving in factory childcare center one mother said, their childcare center do not have enough caregiver for their children so all the children do not get appropriate care (Personal communication: Interview # 1, 25.08.19). Most of the mothers said their factory-based childcare has 2 caregivers that are not enough for their 30 children (FGD#1, 25.08.19). Most of the mother said their factory has lack of budget for sustaining additional caregivers (FGD#2, 25.08.19).

The mothers expressed lack of caregivers is a one of the challenges to ensure quality of caregiving so they think their childcare needs more caregiver to ensure the quality.

Lack of Caregiver's management skill:

Regarding the space of childcare center most of the mothers said their children do not get enough space for play or run due to lack of space (FGD#1, 22.08.19).

Another mother mentioned, their factory-based childcare is for newborn to 2 years old children so the big children do not get enough space for physical activity (Personal communication: Interview # 2, 22.08.19). Another mother expressed they moved Dhaka from village for this factory job and her son misses the big space where he used to run and play back to the village (Personal communication: Interview # 1, 25.08.19).

The mother thinks small space is a challenge for ensuring quality caregiving however no mother mentioned whether the caregiver is unable to perform her role due to lack of quality skill.

Caregiver's performance due to Lack of materials:

Regarding the availability of toy materials, most of the mothers said their childcare center do not have enough toy materials in the childcare center as a result most of the time their child fights for one toy (FGD#2, 25.08.19). Another mother shared, their factory daycare center has lack of age wise activity, rhymes and play materials (Personal communication: Interview #1, 22.08.19). Another mother thinks she will not consider a childcare good standard unless it has enough materials for the children (Personal communication: Interview # 3, 25.08.19).

Based on mothers' statement of lack of materials is obstructing the quality of caregiving however no mother mentioned whether lack of materials have any effect on caregiver's performance.

4.2 Discussion:

This research explores the perception of RMG working mother about the quality of caregiving on child's development based on the in-depth interview (IDI), focus group discussion (FGD) findings and reviewing the literatures.

4.2.1 Perception of RMG working mothers' regarding quality caregiver:

Focus group discussions also identified that knowledge of quality childcare was low amongst working mothers in the RMG sector. The result of interview reflects that quality of a childcare center is only the physical environment of the center considering the other elements. In a study it reveals that the quality of child care can be measured in two ways, process quality and structural characteristics.

Process quality is rated by observing what occurs in child care settings such as children's interactions with caregivers and peers to activities, and health and safety measures. Structural characteristics are graded by noting the child-to-adult ratio, the size of each group of children, and the level of caregiver education and training (Deborah & Barbara, 2000). Similarly, research suggests when low-income families receive higher quality child care, mothers are more likely to keep their jobs, work more hours (Meyers, 1993).

The current study also found that knowledge on Early Childhood Development was not demonstrated explicitly among the mothers. They all had similar basic understanding of ECD among themselves. For example; Majority of caregivers demonstrated similar knowledge on definition of early childhood, importance of ECD, factors that influence early childhood, understanding the appropriate development in children. However, they varied in identifying the factors that influence child's development at early childhood. Most of the Ready-Made

Garments working mother are younger, have a lot of children, with a low level of education (Asma Akter, et. Al., 2017). Therefore, their knowledge regarding the importance of early childhood development is low.

The in-depth interview among the mothers also demonstrated their perception regarding the role of the caregiver in the childcare center. According to the mothers a caregiver should play a role of a mother. In the study, Donald Winnicott (1965) described the caregiver's role in the early relationship with the infants as a stage of primary maternal pre-occupation. This is a period of heightened awareness on the part of the caregiver to the state, emotional expressions and behaviors of the infant. This awareness enables the caregiver to adjust sensitively and responsively to the child's needs (WHO, 2004).

The study also discussed the mother's perception regarding the caregiver's skills for providing quality care to the childcare children. The finding illustrates, that the mother's caregiver's main skill is to be patient and caring and if the caregiver gets any training on caregiving, this will help to do the work properly. According to Burchinal et al., (2002) caregiver's level of education is a better predictor of quality than group size or adult-child ratio. Moreover, specialized training is more strongly associated with quality in the case of infants and toddlers (Howes, et al.,1992).

In the current study in term of interaction of caregiver is important while teaching songs, dance, rhymes and manners. Similar opinion was found in an article, caregiver can nurture positive interaction through social interaction including conversation, songs, rhymes, sharing books and stories. However, no mother mentioned about the importance of caregiver's interaction for child's

development. The young child's development depends on the child-caregiver interaction (Kibel et al., 2008).

The study findings showed that play is important at early years yet, no mothers mentioned the importance of play for development. Literature finds, Play allows children to be attentive to the process at hand, and children display a positive affect when playing (Nell & Drew, 2013). Consequently, play is as important to their development as food and good care. Playtime helps children be creative, learn problem-solving skills and learn self-control (US Dept. of Health and Human Services, 2000).

4.2.2 Caregivers engagement in childcare:

The Result showed that most of the participants think caregiver's main role should be feeding, bathing, making them to sleep and playing with center-based children. On the other hand, according to a study, caregivers who have a loving, stable, secure, and stimulating relationships with children in the early years has a great impact on child's development (Bennett, 2008).

