

# **Parental Perception on the Role of Music on Children's Socio- Emotional Development in Preschool Years**

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

Brac Institute of Educational Development  
Brac University  
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## **Declaration**

It is hereby declared that

1. The thesis submitted is my 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: Parental Perception on the Role of Music on Children's Socio-Emotional Development in Preschool Years

Student name: Somnur Monir Konal

1. Source of population: Parents from Mohammadpur, Dhanmondi, Mirpur, and Gulshan areas of Dhaka city, who had at least 1 child aged 3-5 years.

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

- a) Physical risk to the subjects – (N/A)
- b) Social risk – (no)
- c) Psychological risk to subjects - (no)
- d) discomfort to subjects - (no)
- e) Invasion of privacy - (no)

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

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

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

- a) from study participants – (yes)
- b) from parents or guardian – (N/A)

c) Will precautions be taken to protect anonymity of subjects? – (yes)

5. Check documents being submitted herewith to Committee:

a) Proposal - (yes)

b) Consent Form - (yes)

Questionnaire or interview schedule - (yes)

**Ethical Review Committee:**

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## **Abstract**

Music fuels all areas of human development, and development is best stimulated when young. Since parents are the first and most influential teachers of children, the duty of providing the right stimulation, and the right stimulating environment, rest upon them significantly. This qualitative study, therefore, explores the parental perceptions regarding the role of music on the socio-emotional development of children in the preschool years. Through six in-depth interviews and a focus group discussion, this research tried to capture the knowledge, practices, and attitude of parents regarding music. The study findings indicated mixed comprehension from parents. While a few of the parents were aware of music as a developmental agent for their children, others had lesser clues on it. The majority of the participating parents carried habitual practices with music at home but didn't have any associative knowledge on how it helped their children, or what were music's theoretical benefits with development. However, music as a stress reliever and calming agent was cited by all parents. Furthermore, the terms 'social' and 'emotional' development were found to be quite ambiguous among them. In fact, early childhood development was more of an unaccustomed term for them to comprehend. Therefore, the research suggested advocacy to parents, integrating music-based curriculum and pedagogy in the pre-primary education system, bringing necessary changes in the education policy, and conducting research on the matter in a larger, and profound manner.

## **Dedication**

This thesis is dedicated to my father, Mohammad Monir Hossain, whom I lost to the COVID-19 virus, during the course of my MSc. His dreams and aspirations for me will forever live through this paper, and so will he.

I would also like to dedicate this work to my mother, Sayma Monir, for her everlasting support and encouragement, my brother, Monomoy Monir for his accompaniment through my sleepless nights of work, and most of all, my husband, Monzur Kader Zilani for being the best partner in all my endeavors.

My research is also dedicated to our youngest family member, Eevee, our most beloved one, whom we lost tragically.

## **ACKNOWLEDGEMENT**

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I put forward my love and gratitude to my classmates, without whose support I couldn't have finished my work as it is. I am also grateful to the participating parents, without whom this paper couldn't have been possible.

Just as importantly, I'd like to acknowledge the encouragement of my fans, who kept me running, whenever I fell.



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## List of Acronyms

MICS	Multiple Indicator Cluster Survey
COVID-19	Coronavirus Disease 2019
ECD	Early Childhood Development
UN	United Nation
BCE	Before Common Era
UAE	United Arab Emirates
MDG	Millennium Development Goal
SDG	Sustainable Development Goal
GDP	Gross Domestic Product

# **Chapter I**

## **Introduction and Background**

### **Introduction**

‘Art’ is elemental to human expression, and ‘Music’ is everyman’s art form. Our brains are hard-wired to respond to music; and therefore, music has been a fundamental component in the lives of people from the beginning of time. There can be found almost no one who hasn’t danced to the beats of their favorite tunes or enjoyed a good cry with the help of music. Music often stands as a faithful companion in all our emotional journeys and celebrations. It helps us communicate, connect, relate, and create moments with dear ones and strangers. Interestingly, research even finds the earliest proto-humans to have an aptitude for creating music even before commencing to speak (Allen, 2020). Music, therefore, is that element that is engraved in us innately.

Music plays a significant role in the development of a child from even before their birth, and exposing a child to music, especially in the early years, is known to incite all areas of child development. Especially in the areas of Social and Emotional development, music is known to work wonders. Evidently, music at an early age helps children manage their emotions, and express themselves better. It impacts their ability to connect by impacting brain circuits involved in empathy, socializing and bonding, trusting and cooperation, as well as having a better understanding of other cultures (Weisholtz, 2018). Playing an instrument can pave way for a sense of achievement along with an increase in self-

esteem, increased confidence, persistence in overcoming frustrations when learning is difficult, and self-discipline.

Music ignites skills for school readiness to preschoolers, chiefly in the areas of language acquisition including sounds and meanings of words, and reading and memory skills (UNICEF, 2021). Not only language, but music also significantly assists children in sharpening other skills such as numeracy, reading, creativity, etc.

Furthermore, the therapeutic and healing properties of music are said to have endless benefits for children and adults of all ages. It is known to relieve many ailments and help reduce anxiety, blood pressure, pain, as well as improve sleep quality, mood, mental alertness, and memory (Goyal, et al., 2017). Children with difficulties in the areas of physical, mental, learning, etc., can be impressively benefited through music.

Despite these numerous benefits, the concept of music as a learning tool, or as a booster for children's social and emotional development remains foreign to many. Especially in the context of Bangladesh, parents and other primary caregivers are yet to comprehend the significant role music plays in a child's early life. Not to mention the trivial role it is given in the pre-primary curriculum of the country. Whereas, music as a pedagogical tool or a music-based curriculum could succor preschoolers in myriads of ways during these crucial years of emotional transition, social learning, etc. Since parents play the role of foundational teachers in a child's life, decisions remain in their hands as to whether, and by how much, the child thrives in music. This paper, therefore, aims to indagate the parental perceptions on the role of music on the social and emotional development of children in their preschool years.

## **Statement of problem**

According to a recent report by Save the Children (2020), Bangladesh falls under the yellow zone of the ‘Complete end of childhood’ index; meaning, several indicators suggest that many children in the country are missing out on their childhood. Focus on children’s early stimulation and responsive care is also a quite overlooked matter in the country as a 2019 MICS report reminds us that only 10 percent and 46 percent of children aged 2-5 years were being stimulated by fathers and mothers respectively. But since parents play a pivotal role in the child’s early development and wellbeing, they must understand the significance of early stimulation for their children to bloom into better adults. And art, precisely music as an early stimulator, is known to have vast influence over children’s socio-emotional intelligence.

Research shows that parents who gave early musical training to their children, whether instrumental or vocal, helped their child with improved emotional regulation and the ability to inhibit responses to events, as it increased the grey matter in the cerebral cortex, particularly in the sensory-motor area of the brain (Jäncke, 2009). Another recent study determined that one of the best activities a parent can do with their children every day is to sing songs, as children love singing and they learn a great deal through music and songs (Mcilroy, 2021). The perceptual, language, literacy, and numeracy skills, intellectual development, general attainment and creativity, personal and social development, physical development, health and wellbeing, are some major child development areas where music can act as the finest stimulant (Hallam, 2010).

But truth be told, just as much as parents consider other fundamentals such as food and nutrition, academic education, hygiene, etc. important for child development and wellbeing, only a handful of parents may deem music as another key component. Many Asian parents were found stressing highly and solely on the academic excellence and achievements of subjects such as math, science, literature, etc., and believe those are enough to stimulate physical, cognitive, language, and socio-emotional developments of the child (Dyson, 2001; Dutt, 2018). Perhaps unintentionally, they discount the huge role music plays in their child's emotional and social health. Research on parental and cultural beliefs of musical study also showed that parents are likely to only support activities for their children which they see as valuable, and sadly, musical lessons/activities are often not one among them. Instead, they are viewed as optional and demand high levels of involvement and effort from the parents (Paterson, 2008).

Even with the gravity of the matter, inadequate attention has been accorded in this regard. Not to mention, very limited studies have been conducted providing insights into what Bangladeshi parents think/ know of and how they put music into practice for preschoolers' socio-emotional development. And since exposing the child to music or creating a musical environment for a child considerably depends upon how important the parents perceive its influence over their child's development to be, necessary studies need to be conducted that would facilitate early stimulation and care to help develop children's social and emotional skills.

## **Purpose of the Study**



The main purpose of this proposed study is to explore parental perception about the role of music in socioemotional development of preschoolers. The study intends to gain an insight into what parents think and know about music as a stimulant for their preschooler's development.

The other purposes of this study are:

- a) To know parental knowledge about music and socio emotional development, and
- b) To know parental practices with their children using music to help acquire socio-emotional learnings or skills

### **Significance of the Study**

It is well recognized that early childhood is the most crucial time for development because at least 90% of brain development happens in these first few years of a person's life (Grigorenko, 2021). Especially the preschool years, age 3-5, sees the highest number of neural connections in the brain, some of which are pruned in the later years. This naturally implies that the advancement from birth to school is the most important time of a child's life, because it is a time when children are going through a transition period, full of anticipations, fear, attachment issues, adjustments to new environment, etc. Studies say that many children in these early years can suffer from various mental health illness such as anxiety, depression, Oppositional Defiant Disorder (ODD), Conduct Disorder (CD), Attention-Deficit/Hyperactivity Disorder (ADHD), Tourette syndrome, etc. (CDC, 2021). Therefore, it is essential to provide necessary support and stimulation to children at this critical stage of their development.

Music works as a quintessential stimulant for child development in this regard, aiding them to learn, heal, and develop rightfully. Music therapists suggests that music can be a great companion during these times of transition, reducing stress, and helping to create a bonding experience for every child (Schäfer et al., 2013). Relaxing music can calm children down, and reduce anxiety and stress. It can also help regulate emotions, and promote positive moods. This is because listening to music releases endorphins or ‘feel-good’ chemicals in the brain, stimulating it and boosting the child’s mood like magic (Edwards, 2016). The role of music as learning tools for children is vast, and by adding music as a child’s companion during these early years, parents can help their children learn better, and with more joy. Not only parents, but because of music’s wonderful properties in aiding children’s learning, it can be a very good integration for preschool curriculum in the country. With newer policies shedding light on pre-primary and Early Childhood Education in Bangladesh, a music based pedagogy and curriculum can aid children in these years of rapid brain development and socio-emotional transition.

Since the first school of a child is said to be their home, and the first teachers their parents, it is important to know what parents think, and how they perceive music as a learning tool, and music as a medium of healing and wellbeing. The quality of a child’s home environment, and the interactions with their parents is a major determinant of their development during this time. Because, it is due to these early quality encounters with responsive caregiving, children gain a boost in their cognitive, physical, and particularly, social and emotional development.

Furthermore, with the situations of COVID-19 pandemic and prolonged school closures

worsening the mental health conditions for children and young people, adopting musical assistance in aiding children for their socio-emotional development has become inevitable now more than ever. Studies show that more than 50% of the children are currently struggling with stress and anxiety in the country due to the pandemic (Sakib, 2021). Children now have added emotional and social ailments, putting the wellbeing of an entire generation at risk. This must change. And change must begin from home, from the most crucial years of child development, with the support of the most important decision makers of children's lives, and evidently with a very important element of development – music.

Therefore understanding parental thoughts, beliefs, etc., that govern their motivation toward musical exposure of their children is an important factor in furthering knowledge of how best to provide such intervention. This study will raise scopes on furthering knowledge that in turn can pave way for generating hypothesis for bigger, larger studies on the subject. The possible positive findings from this research will significantly help in reforming the early learning scenario of the country, and add/reform the existing policies governing the early education systems. Hence, the researcher believes this researcher will serve as an eye opener in gaining and providing knowledge on how best parents can cater to children's socio-emotional developmental needs, and serve as a prescription for researchers, teachers, educators, ECD practitioners, policymakers, and even parents, take necessary actions.

## **Research Topic and Research Questions**

**Research topic:** Parental perception on music for preschoolers' socioemotional development

The key research questions governing this study are mentioned below, in addition with the sub questions under each.

Key Question 1 - What is parental understanding on music and socioemotional development?

Sub Questions –

- i. What is parents' knowledge on music?
- ii. What are the parents' involvement and attitude towards music?
- iii. What is parents' knowledge on Social and emotional development of children?
- iv. What are the parental practices for social emotional development of children?

Key Question 2 - How music can be used in developing socioemotional skills by the parents?

Sub Questions –

- i. What do parents think of music as a medium of socialization?
- ii. What do parents think of music as a medium of emotional regulation, expression, and healing?
- iii. What do parents think of music as a learning tool?

- iv. What do parents think of music in preschool curriculum?

## **Operational Definitions**

**Music-** Music is ordered sound (Elert, 2021). According to the Merriam Webster dictionary, it is essentially defined as (but not limited to), a) sounds that are sung by voices or played on musical instruments, b) the art or skill of creating or performing music, c) vocal, instrumental, or mechanical sounds having rhythm, melody, or harmony. The Cambridge dictionary defines it as a pattern of sounds made by musical instruments, voices, or computers, or a combination of these, intended to give pleasure to people listening to it. The psychological definition of music on the other hand states it to be powerful and wide-ranging, which are sometimes used to promote emotional health, help patients cope with stress, and boost psychological well-being (Cherry, 2019). In this study, music refers to the age appropriate stimulating music for preschoolers including nursery rhymes, soothing music (instrumentals and vocals), children's songs, and rhythmic and dance music (instrumentals and vocals).

**Perception-** according to the Merriam Webster Dictionary, the word perception means the way that you notice or understand something using one of your senses. **Parental perception** in this study refers to what parents are thinking about the issue, their beliefs, knowledge, understanding, and practices of both mother and father, in relation to music. It also includes how they look at music as a beneficiary to their child's socio-emotional development.

**Socio-emotional development-** The Socio-emotional development of a child in this study comprises of two domains of child development namely social and emotional, which are also regarded as very much intertwined competencies. The socio-emotional development pertains to the child's experience, expression, and management of emotions and the ability to establish positive and rewarding relationships with others including both intra, and inter-personal practices (Education, 2020). According to developmental psychology, social development concerns the depiction of children's development of relationships with others, their comprehension of the meaning of their relationships with others, and their comprehension of others' behaviors, attitudes, and intentions (Parke, 2020). Emotional development includes the skills and competencies of a child in their self-regulation, emotion control, etc.

**Role of Music** – In this study, role of music is the Musical influence, positive or negative, however the parents perceive, on the development of their 3-5 year old children.

## **Chapter II**

### **Literature Review**

If put in simple words, music may be regarded as a ‘sound that conveys emotions’ (Montagu, 2017). Science says music has been a part of existence since the beginning of time. Though music is very respective, it is universal too. One cannot only associate music with a tune, drum beat, or dance move; rather, music also flows through the recitation of a sonnet and the storytelling of a mother. Even if its language, pattern, definition varies from region to region, it surely is a part of every known culture of our earth. Therefore, it can safely be labeled as a cultural universal<sup>1</sup> (Ludden, 2015).

### **Music for Holistic development of children**

Music provides a multi-sensory experience to the child which exposes them to challenges, enhancing their learning abilities, social adaptabilities, and emotional regulation (Dumont et al., 2017). The power of music, and its influence over the intellectual, social, and personal development of children is enormous. According to Neuroscience, the human brain is known to have specialist areas whose major functions are networked for musical processing, and therefore it is safe to say, that music is a part

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<sup>1</sup> Cultural universal: anything common that exists in every human culture on the planet yet varies from different culture to culture, such as values and modes of behavior. Examples: mythology, marriage, language, art, dance, music, cooking, games, jokes, sports, birth, and death, etc.

of our core human design (Welch, 2005). Maybe that is why adults or caregivers subconsciously adapt to certain universal sounds that babies are known to respond to. For example, the ‘infant-directed speech’, also known as motherese or parentese, is spontaneously adopted by caregivers, which is usually a higher-pitched, more melodic, and more emotionally expressive form of communication (Macaulay et al., 2015). These musical aspects of the caregiver’s speech mediate the development of children’s linguistic skills and vocabulary (Hafteck, 2006). Various studies also reflect that children who are given age-appropriate musical stimulations have a more developed communication skill and emotional intelligence, to a much higher degree in contrast to children that engage in other activities (Gerry et al., 2012; Hallam, 2010).

The concept of parental perception and its significance for children’s development was rightfully put forward by Maria Tecla Artemisia Montessori, an Italian physician, and educator. She criticized the then educational practices and philosophies of the mid-twentieth century and proposed a revolutionary theory of education whereby she posited that “children absorbed knowledge from their environment without instruction from others, and parents must provide the means essential to the child’s life and creative activity”, thereby emphasizing parental perception on children’s development and wellbeing to be child-friendly, child-centric, and assisting creativity (Famm, 2018).

We have come a long way since then, and the current world, especially parents of the west, finds music to be essential to their child’s development, learning, and healing. Few studies listed below from around the globe highlights how parents interpret music and its role in their children’s development.



A study conducted in Sydney with mothers of preschool children found a majority of the mothers with great positivity regarding musical interventions for their children. They recognized music as an important component in a child's brain development, academic ability, language acquisition, as well as one mother's particular perception of music helping their child with hand-eye coordination was also recorded (Paterson, 2008).

Several benefits were pointed out by mothers in a study conducted in Florida, regarding how they perceived musical intervention on their children to be. It was found by the researcher that mothers thought music for their preschoolers brought in many benefits including socialization skills, parent/guardian bonding skills, language/ communication skills, self-expression, early academic concepts, and more (Hiatt, 2014).

Toddlers, preschoolers moving to the beats of music, dancing to the rhythm, swaying with poetic intonations, are all parts of musical stimulation. Even an infant throws their hands and feet in the air in response to musical communication, aiding in gross motor development. It is no secret thereby, that music as a stimulant is a wonderful catalyst to the holistic development of a child.

### **Music for Socio-emotional development of children**

Nature versus nurture has always been a topic of debate in the developmental sciences. Nevertheless, one can't deny that in the early years of a child's life when the brain's plasticity is at its highest, what aids most in creating new trails in learning and development are the environmental influences and physical, emotional, social, cultural,

and cognitive stimulations along with biological factors and the child's predisposition to learn (WHO, 2018). This means, children's social interactions and the society in their ecosystem plays a very important role in determining their developmental outcomes, and more the engaging, fun, creative, and enjoyable interactions experienced, the better is their development. Preschool teachers in a survey revealed that their preschoolers regarded songs and music as a way of making sense of their social world including making friends, relating with their family members, making connections, and exploring the world (Archontopoulou et al., 2020). Furthermore, a study conducted by Campbell (2010) suggested that "music actions at the first years of a child's life forms the context for the development of intersubjectivity, communication, and intentionality among young children" (Campbell, 2010). Music is a brilliant medium of communication and socialization for children with difficulties such as Attention-Deficit / Hyperactivity Disorder (ADHD), Autism Spectrum Disorder (ASD), etc. as well. Research conducted on music therapy for children with ASD reported that approximately 12% of all autism interventions and 45% of all other treatment tactics in schools involve music-based activities as musical training affects the communication, social-emotional, and motor development in children with Autism Spectrum Disorders and other developmental disorders as well as typically developing children (Srinivasan et al., 2013).