The present study illustrated that the caregiver should manage the frustration of the children through counseling and good behavior. According to literature, most children are capable of responding to positive communication and of developing to their full potential (Unicef, 2011).

Results demonstrate that most of the mothers' think daily curriculum in the daycare center is very important because it helps children to become active and engaged. According to an article quality child care should have age-appropriate and child centered curriculum (Collaborative for children, 2018).

Another outcome of this study regarding ensuring the safety and security through caregiver, was keeping hazards thing away from children, keeping register book and making feel children safe. Children should be supervised at all times to ensure their development, safety and well-being (Save the children, 2008).

The findings demonstrate the mother's perception regarding caregiver engagement with children needs to be responsive. Responsive caregiving is essential to the wellbeing of infants, children birth to 3 years old (Brebner, et al.,2015). Responsive caregiving is essential to infants' wellbeing because it fosters healthy brain development (Texas Child Care quarterly, 2016).

In the current study, the general perception of the mothers regarding caregiver's engagement during meal, nap and bath time was being patient and careful since their child does not want to eat and sleep. Only one mother mentioned the caregiver should talk and recite stories during that time. The majority of the mothers did not mention the importance of talking during meal, nap and bath time. The Hoff (2013) found a complex picture of the effect of four activities mealtime, dressing, toy play and reading on language input measures. While reading and dressing activities produced much higher overall measures of the rate of speech than toy play or mealtime, dressing scored significantly lower than the other three measures on a measure of lexical complexity. In a later analysis of the same data set excluding dressing, the child's own productions were found to vary in richness across settings, with book reading scoring highest, while the quantity of the child's speech did not differ across settings (Soderstrom & Wittebolle, 2013). Similarly, in the research on 'the effect of storytelling on child development' researcher Yvonne Kelly talks about the strong transactional element of storytelling that makes it important. For example; adult and child

snuggle up close, which allows one-on-one and warm time between caregiver and child (Horn, 2011).

4.2.3 Challenges to ensure quality caregiving:

In the current study the mothers think lack of trained caregivers is one of the major problems to ensure quality of caregiving in factory based Childcare centers. Similarly, a study by Shahidul Islam and Nasreen Anwar Khan on the problems and prospects of the child day care centers of Bangladesh it was mentioned that lack of trained caregiver was a problem in Bangladesh's childcare center (Islam & Khan, 2015).

The results also found that insufficient caregiver ratio is another interruption for ensuring the quality of care. The finding of this study was, 2 caregivers for 30 children were not enough according to the mothers. Child-caregiver ratio is generally the most important structural characteristic of center-based care, for younger children in particular (NICHD ECCRN, 2000). Studies have shown that caregivers with fewer children in their care are more sensitive, responsive, warm, nurturing, and encouraging toward the children. Children in child-care groups with fewer children per caregiver have been found to be less anxious and less aggressive and less apathetic and less distressed (Howes et al., 1995). The children in the current study were found to have lack of materials for play. Lack of materials is another issue for quality caregiving. The Montessori Academy also mentioned in the literature regarding a supportive learning environment that provides stimulus appropriate to their stage of development. This includes ensuring adequate time and materials are available, and by respecting the individual interests and passions of the child (Montessori Academy, 2016).

Young children are more likely to get involved in play when there is plenty of fun, challenging, and intriguing play materials (Unicef, 2018).

The findings show that small childcare space is also a challenge for ensuring quality caregiving however no mother mentioned whether the caregiver is unable to perform her role due to lack of quality skill. Children were found to be less easily distracted in settings where they had more space available to them (Sheridan et al., 2009). A study also found a significant link between positive care giving behavior and the physical characteristics of childcare environment (NICHD, 2002).

4.3 Conclusion:

This study preliminarily intended to explore the perception of RMG working mothers on caregiver quality of child's development and to explore caregiver's engagement in factory based childcare center were the two objectives of this study.

To achieve the objective of the study, two factories were selected for assessing the mother's perception. One factory was from Narayangonj and another one from Mirpur. Four mothers were interviewed in depth and two focus group discussion with 12 mothers for discovering their perception on quality of caregiving.

The findings of the study show that, the perception on quality caregiver does not varied among the mothers on importance of early childhood, quality of childcare center, care giver's skill, behavior, interaction with children, and importance of play. The study also tried to find out the engagement of caregiver's with childcare children and the challenges to ensure quality caregiving. The mothers

have insignificant understanding on ECD and have the lowest knowledge about quality of childcare center and caregiver's skill. Therefore, most of their understandings were not supported by secondary data.

Therefore, from the above discussion we can conclude that the current study tried to explore the perception of RMG working mothers regarding caregiver quality and caregiver's engagement with the factory-based children. However, the study does not explicit an overall perception of mothers due to limited sample size but the findings show the lack of concrete knowledge of mothers regarding quality caregiving and lack of awareness on the elements of quality of caregiving.

4.4 Recommendations:

The research expects to know the perception of mothers and learn what measures could be taken to ensure quality caregiving in factory based childcare center.

From the findings, the following recommendations are suggested on the said subject.