Since music is a major determinant of the language skills of a child, it is no surprise that music helps in the communication and socialization of children, especially in the early years. And this is another reason why music is a great medium of expression for everyone, especially children. Because, unlike adults, children are not fluently capable or experts in expressing themselves through the conventional linguistic media of

communications like speech or writing. To them, sound, movement, and art is naturally comfortable and significant medium of expression, especially in the early years (Feierabend, 2011). Music is an emotional medium in itself because it is used to express anger, joy, sadness, excitement, etc. Music provides a motion, rhythm, and beat that help with letting out children's energy and feelings. As per a report by Destiana (2017), music and other soothing sounds may relax anxiety and stress by lowering stress-related hormones, distracting attention from fear, anxiety, tension, enabling the natural endorphin hormone, relieving feelings of depression and easing anger, etc.

Therefore, learning music proves to be a positive activity for children seeking positive socio-emotional development.

### **Music as a healing medium**

Music moves us, not only physically, but psychologically and emotionally, relieving us of stress, calming down anxiety, nervousness, even relieving us of pain. Although music therapy is quite a modern focus for alternative medicine that is just beginning to pick up popularity, music as a healing medium has been in practice for ages. Researchers assume the oldest example of the appropriate use of music for healing may be the portrayal of harp-playing priests and musicians in frescos from 4000 BCE (Conrad, 2010). Another documented case of a surgeon in the 20th century showed that patients tolerated anesthetic induction better if music was used in the operating rooms. Their anxiety before undergoing the horrors of surgery was also significantly reduced when phonographs were placed in their wards before surgery (EO, 1914). Today, the concept of auditory analgesia

is a more common phenomenon wherein music or sound is used in the background to mask pain during dental or surgical procedures<sup>2</sup>.

Regarding children, the multi-modal approach of music therapy or music as a medium of healing is known to stimulate all senses of a child, giving them multi-sensory benefits. Music being highly motivating, yet a calming agent in children's behavior helps children regulate their emotions. It helps children manage pain and anxiety, assisting them during transitions, unfamiliar circumstances, etc. (Debi, 2015).

There are several cases of music therapy around the world directed especially towards children with difficulties, but one particular study in UAE interestingly portrays Arab parents praising highly of it, even though music isn't a well-recognized medium of learning and healing in that part of the world. The study was carried out to find parental perception regarding music's therapeutic effects on their children's development with parents of specially-abled children in the UAE who reported a high level of satisfaction with the music therapy offered to their children. The level of satisfaction was even higher for parents who had directly participated with their children, and they reportedly shared their children's greater positive changes in behavior as a result of the therapy. They were so satisfied with the therapeutic effects of music on their children's socioemotional development that they felt a need for formal opportunities for family members to gain knowledge about the applications and outcomes of music therapy (Kang et al., 2021).

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<sup>2</sup> Audio analgesia: Use of music or sound to enhance relaxation and distract a patient from feeling pain during dental or surgical procedures instead of pharmacological agents.

Whether the heart beats of the mother, or the splutter-splatter of the rain drops, music healing is part of a child's life from the very beginning. Since our brain is enthused just by listening to music, music makes an influential therapeutic modality for children of all ages.

### **Music as part of play**

Music forms a fundamental and giant part of play too, which is significant to a child's holistic development. It is so important that 'right to play has been declared a child right in article 31 of UN Convention on the Rights of the Child (Association, 2012). Singing, dancing, listening to music, learning to play musical instruments, using intonations, sounds, and rhythms in rhymes, poems, and storytelling or pretend play, are all part of music in play. These activities have great benefits on the physical, language, cognitive, and most importantly, socio-emotional domains of the child. And good quality play experience facilitates endless benefits for children's learning and proper development (Ciolan, 2013).

### **Music as a learning tool**

**Language and Literacy-** Significant relationships have also been found between musical skills, the manipulation of speech sounds, and phonological awareness and reading development in studies with pre-school children (Hallam, 2010). Fraternizing with music was found to play a key role in developing a child's perceptual processing systems which enable the encoding and identification of speech sounds and patterns, contributing to not only language development, but also literacy skills. In a study by Marion Long, it was learned that even brief training in stamping, clapping, and chanting to music while

following simple musical notation had a substantial effect on reading comprehension in children undergoing difficulties in reading. Rhythmic training was found to be of immense help to even children suffering from dyslexia (Long, 2014). Study shows that physical movement-based action rhymes e.g. ‘Head, shoulders, knees, and toes, are very effective in children’s learning and language development (Ara, 2009). Language teachers around the world, therefore, use music as an enjoyable and supportive means for children to improve their language learning and acquisition because children have a natural taste for music (Cakir, 1999)

**Numeracy-** Music, and numeracy were always believed to have great connections. Research by Geoghegan and Mitchelmore found a group of preschool children involved in musical activities of a music program to have higher achievement in mathematical tests in comparison to the control group which wasn’t exposed to music (Goeghegan et al., 1996). Children who learned to play an instrument prior to grade 4 were also found to have higher scores in mathematics than others. This is because music involves playing from notations that are constantly required to adopt quasi-mathematical processes to subdivide and turn rhythm notations into sound (Hallam, 2010).

**Communication-** European parents in another study titled ‘Music at Home: A novel instrument to assess the home musical environment in the early years’, expressed that they think music is essential for learning to communicate. Parental beliefs in the study presented a positive notion with regards to the beneficial effects of music on their preschoolers’ general development (Politimou et al., 2018).

Active engagement with music, singing, and instrumental, is also found to have a good

impact on the **visual-spatial intelligence** of children (Gromko et al., 1998).

## **Music in Curriculum Integration**

The Reggio Emilia model of early childhood development and learning is a shining example of a method that supports children's learning through art, creativity, and free play as learning through art and play is regarded as their fundamental principle of child development (Aljabreen, 2020). Many countries around the world have started to recognize music as a beneficial instrument that can aid in all capacities of child development including communication, language, and literacy, cognitive, memory, numeracy, reading, creativity, physical development, socializing, etc. Therefore, they deemed it important to integrate music into their preschool curriculum. For instance, around 20 countries in the European belt including Sweden, Finland, Norway, Denmark, etc. have known to include music in the compulsory school curriculum (Vugt, 2012), referring to the fact that music is seen as quite a fundamental necessity for children in their learning and development. Another example is the New England Board of Higher Education, which believes musical curriculum to have major positive impacts on the growth and development of children (Silverstone, 2018). According to them, including music in education can help with enhanced language capabilities, improved memory, strengthened hand-eye coordination, powerful study habits, teamwork, and heightened mental processing and problem-solving abilities.

## **A Bangladeshi context**

Given below is a detailed picture of the context of Bangladesh.

### **Music in Culture of Bangladesh**

Music has been an integral part of Bangladesh's existence, freedom fight movement, and independence. Songs from 'Shadhin Bangla Betar Kendra, the national radio of Bangladesh in 1971, are known to have provided great encouragement to the freedom fighters in sustaining their fight for freedom (Stone, 2020). Bangladesh is a musically rich and diverse country (Islam, 2017). Our luscious greenery, myriads of rivers, colorful folklore, festivals, and rich cultural history have paved the way for a variety of music genres that are exposed to children. Ranging from rhymes and rhythms of 'ghum parani mashi pishi', to 'aye aye chand mama tip diye ja', or celebrating Eid with the famous song 'romjaner oi rojar sheshe elo khushir eid', to the loud beats of dhak-dhols during puja, are all parts of a child's life growing up in this diverse nation. In Bengali households, especially the middle class, musical instruments such as harmonium and tabla have often been part of daily life, generations after generations. Songs and poems of Bengali poets/songwriters, such as Tagore, Nazrul, Lalon, Hason, have filled many evening air of the country's households. The folklore and folk songs of Bangladesh hold profound spiritual values that are even being researched globally and can be of grave importance for individual enlightenment (Rashid, 2019). Songs depicting and celebrating seasons like 'esho hey boishakh', historical songs like 'puthis' that relay history musically, or folk songs of marriage like 'lilabali lilabali' all depict our rich culture and history through music, dance, and storytelling. Adults and children living and growing in



Bangladesh have therefore been exposed to music all through life, and deliberately or not, are influenced themselves by the different sounds of music

### **Socio-motional development of children in Bangladesh**

Bangladesh has come a long way in achieving previous goals in the MDGs and SDGs, including a milestone achievement in a lower infant mortality rate. At the moment, despite challenges, Bangladesh is on course in accomplishing the United Nations' Sustainable development Goals (SDGs) by 2030 and the country's commendable performance is ongoing in the areas of poverty reduction, gender equality, electricity, sanitation, and annual GDP growth (SDG Bangladesh Progress Report 2018). However, there are a few areas where the country needs to be put in immediate attention. For instance, according to a study by MICS (2019), at least 27.3% of children aged 3-4 were lagging in the socio-emotional developmental track in Bangladesh. That's almost one-third of the children population at risk of developing poor socio-emotional skills in the country. And as mentioned previously, parental contribution to early stimulation is less than 50% of what is required. Such figures give out sad and warning signs for a nation where more than 40% of the population are children, with more than 64 million children out of the 160 million total population (UNICEF, 2021).

### **Music in preschool curriculum of Bangladesh**

But despite all the musical relevance in the life of a Bangladeshi child, music is given very little to no regard in their development and learning. Let alone music, studies show

that classrooms in Bangladesh have no interesting teaching methods and practices, and teachers often teach by sitting throughout the classes, expecting children to deliver their rote-learned material (Ara, 2009). Music is nowhere in the country's major curriculum integration and is left to only a single subject, often neglected and considered extra, that too not in all schools of the country.

Whereas, for a diverse nation such as us, music could have acted as a great inclusion criterion for all children of the country. With 30 plus languages in use by children of geographic, religious, and ethnic origin, a musical pedagogy could help bridge gaps in dialects and languages (Bangladesh.com, 2021). Not to mention, with over 4, 65,693 specially-abled children, which is a staggering 21.72% children of the total population, music could have aided in communication and interaction with them and they could easily/normally be a part of the regular schools for everyone (Chandan, 2021). Since the conventional academic language and system often poses a barrier of expression and socialization for the aforementioned group of children, music could have been, and can be, a wonderful catalyst for inclusion, bonding, and belonging.

The question remains whether Bangladeshi parents perceive music as a positive, good influence over their child's development or not? The answer to this holds grave significance because parents form the fundamental decision-makers for children. Therefore, it is very crucial to know what they think, and how they perceive music's role to be for their children. However, very limited relevant scientific study could be found by the researcher in this regard. Therefore, the justification of this proposed study has become even more relevant and apt.

## **Chapter III**

### **Methodology**

In order to best conduct the research considering its nature, the following were its methodologies.

#### **Study design:**

A qualitative approach has been used in this research design to explore the parental perception of role of music on children's socio-emotional development in preschool years. This is because an explanatory research type provides a better insight into the feelings, values, and perceptions of parents regarding music and its influence over their children's socio emotional development. Not to mention, a qualitative approach helps to form a hypothesis for further testing and developing parameters (i.e., relatable questions, range of responses) for a quantitative study too (Steven et al., 2021).

#### **Study site :**

Due to the pandemic situation and the limitations of time and resources, the study setting for the proposed research was restricted to Dhaka city, namely the areas of Mohammadpur, Dhanmondi, Gulshan, and Mirpur, for both In Depth Interviews (IDI) and Focus Group Discussion (FGD). These were the areas where the participants of the research resided.

#### **Study participants :**

Participants of this research were of Bangladeshi origin and residents, both mothers and fathers, living in Dhaka city, and having at least one child in the preschool age range of 3-5 years. They resided in the areas of Mohammadpur, Dhanmondi, Gulshan, and Mirpur. They were all well-educated, with at least one academic degree and belonged to varied professions including lecturer, news presenter, entrepreneur, businessman, teacher, homemaker, etc. Their age ranged from early to late thirties (28-38 years). One participant had three children, five parents had 2 children each, and the rest had one child each. Their combined household income (father and mother) ranged from a minimum of eighty thousand to one and half lac Bangladeshi taka per month. Three out of the twelve families were joint, who lived with their extended families, while the rest of them were nuclear ones.

They all had a computer and/or smart mobile phone with functioning camera and microphone, a valid email address, and were internet savvy. Last but not the least, they were willing to participate and provide information.

### **Participants selection procedure :**

The total number of participants for this research were 12 parents of preschool children, chosen based on convenience and availability. 6 in depth interviews were taken with 3 fathers and 3 mothers. A separate group of 6 parents (3 mothers and 3 fathers) took part remotely in an online FGD session. All participants were chosen based on pre-selected criteria relevant to the study objectives.

## **Data Collection Tools :**

In Depth Interview (IDI) guidelines and Focus Group Discussions (FGD) guidelines were followed to collect data.

## **Data Collection Procedure :**

Two different kinds of methods were used to collect the principal data; In-Depth Interview and Focus Group Discussion.

In Depth Interview- The in depth interviews were conducted between 24th October 2021 and 29th of October 2021 at the convenient times of the parents. Each interview session took around 30 to 45 minutes. 6 interviews were collected from 3 mothers and 3 fathers of 3-5 year old children. In accordance with the key research questions and objectives to know parental perceptions, an open ended interview questionnaire had been used in these interview sessions.

Focus Group Discussion - The FGD was conducted on the 8th November 2021. The discussion lasted for around 95 minutes. Here too, open ended FGD checklist had been used to understand the parental perception on music for 3-5 year olds' socio-emotional development.

Both the IDI and FGD guidelines were developed by the researcher herself, which was then reviewed by experts (faculties), and then piloted on two parents for any necessary corrections. Once their positive feedback was received, the researcher then began collecting data herself. Before the formal data collection process, informed consent

(orally) was taken from all participants regarding the research participation. After rapport building, the research objectives were shared with the participants, with the assurance of identity anonymity, and confidentiality of information and then questions were asked after their assurance, following the guidelines. All interviews and the group discussion were conducted using Zoom and Google Meet applications (apps). Data (audio and video) were recorded using 'Screen recorder' app, with the permission of the participants, and notes were taken down manually alongside by the researcher herself. The sessions were facilitated by the researcher herself and ended with notes of gratitude to the parents.

### **Data management and analysis :**

It is known that in Qualitative research methods, data analysis begins from the moment of data collection. Therefore the researcher's data analysis was an ongoing process with the beginning of the data collection through field notes, memos, etc. The technique of Content Analysis was applied and followed for data analysis.

The following steps were taken:

***Transcription of data*** - All the data collected from the IDIs and FGD were stored in the form of audio and video recording files, manually recorded data, and observational field notes. Data was then transcribed exactly pin-to-point. Collected data were then thoroughly checked and rechecked for completeness and legibility and copies of the transcripts were then made for safer storage.

***Reviewing data*** - The stored data were then reviewed over and over again for several hours. This was to crosscheck that no questions were missed during the sessions, and also

to mark down answers that directly related to the study objective and research questions. This review step helped the researcher in finding new and important dimensions in relation to the study that had risen from the discussions.

***Categorizing data*** - After the review, the data were categorized according to FGD and IDI first, then by themes and subthemes and all notes, ideas, and thoughts related to the themes were categorized accordingly. Here, the information was triangulated, i.e. the multiple methods and data sources- data from the IDIs and FGD, and mothers and fathers, were brought together to develop a comprehensive understanding of the phenomena and strengthen the validity of the study (Carter et al., 2014).

***Capturing thoughts and insights*** - After the categorization of themes and subthemes, the researcher then jotted down the personal thoughts and insights she had from all the collected data. This procedure allowed a more in depth understanding of the study matter, and helped present data more eloquently.

***Presenting data*** - After all the above processes, data will then be ready to be presented with direct quotes from the discussions.

### **Validity and Reliability:**

In order to maintain the validity and reliability of data collected, more than one method was used. Methods such as in depth interviews and focus group discussions were most suitable to record the inner thoughts, perceptions, and ideas of the parents. Though interviews are great tools to have insights into the respondents, they can be time consuming and expensive. FGDs on the other hand though less time consuming in

contrast to IDIs, often result in respondent biasness due to fellow respondent's influence. Therefore, for the validity, reliability and generalizability purpose of the study, a triangulated method has been chosen, so data collected from multiple sources and methods could give the researcher a good comprehension of the events. Review by an expert, and then pilot testing on two parents for accuracy, were also conducted. In addition, a multifaceted analysis, and well documentation of materials and processes, aided in ensuring further reliability.

### **Ethical issues:**

Ethical considerations were deemed as one of the most important parts of this research and were strictly followed. First and foremost approval was sought from the Brac IED, Brac university authorities. This approval was presented before the participants and their oral consent was taken before commencing the IDI or FGD. Sufficient information and assurances about taking part in this research were ensured to allow the participants to realize the implications of participation and to reach a fully informed, considered, and freely given decision about whether or not to do so, without exert of any pressure or compulsion. At any stage, however, had they wish to do so, they were given the right to withdraw from the study. Their respect and dignity were prioritized and it was made sure that they were subjected to no harm in any way whatsoever. Their identity and data were kept anonymous and privacy protected, and a sufficient degree of confidentiality were ensured. Honesty and transparency were prioritized regarding any type of communication in relation to the research. Misleading information of any sort, in addition to biased representation of any data findings were avoided.



## **Limitations of the study:**

Though an in depth knowledge regarding the subject had been gathered through the various methods mentioned in the study, the researcher still faced a few limitations to conduct the research. Mentioned below are a list of them:

- i. Due to the global pandemic situation, which had become quite unpredictable with rise and fall of the severity, data collection had become really tough. Especially, no parents were willing to physically meet the researcher for participating in the study. This exempted the researcher from having a physical, face-to-face observation of the respondents, which would have facilitated a better analysis through respondent gesture, posture, and behavioral reflection.
- ii. The difficulty in data collection resulted in the researcher to heavily rely on previously available research. But that was also very limited in contrast to what was required of. Thus, availability of limited scientific study on the subject was another constraint the researcher had to deal with.
- iii. Due to shortage of time, the study couldn't include all socioeconomic backgrounds and other geographic locations of the country.
- iv. 3 out of the 12 parents who participated in the research had previously received training in music during their childhood. This might have facilitated biasness from them in their responses.
- v. Last but not the least, since this was a qualitative study, it is a limitation that the

results and findings from here cannot be generalized.

## **Chapter IV**

### **Results and Discussion**

#### **Results**

The purpose of the study is to explore parental perceptions on the role of music on children's socio-emotional development in the preschool years. This section has been organized with the data collected from the 6 IDIs and 1 FGD. Information gathered is coded and presented under 3 main themes and 9 sub-themes in accordance with the key research questions. Below are the results obtained from all parents, giving us insight into their understanding on the subject.

#### **Theme 1 – Parents' perception on Music**

##### ***Knowledge on Music***

Most parents in IDI and the FGD session related 'music' with 'singing and dancing' solely, failing to understand and associate rhymes, rhythm, and other musical activities with the term 'music'. Nonetheless, almost all participants considered music as 'peaceful', and regarded it as a 'healing medium'. Parents said music was a stress reliever and a great emotional expression for them, and mentioned how music helps him mix in crowd to become everyone's favorite.