- Need to build the professional capacity of caregivers through providing caregiver training or ECD training.
- Awareness session for working parents, relevant stake holders and caregivers regarding the importance of quality caregiving for child's development can improve their concrete knowledge.
- Policy formulation regarding caregiver's skills and competency can ensure quality of caregiver in factory based childcare center.
- Collaboration is needed among Government, BGMEA, BKMEA and Brands for ensuring quality childcare in RMG sector.

- Further research needs to be done with larger sample & different population group.

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Interview Questionnaire

Research Topic: Perception of RMG working mothers' on caregiver quality for children's development at factory based child care center.

A: Demographic questions

Factory's name:

Name of the RMG working mother:

Mother's age:

Mother's Education:

Mother's Working Experience:

General questions

- 1) Did you join this factory because of childcare facility?
- 2) Did the factory caregiver receive any training on caregiving?
- 3) What type of work do you do here?

Section B: Perception of mother regarding quality childcare
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1. What do you understand by quality childcare?
2. What could be the elements of quality childcare?
3. What is your perception on early childhood development?
4. Do you think child development is important for children?
5. Do you think your child is developing in the childcare?
6. Does your child gain communication/social skill after going to factory childcare?
7. Does your child like to go factory-based childcare?
8. Do you think it is important for a caregiver to understand the need of your child?
9. Do you find any differences between trained and untrained caregiver?

Section C. Mother's view regarding caregiver's engagement
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- 1) What is your view of a caregiver's role?
- 2) Do you think play is important for your child's development?
- 4) Does the caregiver wash your child's hands?
- 5) What would a caregiver do if any child unintentionally breaks any toy?
- 6) What would a caregiver do if any child behaves badly?
- 7) What do you think how a caregiver should handle peer conflict?
- 8) How important it is to ensure children's security do you think?
- 9) How could the factory caregiver ensure safety of the children?
- 10) Do you think the caregiver need to have a good bond with the childcare children?

Section C: Challenges to ensure the quality of care in factory childcare

- 1) Do you think caregiver training/skills are important to ensure quality caregiving?
- 2) Do you think your factory have enough toy materials?
- 3) Do you think your factory-based childcare have sufficient caregivers

Annexures 2

FGD Guideline

Research Topic: Perception of RMG working mothers' on caregiver quality for children's development at factory based child care center.

A: Demographic questions

Factory's name:

Name of the RMG working mother:

Mother's age:

Mother's Education:

Mother's Working Experience:

General questions

- 1) Did you join this factory because of childcare facility?
- 2) Did the factory caregiver receive any training on caregiving?
- 3) What type of work do you do here?

Section B: Perception of mother regarding quality childcare
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1. What do you understand by quality childcare?
2. What is your perception on early childhood development?

3. Do you think your child development is important for children?
4. Does your child gain communication skill after going to factory childcare?
5. Do you think it is important for a caregiver to understand the need of your child?
6. Do you think trained caregiver understand the need of child more than untrained caregiver?

Section C. Mother's view regarding caregiver's engagement
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1. How a caregiver can interact with children?
2. What should be the role of a caregiver in factory childcare?
3. Does the factory-based childcare have the age appropriate stimulations for the children?
4. How a caregiver can involve with a child during feeding, bathing and napping time?
5. What would a caregiver do if any child gets upset and behaves badly?
6. How important it is to ensure children's security do you think?
7. How could the factory caregiver ensure safety of the children?

Section C: Challenges to ensure the quality of care in factory childcare

- 1) Do you think your factory-based childcare have trained caregiver?
- 2) Do you think your factory-based childcare have sufficient caregivers?
- 3) Do you think your factory-based childcare have enough space for children's physical movement?
- 4) Do you think your factory-based childcare have adequate play materials for children?

Annexure 3

Consent Form for Caregivers

Research Topic: Perception of RMG Working Mothers on Caregiver Quality for Children's Development at Factory Based Child Care Center.

Researcher: Sumana Alam

Purpose of the research I am conducting this research as a part of my Master's Degree requirement from the Institute of Educational Development (IED) - BRAC University. The aim of this research is to explore the knowledge of the RMG working mothers' regarding quality caregiving on child's development.

Expectation from you:

If you agree, you will be expected to share information regarding your knowledge and practice on Early Childhood development. The in-depth interview may take 60 to 90 minutes, depending upon your response. You may be asked some related questions regarding your child and your factory-based caregiver.

Risks and benefits:

There is no risk to you or the children for participating in this study; directly or indirectly other researchers, policy makers may be benefited in future from the information you share today in designing and implementing childcare center policies for the country.

Privacy, anonymity and confidentiality:

All information collected from you will remain strictly confidential. I would be happy to answer any of your queries about the study and you are welcome to contact me.

Right not to participate and withdraw:

Your participation in the study is voluntary, and you are the sole authority to decide for and against your participation in this study. Refusal to take part in the study will involve no penalty.

If you agree to my proposal of participating in my study, please indicate that by putting your signature in the specified space below.

Name of the Mother:

Name of the Researcher:

Signature of the Mother:

Signature of the

Researcher:

Thank you very much for your cooperation.