One parent said "*Music means an escape for me from my everyday life, workload, and stress. It also helps me mix with crowd by becoming the group favorite, which in turn*

*helps me in networking, something that is needed for my job” (IDI-6, 29/10/21).*

Another parent relayed *‘Music is spiritual to me. It makes me feel that I can communicate with my God through the lyric, and I feel relieved.’* (IDI-3, 25/10/21).

### ***Involvement and attitude towards Music***

A few of the parents received training in music during their childhood. These parents had one or more parent or grandparent a direct music practitioner themselves. One among them continued with music as his profession, while the others said they didn’t have enough time to actively pursue music in spite of their immense interest in the matter. All the parents conveyed however, that they enjoyed music to the fullest and regarding it as an essential element of life. They said it gave them emotional peace, heals them, and helps make connection with others.

One mother said, *“I am so used to music from my childhood home that it is quite unbelievable to me that one can survive or thrive without music”* (IDI – 5, 26/10/21).

Another parent from the FGD session added *“music is that essence of life without which I believe no one can sanely function”* (FGD – 1, 8/11/21).

## **Theme 2 – Parents’ Knowledge and practice on Socio-emotional development of Preschoolers**

Not all parents were found to have clear picture of what ‘socio-emotional’ development meant to be for their children. One particular mother didn’t have any idea on what ‘emotional development’ was. She couldn’t elaborate or discuss any practices with her

children regarding the domain. Others knew a little on the matter and had practices at home that helped their child develop socially and emotionally.

### ***Knowledge on Social Development of Preschoolers***

Many of the participants expressed that, by social development they meant the enhancement of their children's skills of communication, interaction, mingling, with his/her elders, family members etc. Recognizing the society and its good-bad, and responding to the immediate surrounding including parents, relatives, house helps, neighbors, etc. were regarded as social development of their child.

One father shared, *“By social development I understand the way my two children can develop relationships with my wife and me, their teacher, my parents, etc. in short, her immediate surrounding whom she meets on a day to day basis”* (IDI – 3, 25/10/21).

In the FGD session, all parents agreed that by social development, they understand their child's skills of communicating with family members, elders, peers, neighbors, etc. One mother said, *“Social development of my preschooler means her ability to adapt and respond to everyone around her, for example my employees, housemaid, driver, family members, etc.”* (FGD – 1, 8/11/21). The others in the discussion agreed with her.

### ***Knowledge on Emotional Development of Preschoolers***

As mentioned earlier, emotional development wasn't quite a common understanding among the participating parents. In the FGD session, primarily all parents seemed reluctant to share their views on the matter. It was only after the researcher shared

examples, and explained for a longer time that the parents began sharing their answers one by one, which weren't fairly clear either.

Some parents related emotional development with confidence building, the reactions of the child, and the good and/or bad mood of the child. Other parents added that by emotional development they meant their children's ability to respond appropriately to immediate context in their surroundings.

One parent said "*Emotional development to me means to be empathetic, and to share and care*" (IDI – 4, 26/10/21).

Another parent said "*by emotional development, I understand my child's skills pertaining to crying, laughing, and all emotions being felt by her*" (FGD – 1, 8/11/21).

A mother from IDI – 1 said she didn't quite understand the meaning of emotional development. Even after the researcher's examples on the matter, the mother seemed quite unsure.

### ***Parental Practices regarding Preschoolers' Socio-Emotional Development***

The participating parents shared few practices which they believe helped their children to develop socially and regulate their emotions better, especially during this COVID-19 pandemic lockdown. Mothers shared that they assisted in their children's socialization skills and emotional regulation skills through several activities such as taking them out for strolls, visiting their cousins' houses, communicating with them, talking to them, and making them understand contexts/situations. Even though the COVID-19 pandemic was

a tragic and uncertain time for everyone, majority of the participating parents shared how it had come as a boon to them since it let them spend more time with their family and helped strengthen bonds.

A father relayed that rewarding the children when they're well behaved, keeping promises made to children, are some ways that help with children's behavior and mood, thus helping them with emotional regulation (IDI – 2, 24.10.21).

Another parent said *“the lockdown would've taken a negative toll on my child's mental health if I hadn't taken her to the village where she played, mingled with the extended family, thus aiding in her socializing skills. Also because she was surrounded by her cousins and mostly got to play with them, she was always in good mood”* (IDI – 4, 26.10.21).

A father who is an entrepreneur, said that *“surprisingly the pandemic brought my child and me closer. I gave all my time to him. I played with him, listened to music and danced together, and did all that I couldn't do earlier.”* (IDI – 3, 25.10.21).

Parents in the group discussion session said they took their preschoolers to terrace or down the street for strolls once a day to play with neighbors, talk to shopkeepers, etc. One father said, *“Outings to relative's houses, parks, parties, gatherings, etc. were common before the pandemic hit, but after the lockdown, routines needed to change, and hence, taking them to terrace to play with neighboring children, of course maintaining the health regulations, was the best option for outdoor socialization”* (FGD – 1, 8/11/21).

Another father said since his parents and younger brother's family lived next door, his

wife and him took turns to take his son there every day for some fun time with the grandparents, uncle-aunts, and cousins. He expressed that *“When my child spent time with my parents, he heard stories from them, listened to music with them, ate together, took turns to watch cartoons on YouTube with his cousins, it helped him a lot positively in terms of emotions and socialization”* (FGD – 1, 8/11/21).

Another mother said since her family couldn't go out much in the lockdown, they bonded over music and games at home. They kept in touch with their extended family through video calls online, and the child had her share of socialization virtually. She said, *“the family hours of music, games, coloring, story-telling, and especially an hour of piano time with her father every day kept my daughter in very good mood and emotionally healthy”* (FGD – 1, 8/11/21).

### **Theme 3 – Parents' Perception on role of music on development of preschoolers**

Almost all the parents said they regarded music as an integral part of their family practices and routine. Whether during the kid's meal times, or coloring, or driving, or even bathing times, music was present in their background, as mentioned by the parents. Some of the parents could associate these musical activities with their children's social development, while other parent couldn't do so. Most parents wanted to enroll their children in musical trainings, not knowing its theoretical or developmental benefits. They just knew music training would be beneficial for their children. Below are sub themes, describing parents' perception on how music helps their child to develop.



### *Music as a medium of socialization*

The role of music in children's social lives were emphasized graciously by participating parents. Most of the interviewees said they highly encouraged their child to participate in musical activities at family gatherings, parties, preschool functions, etc. The reason they indicated was that it helped their children stand out from the crowd. Parents shared that singing, dancing, telling a story, or just active participation in any event by their children helped them to feel belonged to the group, and the praises increased their confidence to many fold.

One parent said, *"In any friends gathering outside or at my house, my son only gets at ease once he felt he belonged to the group of adults enjoying themselves. And to do that, he would sing songs to grab their attention. One word suggested, and he would make a song out of it. This gave him a sense of belonging, and the praises boosted his confidence"* (IDI – 3, 25.10.21).

One parent also said, *"One might have noticed that preschoolers or young children are often put together in schools to sing in chorus. This helps a child to learn to be in groups, wait for turns, and befriend more children. What can be a better way to teach children socialization than this?"* (IDI – 2, 24.10.21).

In the group discussion too, along with the above points, parents suggested how music helps children to break out of their shell of shyness or timidity, and helps to talk, walk, and socialize with confidence.

Parents summarized that music is something that everybody loves. It is a universal

language that all can connect with in no time. Music lets children trust people, connect with them, and helps them be themselves when connecting through music. Thus, it can be safely labeled as a perfect tool of socialization for preschoolers.

***Music as a medium of emotional regulation, expression, and healing***

The participating parents asserted on one particular thing, that Music is a universal medium of expression. Though not all parents were clear about ‘emotional regulation’ of children per say, they could understand that children needed to vent their feelings. They also failed to share how they assisted their children at home and outside with emotional regulation, identification and expression of their feelings. These parents also couldn’t precisely recognize how music could be of benefit in helping children with their emotional development.

But the other parents put forward some clear thoughts on how emotional expression and music went hand in hand. Parents especially highlighted on the pivotal role music played in their children’s healing during the COVID-19 lockdown and school closures. Parents shared that music was by far one of the best ways to calm the anxious children who couldn’t get out of the houses to play, meet relatives, go shopping, see friends, attend school, etc., for months!

One parent shared, *“I think children of this age are just learning to recognize emotions and often can’t express what they are feeling. And when they can’t do that properly, they get impatient, anxious, and their outburst is habitually out of control. By singing along, dancing, jumping, etc., my children could express their inner sentiments easily”* (IDI – 2,

24.10.21).

Another mother said, *“Music is a great stress reliever. Not only my child but for me too, music has been of great help in releasing tensions and stress in the COVID time. Because of the constant screen viewing due to online classes, social media streaming etc., my daughter used to be stressed out. But listening to my mother play the ‘tanpura’ at home every now and then has helped her to great extent in calming down”* (IDI – 4, 26.10.21).

Majority of the parents participating in the research said they played some sort of music before bed. When the researcher asked if that helped them calm down, most parents aren't sure of the answer. Upon the researcher's indication, the parents then revealed how music helped their children sleep better by calming them down and relaxing them.

One particular parent shared that music was used in their house as a routine signal. He said, *“Because my wife and I are big Harry Potter fans, we often listened to its mesmerizing sound track during evening snacks. Now this has become a habit for my elder child too. He knows whenever dad or mom puts on the Harry Potter song, it's time for evening tea. Also during drives, we have a playlist of our own. So now even the new born seems calm and quite during drives when she hears those songs”* (FGD – 1, 8/11/21).

A Father, who works as an assistant professor put forward in straight words, *“I want my child to learn music, be it instrument or vocal, because I believe it will give him peace, and help him heal through everyday life”* (IDI – 6, 29.10.21).

### ***Music as a learning tool***

Every single participating parent thought that music was a great learning tool for children. They said music lets their child learn, understand and memorize better what the conventional rote-learning and memorizing method can't accomplish. Though every child of the participating parents learnt a great deal from social media platforms, the parents couldn't initially locate how these interactive musical contents were helping their children learn. Only after the researcher pointed out how those musical rhymes and stories were helping their children learn, the parents were able to relate.

Upon identifying the association, one parent said *“music has helped my preschooler develop his language skills, his sentence making skills, phonetics, pronunciation, and his speech clarity. When learnt through music, he can memorize better, whether it's the rhymes from YouTube, or lyrics of a song, everything becomes easier and fun to learn through music”* (IDI – 4, 26.10.21).

Parents also mentioned the various games they played with their children, or the children played amongst themselves that helped them learn better (*Khelar-choley*). One parent said he encourages his son to finish a sentence or the lyric of a song with words of his own, which helps the child, according to the parent, with vocabulary and creativity.

Parents recalled how one popular cartoon that ran on the local television channels named 'Doremon' had brought about a mass 'Hindi' speaking trend among young children. One particular parent, who is a teacher, shared, *“I remember how Hindi had become a silent medium of communication for my students when that cartoon became popular, and everyone sang the title song all the time. This shows how music, or audio-visual learning can impact the linguistic skills of a child in comparison to a month of classroom*

*learning*” (FGD – 1, 8/11/21).

Another parent shared how music had helped to impart religious teachings to their child.

*“Since my parents are at home living with us, my mother does ‘zikh’, which is a musical and rhythmic religious chant. My daughter learnt from there too, and now she knows many ‘surahs’, and names of Islamic scholars by heart. The rhythmic zikh also helped her with beats, and numbers”* (IDI – 2, 24/10/21).

Parents also discussed how music teaches one to be more humane. *“Manobik Gunaboli”* they said, were implanted in children who learnt through and with music.

### ***Music in preschool curriculum***

Every single parent confessed that music should be made an obligatory part of preschool curriculum and not just an extracurricular activity for the sake of keeping one. With grave disappointment they said that the schools in Bangladesh are actually destroying their children’s creativity and are regarding the students as mere products than individuals.

Parents also added that, these preschool years are crucial because this is the time when children learn a great deal through imitation. So when the teachers are happily teaching the children through fun, play, and music, children would learn a lot more enthusiastically. Also, a music based curriculum or musical teaching/learning method can help in addressing difficult emotions preschoolers face during the transition period they go through before formal schooling. Parents also said that children shouldn’t be burdened with heavy syllabus, rote learning methods, and conventional exam systems right when their academic life is about to begin. This creates a fear in them and often makes them

repulse education. Rather, if teachers integrate play and music into the teaching system, children's learning would become much more fun and spontaneous

One parent shared that *'I had once thought of homeschooling my child instead of the conventional school he goes to. This is because I feared schools in Bangladesh are not concerned for my child's emotions, intelligence, and uniqueness. Rather their concern is rote learning, and treating every child the same way; because schools in Bangladesh are not child centric'* (IDI – 6, 29.10.21).

Another mother added, *"in the Asian subcontinent, and especially Bangladesh, we only tend to teach the children what we think will bring forth a monetary benefit, something that'll help the child earn money. But we seldom remember how important it is to consider the emotional, psychological, or psychosocial benefit of the child. This is very wrong according to me"* (IDI – 5, 26.10.21).

Bringing up the importance of musical philosophy, a father said that *"when we learnt 'amra shobai raja' as a child, it was just a song. But in later years we understood what a beautiful protest it symbolized. Therefore, Music should be integrated deep into the children to enrich their core values and principles. And even if they wouldn't know the meaning right away, it should remain engraved in them to make them better adults"* (FGD – 1, 8/11/21).

## **Discussion**

The primary objective of our study was to find how parents perceive music for their children's socio-emotional development. To fulfill the purpose, 12 parents were chosen

based on purposive selection who met the predetermined criteria of the study. Through 6 in depth interviews and one focus group discussion session, insights were sought in to their outlook on music, their knowledge on socio-emotional development of children, and their thoughts on music as a tool for socio-emotional development of their preschoolers.

Obtaining data from parents of diverse profession has facilitated in understanding a variety of parental mindset. The study found that majority of the parents regarded music as a means of entertainment and healing. Music was part of their everyday life, whether for themselves or their children. Almost all the parents, except a few, had musical activities/practices on a daily basis in their homes. Some parents also found it to be a spiritual medium for themselves.

The study also observed that, 'Child development' was bit of an ambiguous issue to the parents. It yielded mixed results from them. They knew they had to work with their children in order for them to rightfully grow up, but the developmental domains and the appropriate stimulations required for each of them were a newer concept to some. While 'Social development' was a more familiar term, as they could correlate communicating, interacting, mingling, etc. with it, most parents however couldn't quite identify what 'Emotional Development' referred to. The term emotional development left some parents blank and searching for answers as to what it meant, and what particular practices would they have to do for their children to benefit in this domain. Only upon the researcher's explanations and examples, the parents could associate a few of their practices with it. Knowledge on other domains such as cognitive, were more off limits to them and they weren't quite sure of what it meant or indicated. This portrayed a significant lack of

knowledge and awareness on early childhood development and care. And this comes as more of a surprise because majority of the participants in the study had at least one academic degree to their credit.

Despite the lack of theoretical knowledge on the developmental domains and early stimulations for preschoolers, a lot of practices mentioned by the parents were ones that were development friendly. For example, though they didn't know how children's mathematical skills were developed through rhythm and beats, yet they do have practices at home for dancing to beat, listening to rhythmic instrumentals, etc. Many parents also wanted their children to learn musical instruments, in spite of not knowing how it benefitted their children's mathematical, social, emotional, and physical domains.

Another practice signifies similarity where watching rhymes from social media platforms such as YouTube, were a daily habit of learning for their children, but the parents couldn't associate rhymes as musical tools, and couldn't surely pin point that these musical rhymes were a great learning tool for them. Most parents in this study were found to think the time children spend watching these rhymes and stories on social media platforms were mainly for entertainment purposes, and for keeping themselves busy only. Majority of the parents shared their bed time routines to be musical, with soothing music being played in their background. But only few could point out they did this purposely for the calming benefits music parted to relax and sleep.

However, few parents were found to be aware of the benefits music brought to their children. For example, they pointed out how group musical activities in school helped children bond with peers, get over shyness, gain confidence, and stand out. Some parents



also shared how they used music with their children for them to bond with family member and friends. They mentioned their children putting out musical performances at home and outdoor gatherings to get accepted in the crowd and bond with them. Some parents also said they purposefully took their children to meet with cousins and extended family during the long lockdown period which made their children happy through positive emotional regulation. Thus helping the child with socio-emotional development.

The study also had a few unexpected findings. For instance, a special case of parent pointed out how music helped his child gain religious knowledge in contrast to popular cultural belief of the country of how music and religion were regarded as two opposite poles. This was a surprising, yet wonderful find of this study which went hand in hand with the previous study of Arab parents in UAE who after witnessing their children's progress through music therapy, had advocated for it, in contrast to a cultural belief where music isn't regarded high and mighty as a learning tool in the Middle East.

Another example of a surprising finding was parents' mention of a popular cartoon's influence over children's language and medium of communication. They asserted on the powerful strength of music for language development of children and how it can be used at homes and in classrooms for teaching languages.

Furthermore, in unison with the previous study by Shaheen Ara (2009), parents pointed out the classic rote-learning based pedagogical system in the country. They mentioned how learning could be made fun and interesting with music, rhymes, and play, where children could concentrate and learn more rapidly since children learn best what they enjoy, and music is a wonderful medium of learning while having fun (Peterson, 2015).

Some parents also mentioned how the pre-primary and primary education in the country were not at all child-centric, force shaping every child to be the same in contrast to helping each child with their uniqueness and individuality.

Nonetheless, what can be summed up from this study is that music was an integral part of everyday activities and practices in all the households of the participating parents. These musical customs were habitual ones rather than solely for children's developmental stimulation. These routines were more cultural, something the parents have been habituated of doing on a daily basis from their childhood, rather than theoretical and knowledge based. However, they also knew music had great benefits for their children's development. Their perception on music as a tool for healing was more recognized in comparison to music as a tool for learning. Since the results signify parents' perception in favor of the necessity of music in helping every child develop appropriately, enjoyably, and holistically, findings from this study will help in filling gaps of existing knowledge and assist all stakeholders in doing the needful.

Questions still remains as to how altered the results would have been, had the study included parents of other socio economic backgrounds and of all locations of the country. Furthermore, parental perceptions are a vast subject of study, and such limited time frame for a research of this magnitude binds the researcher in conducting the essential exploration and assembling the desirable data. With insufficient existing study on this particular matter, it becomes even more obligatory to conduct such research more and more in the future and find solutions to further questions unanswered.

## **Conclusion**

Based on the findings of the study, and as discussed above, it can be concluded that parents had a very positive attitude toward music. They equated music with healing, inner peace, and spiritual stimulus. Unfortunately, despite the positive attitude toward music, lack of knowledge on the subject was very much evident.

Furthermore, early childhood care and education, was found to be a fairly newer term for the parents. The developmental domains, especially emotional development of children were found to be comparatively unknown concepts for few of them. Parents were mostly unable to identify and relate the needful for aiding emotional development of their children. Although social development was a more recognized concept to them, and excepting a few, the other parents conversely were well versed on how to support their children for a better development.

Parental practices included a large number of musical activities, which were done instinctively or habitually, without appropriate understanding or their theoretical application. There existed a clear gap between the knowledge and attitude of the parents regarding music on their children's development. The musical practices done at home by the parents were also more of cultural which came handed down through generations in most households. Therefore, despite these numerous practices involving music that supported their children's socioemotional development, only a few of them did those activities with prior knowledge of its developmental benefits.

This lack of awareness by the parents has facilitated an urgent need for study on the

mentioned subject, where the findings from this study may serve as an eye-opener to this vast and vital arena of child development. Immediate studies on bigger, better scale involving more parents from all socioeconomic backgrounds in all geographical locations of the country is an urgent need of the hour. Because only upon exploring parental attitude and knowledge on art and music for education and change, necessary changes can be brought in for a more developed future, through better developed children.

## **Recommendations**

The following are few recommendations based on the conclusion drawn from the study. These recommendations urge immediate ‘ACTS’ (Awareness, Curriculum, Tone, Studies) to ensure children's future accomplishments, because enhancing the early years of their lives will be the best investment for the very society.

- i. Awareness- Awareness and Advocacy must be imparted to parents, primary caregivers, and other stakeholders on the importance of music as a developmental catalyst for children.
- ii. Curriculum- A music based curriculum, and music based pedagogy must be incorporated in the preschool education system.
- iii. Tone- Necessary changes in the country’s preprimary education policies should be toned in order to facilitate play based curriculum and pedagogy instead of the conventional rote learning system.

iv. Studies- Both qualitative and quantitative studies need to be done on larger scales to address the problem, considering its vitality.

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# Appendix 1

## In-depth Interview Questionnaire Guideline for parents (English)

**Title: Parental perception on the role of music on children's socio-emotional development in preschool years**

<b>General Information</b>
----------------------------

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

Start Time: \_\_\_\_\_

End Time: \_\_\_\_\_

Name: \_\_\_\_\_

Pseudonym: \_\_\_\_\_

Father       Mother

Age: \_\_\_\_\_

Education: \_\_\_\_\_

Profession: \_\_\_\_\_

Parents' combined Income (in bdt): \_\_\_\_\_ No: of children: \_\_\_\_\_

Age of children:      child1 \_\_\_\_\_ Child2 \_\_\_\_\_ Child3 \_\_\_\_\_ child4 \_\_\_\_\_

### Thematic Questions:

#### 1) Parents' Knowledge on music

1. What is the first thing that comes to your mind when you hear the word music?
2. Do you enjoy music? Could you please elaborate your answer?

3. Have you ever learnt music in your childhood? Do you sing/ play any instrument/ actively practice music now? Could you elaborate please?

## **2) Parents' Knowledge on Socio-emotional (SE) Development**

1. What do you understand by social and emotional development of children?
2. With the ongoing pandemic and lockdown, how did you support your preschooler to socialize with adults, peers, siblings, etc. and also in their emotional regulation?

## **3) Parental knowledge/ understanding (and attitude )about the role of music on child as a whole and specifically SE development**

1. According to you, what do preschoolers learn through music?
2. Do you agree that music supports preschoolers to learn social skills (such as interaction with peers & adults, communication, turn taking skill, sharing etc.)? Please explain your answer.
3. How do you think music can help with the emotional regulation of a preschooler?
4. Do you believe your child should learn to sing/ play an instrument? Please explain your answer.
5. With the onset of the pandemic lockdown and school closures, do you think music played any role in your child's emotional regulation and socializing? For e.g. did it play a role in calming your child, or interacting with strangers,

or going out for emergencies, meeting relatives, etc. Please explain your answer.

6. Do you think a musically rich home environment can play any role to enhance your preschooler's development? Please explain your answer.
7. Do you think children learn Socio-emotional skills through music in preschool or at home? If yes, could you please elaborate your answer?
8. Do you think music should be included in the curriculum as a medium of learning and healing? Please share the reason for your answer.

#### **4) Parents' practices regarding music with their children**

1. Do you deliberately expose your child to music at home? Please explain in details.
2. Do you have any family music habits (for e.g., listening to music while driving, or cooking, or coloring, or playing, or singing/dancing together, etc.?) Please elaborate.
3. Does your preschooler enjoy music? How do they respond to music? For e.g. dances to the rhythm, sings along, doesn't show any response, etc. Please elaborate your answer.
4. Is your child enrolled in any music lessons? Please elaborate your answer.

5. Do you encourage your child to participate in any musical activities in their preschool or any other place, in any occasions? Could you please share your reason of choice?
  6. Do you use any music or rhymes at home to teach alphabets, reading, etc.? Please elaborate your answer.
  7. Is there any musical activity you do at home to support your children's socioemotional skill development (for e.g. any games)? Please explain.
- 5) Do you have anything further to add or ask regarding the subject?

**বাবা-মায়ের বিশদ সাক্ষাৎকার (বাংলা)**

**শিরোনাম: প্রিন্স্কুল বছরগুলিতে শিশুদের সামাজিক-আবেগী বিকাশে**

**সঙ্গীতের ভূমিকা সম্পর্কে পিতামাতার প্রত্যক্ষকরণ**

**সাধারণ তথ্যাবলী**

তারিখ: \_\_\_\_\_

শুরুর সময়: \_\_\_\_\_

শেষের সময়: \_\_\_\_\_

নাম: \_\_\_\_\_

ছদ্মনাম: \_\_\_\_\_

পিতা  মাতা

বয়স: \_\_\_\_\_



শিক্ষা: \_\_\_\_\_

পেশা: \_\_\_\_\_

সম্মিলিত মাসিক আয়: \_\_\_\_\_

সন্তান সংখ্যা: \_\_\_\_\_

শিশুদের বয়স: শিশু১ \_\_\_\_\_ শিশু২ \_\_\_\_\_ শিশু৩ \_\_\_\_\_ শিশু৪ \_\_\_\_\_

### বিষয়ভিত্তিক প্রশ্ন:

#### ১) সংগীত বিষয়ে বাবা - মা এর জ্ঞান:

১. সংগীত শব্দটি শুনলে, সর্বপ্রথমে কোন বিষয়টি আপনার মনে আসে?
২. আপনি কি সংগীত উপভোগ করেন? অনুগ্রহ করে ব্যাখ্যা করুন।
৩. আপনি কি শৈশবে গান শিখেছেন? এখন কি গান করেন অথবা কোনো বাদ্যযন্ত্র বাজান, অথবা সক্রিয়ভাবে সংগীত চর্চা করেন? অনুগ্রহ করে ব্যাখ্যা করুন।

#### ২) সামাজিক-মানসিক বিকাশে বাবা-মা এর জ্ঞান:

১. শিশুর সামাজিক ও আবেগিও বিকাশ বলতে আপনি কি বুঝেন?
২. চলমান মহামারী এবং লকডাউনে, আপনি কীভাবে আপনার প্রিঙ্কুলারকে সামাজিকীকরণে (প্রাপ্তবয়স্ক, বন্ধু, ভাইবোনসহ সবার সঙ্গে) ও আবেগ নিয়ন্ত্রণে সহযোগিতা করেছেন?

#### ৩) প্রিঙ্কুলারের সামাজিক-আবেগিও বিকাশে সংগীতের ভূমিকা:

১. আপনার মতে, প্রিঙ্কুলাররা সংগীতের মাধ্যমে কী শেখে?

২. আপনার মতে সংগীত কি প্রিস্কুলারদের সামাজিক দক্ষতা বাড়াতে সাহায্য করে (উদাহরণ স্বরূপ, বড়-ছোট সবার সঙ্গে যোগাযোগ করা, পালা নেয়ার দক্ষতা, ভাগাভাগি করা সহ আরো কিছু দক্ষতা)? অনুগ্রহ করে আপনার উত্তর ব্যাখ্যা করুন।

৩. সংগীত কিভাবে একজন প্রিস্কুলারের আবেগ নিয়ন্ত্রণে সাহায্য করতে পারে বলে আপনি মনে করেন?

৪. আপনি কি বিশ্বাস করেন আপনার সন্তানের কোনো গান/ বাদ্য যন্ত্র শেখা উচিত? আপনার উত্তর ব্যাখ্যা করুন।

৫. আপনি কি মনে করেন কোভিড মহামারী লকডাউন এবং স্কুল বন্ধের সময়টায় সঙ্গীত আপনার সন্তানের আবেগ নিয়ন্ত্রণ এবং সামাজিকীকরণে সাহায্য করেছে অথবা কোন ভূমিকা পালন করেছে? যেমন, আপনার সন্তানকে শান্ত করতে, অস্থিরতা কমাতে, রুটিন মানা, অথবা অপরিচিতদের সাথে আলাপচারিতায়, অথবা জরুরী প্রয়োজনে যখন বের হতে হয়েছে, বা আত্মীয়-স্বজনের সাথে দেখা করার সময় ইত্যাদিতে আপনার শিশুর সংগীত চর্চা কি কোনো ভূমিকা রেখেছে? অনুগ্রহ করে আপনার উত্তর ব্যাখ্যা করুন।

৬. আপনি কি মনে করেন সঙ্গীতসমৃদ্ধ বাড়ির পরিবেশ আপনার প্রিস্কুলারের উন্নতিতে কোন ভূমিকা পালন করতে পারে? অনুগ্রহ করে ব্যাখ্যা করুন।

৭. আপনি কি মনে করেন শিশুরা প্রিস্কুলে বা বাড়িতে সংগীতের মাধ্যমে সামাজিক-মানসিক দক্ষতা শিখে? আপনার উত্তর যদি হয়, তবে অনুগ্রহ করে ব্যাখ্যা করুন।

৮. আপনি কি মনে করেন সঙ্গীত শেখার এবং নিরাময়ের মাধ্যম হিসেবে পাঠ্যসূচিতে অন্তর্ভুক্ত করা উচিত? অনুগ্রহ করে আপনার উত্তরের কারণটি জানাবেন।

**৪) বাচ্চাদের সাথে সঙ্গীত সম্পর্কিত বাবা- মায়ের অভ্যাস:**

১. বাড়িতে কি আপনি আপনার শিশুকে স-ইচ্ছায় গান শুনান, বা সংগীতের বিভিন্ন মাধ্যম তার সামনে তুলে ধরেন? আপনার উত্তরটি বেক্ষা করবেন অনুগ্রহ করে

২. আপনাদের কোনো সংগীত সংশ্লিষ্ট পারিবারিক অভ্যাস আছে কি? যেমন, রান্না করতে করতে গান শুনান, অথবা গাড়ি চালানোর সময়, খেলাধুলার সময় গান শুনান, অথবা একসঙ্গে নাচ-গান করা ইত্যাদি? অনুগ্রহ করে বিস্তারিত বলুন।

৩. আপনার প্রিন্সুলার কি সংগীত উপভোগ করে? সে কীভাবে সঙ্গীতে সাড়া দেয়? যেমন সংগীতের তালে নাচে, সাথে গায়, অথবা কোন প্রতিক্রিয়া দেখায় না, ইত্যাদি। অনুগ্রহ করে বিস্তারিত বলুন।

৪. আপনার সন্তান কি কোনো সংগীত শিক্ষা গ্রহণ করে? অনুগ্রহ করে বিস্তারিত বলুন।

৫. আপনি কি আপনার সন্তানকে তার প্রিন্সুল বা অন্য কোনো স্থানে, কোনো অনুষ্ঠানে, কোনো সঙ্গীত কার্যক্রমে অংশগ্রহণ করতে উৎসাহিত করেন? আপনার মতামতের কারণ জানতে পারি?

৬. আপনি কি বর্ণমালা/পড়ালেখা ইত্যাদি শেখানোর জন্য বাড়িতে কোনো সঙ্গীত বা ছড়া ব্যবহার করেন? অনুগ্রহ করে আপনার উত্তরটি বিস্তারিতভাবে বলুন।

৭. আপনার প্রিন্সুলারের সামাজিক-আবেগিও দক্ষতা বিকাশে, আপনি কি বাড়িতে কোনো সঙ্গীত ক্রিয়াকলাপ/কার্যক্রম (যেমন কোন সংগীত সংশ্লিষ্ট খেলাধুলা) করেন? অনুগ্রহ করে ব্যাখ্যা করুন।

৫) আপনার কি এই বিষয়ে আরও কিছু যোগ বা জিজ্ঞাসা করার আছে?

**Focus Group Discussion (FGD) Guideline (English)**

**Title: Parental perception on the role of music on children's socio-emotional development in preschool years**

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

Start Time: \_\_\_\_\_

End Time: \_\_\_\_\_

Number of Participants: \_\_\_\_\_

Medium: \_\_\_\_\_

Income Range: \_\_\_\_\_

Age Range: \_\_\_\_\_

Participant list:

1. Name: \_\_\_\_\_

Pseudonym: \_\_\_\_\_

Profession: \_\_\_\_\_

Education: \_\_\_\_\_

2. Name: \_\_\_\_\_

Pseudonym: \_\_\_\_\_

Profession: \_\_\_\_\_

Education: \_\_\_\_\_

3. Name: \_\_\_\_\_

Pseudonym: \_\_\_\_\_

Profession: \_\_\_\_\_

Education: \_\_\_\_\_

4. Name: \_\_\_\_\_ Pseudonym: \_\_\_\_\_  
Profession: \_\_\_\_\_ Education: \_\_\_\_\_
5. Name: \_\_\_\_\_ Pseudonym: \_\_\_\_\_  
Profession: \_\_\_\_\_ Education: \_\_\_\_\_
6. Name: \_\_\_\_\_ Pseudonym: \_\_\_\_\_  
Profession: \_\_\_\_\_ Education: \_\_\_\_\_

**FGD Questions:**

1. What do you understand by 'music'?
2. What do you understand by social development?
3. What do you understand by emotional development?
4. What do children learn through music?
5. Do you think there are any connections between music and development? Please explain your answer.
6. Does music help with socialization and emotional regulation of children? Could you explain your answer?
7. Do you use any music or rhymes at home to teach alphabets, reading, etc.? Please elaborate your answer.

8. Do you think music should be included in the curriculum as a medium of learning and healing? Please share the reason for your answer.

9. Do you have anything further to add or ask regarding the subject?

### ফোকাস গ্রুপ আলোচনা (বাংলা)

#### শিরোনাম: প্রিঙ্কুল বছরগুলিতে শিশুদের সামাজিক-আবেগী বিকাশে সঙ্গীতের ভূমিকা সম্পর্কে পিতামাতার প্রত্যক্ষকরণ

তারিখ: \_\_\_\_\_

শুরুর সময়: \_\_\_\_\_

শেষের সময়: \_\_\_\_\_

অংশগ্রহণকারীর সংখ্যা: \_\_\_\_\_

মধ্যম: \_\_\_\_\_

আয় পরিসীমা: \_\_\_\_\_

বয়স পরিসীমা: \_\_\_\_\_

অংশগ্রহণকারীর তালিকা:

১) নাম: \_\_\_\_\_

ছদ্মনাম: \_\_\_\_\_

শিক্ষা: \_\_\_\_\_

পেশা: \_\_\_\_\_

২) নাম: \_\_\_\_\_

ছদ্মনাম: \_\_\_\_\_

শিক্ষা: \_\_\_\_\_

পেশা: \_\_\_\_\_

৩) নাম: \_\_\_\_\_

ছদ্মনাম: \_\_\_\_\_

শিক্ষা: \_\_\_\_\_

পেশা: \_\_\_\_\_

৪) নাম: \_\_\_\_\_

ছদ্মনাম: \_\_\_\_\_

শিক্ষা: \_\_\_\_\_

পেশা: \_\_\_\_\_

৫) নাম: \_\_\_\_\_

ছদ্মনাম: \_\_\_\_\_

শিক্ষা: \_\_\_\_\_

পেশা: \_\_\_\_\_

৬) নাম: \_\_\_\_\_

ছদ্মনাম: \_\_\_\_\_

শিক্ষা: \_\_\_\_\_

পেশা: \_\_\_\_\_

৭) নাম: \_\_\_\_\_

ছদ্মনাম: \_\_\_\_\_

শিক্ষা: \_\_\_\_\_

পেশা: \_\_\_\_\_

৮) নাম: \_\_\_\_\_

ছদ্মনাম: \_\_\_\_\_

শিক্ষা: \_\_\_\_\_

পেশা: \_\_\_\_\_

### ফোকাস গ্রুপ আলোচনার প্রশ্ন:

১) আপনি সঙ্গীত দ্বারা কি বোঝেন?

২) সামাজিক উন্নয়ন বলতে আপনি কি বোঝেন?

৩) আপনি আবেগী বিকাশ বলতে কি বোঝেন?

৪) আপনার মতে, প্রিন্সুলাররা সংগীতের মাধ্যমে কী শেখে?

৫) আপনি কি মনে করেন যে সঙ্গীত এবং বিকাশের মধ্যে কোন সংযোগ আছে? অনুগ্রহ করে ব্যাখ্যা করুন।

৬) সঙ্গীত কি শিশুদের সামাজিকীকরণ এবং আবেগ নিয়ন্ত্রণে সাহায্য করে? অনুগ্রহ করে ব্যাখ্যা করুন।

৭) আপনি কি বর্ণমালা/পড়ালেখা ইত্যাদি শেখানোর জন্য বাড়িতে কোনো সঙ্গীত বা ছড়া ব্যবহার করেন? বিস্তারিতভাবে বলুন।

৮) আপনি কি মনে করেন সঙ্গীত শেখার এবং নিরাময়ের মাধ্যম হিসেবে পাঠ্যসূচিতে অন্তর্ভুক্ত করা উচিত? অনুগ্রহ করে আপনার কারণটি জানাবেন।

৯) এই বিষয়ে আরও কিছু যোগ বা জিজ্ঞাসা করার আছে?



## Appendix 2

### Parents' Consent Form

I Somnur Monir Konal, a student of BRAC University, am going to conduct a research as part of my masters in ECD under BRAC University. You are requested to answer the questions about the role of music on the Socio-emotional development of children. I declare that all the information you provide will be kept confidential and will only be used for the research purpose only.

Signature of parent:

Date:

Signature of researcher:

Date:

### বাবা-মায়ের সম্মতি ফর্ম

আমি, সোমনূর মনির কোনাল, ব্র্যাক বিশ্ববিদ্যালয়ের অধীনে ইসিডিতে মাস্টার্সের অংশ হিসাবে একটি গবেষণা পরিচালনা করতে যাচ্ছি। শিশুদের সামাজিক-মানসিক বিকাশে সংগীতের ভূমিকা সম্পর্কে আপনাকে নিম্নলিখিত প্রশ্নের উত্তর দেওয়ার অনুরোধ করা হচ্ছে। আপনার দেওয়া সমস্ত তথ্য গোপন রাখা হবে এবং শুধুমাত্র গবেষণার জন্য ব্যবহার করা হবে।

পিতামাতার স্বাক্ষর:

তারিখ:

গবেষকের স্বাক্ষর:

তারিখ: