

**Thesis On**  
**Parent's Perception and Practices on Socio-emotional Development**  
**of 0-3 Years Old Children.**

By  
Iffat Ara Begum  
(21355003)

.

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

April 2023

© 2023. Iffat Ara Begum  
All rights reserved.

## **Declaration**

It is hereby declared that

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

**Student's Full Name & Signature:**

Iffat Ara Begum

(21355003)

## **Approval**

The thesis/project titled “Parent’s Perception and Practices on Socio-emotional Development of 0-3 Years Old Children.” submitted by Iffat Ara Begum (21355003) of Summer, 2021 has been accepted as satisfactory in partial fulfillment of the requirement for the degree of Master of Science in Early Childhood Development on April 2023.

### **Examining Committee:**

Supervisor:  
(Member)

---

Zarrin Tasnim  
Research Associate, ECD Academic Program  
Brac Institute of Educational Development, Brac University

Program Coordinator:  
(Member)

---

Ferdousi Khanom  
Senior Lecturer, ECD Academic Program  
Brac Institute of Educational Development  
Brac University

External Expert Examiner:  
(Member)

---

Muhammed Mamunur Rashid  
Senior Lecturer, M.Ed. Department  
Brac Institute of Educational Development

Departmental Head:  
(Chair)

---

Dr. Erum Mariam  
Executive Director  
Brac Institute of Educational Development, Brac University

## Ethics Statement

Title of Thesis Topic: Parent's Perception and Practices on Socio-emotional Development of 0-3 Years Old Children.

Student name: Iffat Ara Begum

### 1. Source of population

---

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

- a) Physical risk to the subjects (No)
- 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 (yes)
- 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)
- c) Questionnaire or interview schedule (yes)

**Ethical Review Committee:**

Authorized by:  
(chair/co-chair/other)

---

Dr. Erum Mariam  
Executive Director  
Brac Institute of Educational Development  
Brac University

## **Abstract:**

A child's school adaptation and socialization in life massively relays on the 0-3 years of the child's life. In addition, to prevent emotional and behavioral issues in children the development of socio-emotional skills is crucial. To build up these skill sets, parents play a vital role along with other factors. However, the present busy lifestyle is pulling the parents back to spend quality time with their children. This qualitative research tries to find the perception of 0-3 years' children from their parental point of observation. The result shows a positive perception of parental awareness towards the socio-emotional development of 0 to 3 years' children of parents from Dhaka City. The study found a huge gap between awareness and practice. Further study can be done to figure out reasonable solutions and popularization regarding the socio-emotional development of 0 to 3 years' children.

**Keywords:** Parents' perception; Parents' understanding; practices; socio-emotional development.

# Contents

<b>Declaration.....</b>	<b>ii</b>
<b>Approval .....</b>	<b>iii</b>
<b>Ethics Statement.....</b>	<b>iv</b>
<b>Abstract: .....</b>	<b>vi</b>
<b>Chapter I: Introduction &amp; Background .....</b>	<b>1</b>
<b>Statement of the problem:.....</b>	<b>2</b>
<b>Purpose of the Study:.....</b>	<b>3</b>
<b>Significance and Justification of the study: .....</b>	<b>3</b>
<b>Research Topic &amp; Research Questions:.....</b>	<b>6</b>
<b>Operational Definition: .....</b>	<b>6</b>
<b>Chapter II: Literature Review.....</b>	<b>7</b>
<b>Chapter III: Methodology .....</b>	<b>15</b>
<b>Research Approach and Design: .....</b>	<b>15</b>
<b>Research site:.....</b>	<b>15</b>
<b>Research participants:.....</b>	<b>15</b>
<b>Sample size and sampling method: .....</b>	<b>16</b>
<b>Data Collection Tool:.....</b>	<b>16</b>
<b>Data Collection Procedure: .....</b>	<b>16</b>
<b>Data Management and Analysis:.....</b>	<b>17</b>
<b>Validity and reliability of the research tool:.....</b>	<b>17</b>
<b>Ethics:.....</b>	<b>18</b>

<b>Limitations of the Study:</b> .....	18
<b>Chapter IV: Results/Findings &amp; Discussion</b> .....	<b>19</b>
<b>Results/Findings:</b> .....	19
<b>Discussion:</b> .....	26
<b>Conclusion:</b> .....	<b>30</b>
<b>Recommendations:</b> .....	<b>31</b>
<b>Reference</b> .....	<b>32</b>
<b>Appendices:</b> .....	<b>36</b>
নিদেশিকা .....	36
<b>Guide line</b> .....	37
<b>Consent Form for Focus Group Discussion (FGD)</b> .....	38
<b>Consent Form In-Depth Interview (IDI)</b> .....	39
<b>Demographic Information of Participants:</b> .....	40



**List of Acronyms:**

IDI In-Depth Interview

FGD Focus Group Discussion

## **Chapter I: Introduction & Background**

One of the key developmental duties for a child that predicts mental health and school adaptation later in life is developing socio-emotional competence during 0-3 years. In the past, researchers only thought that cognitive abilities could be used to predict academic success. The past few decennaries have shown that social and emotional intelligence serves as a mediator between cognitive abilities and academic success (Denham, 2006). According to research, a crucial component of prevention programs for forestalling emotional and behavioral issues in children is the buildout of socio-emotional skills. The capacity for the expression of emotions in a way that is advantageous to current interactions and long-term relationships is referred to as emotional competence (Denham, 2006). It alludes to a group of abilities such as emotional comprehension, expression of emotion, and emotional control. Emotional and social intellectual ability are related concepts. Preschoolers need to be able to read, interpret, and label various emotions in others and themselves, as well as to follow social values of expressing these emotions as they get aged, in order to successfully adapt to social contexts.

According to several studies, inappropriately expressing emotions, particularly negative emotions like anger or aggression, eventually causes an individual to be rejected by their peers. In kindergarten, children who frequently express positive emotions are more likely to receive favorable social competence evaluations from teachers and to be liked by their classmates. Preschoolers learn to control their own emotions, holding onto and expressing those that are helpful and relevant while repressing those that aren't conducive to continue having satisfying interactions with others while playing and socializing (Denham, 2006). Self-regulation techniques come in a variety of forms, ranging in complexity from easy ones like hugs and thumb sucking at

age three to harder ones like attention shifting and cognitive restructuring at age six to seven. (Miclea, 2007).

On the other hand, social competence is essentially the ability to process social information and perform in social contexts and it consists of three key components: rule compliance, social interaction, and prosocial behavior (Stefan et al, 2009). The inability to initiate and maintain relationships, experience peer rejection, and later develop externalizing and/or internalizing problems (such as aggression and/or depression) have all been linked to a lack of social skills (Stefan et al, 2009).

### **Statement of the problem:**

Due to impoverished, ill health, and malnutrition, an estimated 219 million children in developing nations fail to reach their developmental probable in the early five years of life (Grantham-McGregor et al, 2007). One of the main aspects that poverty negatively impacts children's development is through a lack of stimulating environments in the home (Bradley, R., & Corwyn, R. ;2005). However, there is little research on specific risk factors in the home environment that affect children's cognitive and socioemotional development in developing nations.

According to recent studies, a crucial component of young children's readiness for school and academic success is their capacity to control their emotions and behaviors as well as form lasting friendships. Poor social expertise is a major predictor of academic failure, while emotionally mature children are more likely to succeed academically (Strengthening Social and Emotional Competence in Young Children: Infants & Young Children, n.d.).

According to research, families with parents who exhibit more hostile parenting, have more arguments and focus more on their children's negative behaviors than their positive behaviors are

more likely to have children with lower emotional and social capabilities (Cummings, 1994; Webster-Stratton & Hammond, 1999). Children are more likely to be able to self-regulate and react non aggressively to conflict situations if their parents are emotionally healthy and pay attention to prosocial behaviors.

In urban areas, families are becoming nuclear family day by day in Bangladesh. Parents become busy with their daily work and often they do not get enough time to spend with the children. In this case, it is difficult for children to be social and emotionally mature. Since they are not growing up surrounded by many people and also not getting chance to mix up with other children. Sometimes they develop some behavioral issues in them and often they face difficulties in adjusting with other human being in both childhood and later in adulthood. So, this is a major issue in our and our children's life but unconsciously we do not focus on it.

### **Purpose of the Study:**

The purpose of this study is to examine parents' perceptions of their 0 to 3-year-old children's socioemotional development and their practices to foster that development. In the urban areas, families are growing to be nuclear families. Often the children are not getting enough time from their parents. Children find it challenging to be socially and emotionally mature in this situation since they are not being raised with many people in their family.

### **Significance and Justification of the study:**

Science has shown us how rapidly the brain grows and can be developed, and it has also shown how the early years (0-3 years) can either result in significant and long-lasting improvements in academic performance and lifetime success (Why 0-3?, 2022). Researchers have also discovered

that early traumatic experiences have an impact on how we develop emotionally, physically, and mentally throughout our lives.

Relationships that are emotionally nourishing during the first three years of life lay the groundwork for long-term health and happiness (Why 0-3?, 2022). A baby's early relationships and experiences with their parents and other caregivers have a profound impact on their brain development, social-emotional learning, cognitive abilities, future health, and success in school and in life, according to research and clinical experience (Why 0-3?, 2022).

In accordance with the attachment behavioral system, which is an approach that spans the lifespan, human beings are born with a congenital motivational system that is activated in response to perceived or actual threats, causing them to seek out particular individuals to feel more safe and at ease (Bowlby, 1982). The theory's tenet is that people create cognitive-affective representations of themselves and other people depending on interactions they've had with attachment figures overall, or "internal working models" (Bowlby, 1973; Bartholomew and Horowitz, 1991). These models provide guidance for evaluating information from the social world and are crucial for affect regulation across the lifespan (Kobak and Sceery, 1988; Collins et al., 2004). The first attachment a newborn forms is to its mother or other primary caregivers. This attachment may become internalized over time, which could have an impact on any future relationships the person forges with others. Even in adult relationships, the infantile attachment persists unaltered (Ainsworth et al. 1978).

According to Bowlby, a main caregiver connection forms the basis of an inner working model, which is a cognitive framework comprised of mental images for comprehending oneself, other people, and the world. It acts as a layout design for all future social encounters and lets people to foresee, regulate, and manipulate interactions with others. (McLeod, 2007). According to Bowlby's

maternal deprivation concept, if a baby's attachment to its primary caregiver is consistently strained, they may suffer lengthy cognitive, social, and emotional issues (McLeod, 2007).

The development of the child's potential is aided by the social experiences they have independently and with adult supervision. Additionally, it enables the development of life skills needed for adult responsibilities as well as school readiness skills (Garner & Parker, 2018). The complex process of social development involves the child adopting the objectively established standards of behavior and continually coming to terms with who they are as social beings (Garner & Estep, 2001).

According to recent studies, a crucial component of young children's readiness for school and academic success is their capacity to control their emotions and behaviors as well as form lasting friendships. Poor social skills are a major predictor of academic failure, and emotionally mature children are more likely to succeed academically (Strengthening Social and Emotional Competence in Young Children: Infants & Young Children, n.d.).

Children today are emotionally unfledged, which presents a challenge (Poletaeva & Merzlyakova, 2018; Watanabe et al., 2019). Modern children's best friends are television and electronic devices, and their preferred pastimes are playing video games and watching animated films. As a result of the increased screen usage, future interactions with friends and adults may be slight to nonexistent. When considering the toddler's activities, it's very important to keep in mind that children can develop emotional instability and insensitivity at a young age (Poletaeva & Merzlyakova, 2018; Watanabe et al., 2019).

For toddler's, social orientation (time spent in contact with a social partner), reflex regulation, mimicry/imitation exercises, and normative regulation are the main mechanisms of socialization (refers to the set of social rules that a child must follow). Parents must actively participate in this

process and modify their child's behavior to ensure successful socialization (van der Pol et al., 2015). The development of the impassioned and cognitive systems is significantly influenced by social experience, one of the main socialization mechanisms. It also plays a significant role in the development of values, attitudes, and a behavioral style (Warren & Stifter, 2008).

To build a sensible, responsible and emotionally stable generation it is essential to understand how socio-emotional development occurs in children and how caregivers can play a positive role in its' development. This study explores parental perceptions and practices on socio-emotional development that are crucial in understanding the factors that can affect this developmental domain in children. Furthermore, the findings of the study could be useful in creating hypothesis for larger studies, in reforming existing policies or forming new policies and play a role in creating awareness for ECD practitioners, educators, policymakers and parents.

### **Research Topic & Research Questions:**

Parent's Perception and Practices on Socio-emotional Development of 0-3 Years Old Children.

1. What do parents understand by the "socio-emotional development" of children?
2. What are parents' practices to foster their children's socio-emotional development?

### **Operational Definition:**

**Social-emotional development**, according to Cohen et al. (2005), encompasses children's emotional experience, articulation, and governance as well as the propensity to create satisfying and pleasant relationships with others (Social-Emotional Development Domain, 2021). "A child's positive relationship with trusting and caring adults is the key to successful social and emotional development," claims Darla Ferris Miller (2013).

**Perception**, as defined by the Merriam-Webster Dictionary, is the process by which one takes in information through one's senses. Parental perception means what parents believe, know, understand, and do in terms of the subject. This includes both parents' practices.

## **Chapter II: Literature Review**

It has been determined that the early years are a crucial time for a child's development. The development of fundamental social-emotional skills during infancy lays the groundwork for the later development of more complex skills, according to theoretical and empirical research (H.Y. Chen et al.; 2017, M.H. Palejwala et al.; 2015). Because of this, infants who experience a delay in social-emotional development during the first three years of childhood frequently exhibit problematic behavior in later years and struggle with social maladjustment, school maladjustment, and poor academic performance (Q.W. Wei et al.; 2015, L. Wang et al.; 2019).

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

Children's socio-emotional development is divided into four main areas: temperament, attachment, social skills, and emotional regulation (VA Infant and Toddler Specialist Network, 2021). Temperament is the capacity of child to adapt to and respond to various types of situations, attachment is the capacity to establish a connection or emotional bond, and social capabilities are the capacity to get along with peers. For children, healthy socio-emotional development occurs in the context of positive ongoing relationships with familiar, nurturing adults. Toddlers are especially sensitive to emotional and social stimulation. Even young children seem to pay more attention to stimuli that resemble faces (Johnson et al.,1991). Furthermore, they recognize the voices of their mothers over those of other women (DeCasper and Fifer 1980). Adults nurture children to support their earliest experiences with emotion control (Bronson 2000; Thompson and



Goodvin 2005). Children who get responsive care are assisted in developing a sense of predictability, security and responsiveness in their social surroundings as well as in beginning to manage their emotions. Early relationships are so crucial to a child's development that research experts have generally come to the conclusion that "nurturing, consistent, and stable relationships are the key to healthy growth, development, and learning" in the early years (National Research Council and Institute of Medicine 2000). In another words, healthy connections increase the likelihood of young children having successful outcomes (Shonkoff 2004).

Child development experts from a variety of disciplines (such as education, medicine, and child welfare) acknowledge the critical importance of healthy social and emotional development for children's welfare (Darling-Churchill & Lippman, 2016). Both emotional self-regulation and emotional knowledge have an impact on preschoolers' capacity to adjust to the social norms of behavior (Maggio, Zappulla, Pace, & Izard, 2016). From a very young age, a child is exposed to the system of relationships, through which (s)he develops emotional knowledge and creates his own set of behavioral patterns (Kiernan & Huerta, 2008).

According to a substantial amount of research, social interaction, particularly the mother-infant connection, is the situation in which EF develops and has its social beginnings (Moriguchi, 2014). The term "executive function" (EF) refers to a group of higher-order cognitive processes that regulate consciousness and behavior (Carlson, 2005; Garon et al., 2008). Working memory, inhibitory control, and cognitive flexibility are three of their component systems (Garon et al., 2008; Hendry et al., 2016). Numerous studies have also discovered beneficial relationships between parenting and EF development over time in a range of age groups. Additionally, it has been discovered that maternal sensitivity at 3 years old is positively correlated with parent-rated EF performance at 4 years old (Kok et al., 2014). Carlson (2003) claimed that maternal parenting

influences the development of EF through three main interactional features (scaffolding behavior, stimulation, and sensitivity), each of which has a unique impact on EF. To support children's independent exploration and encourage them to make decisions on their own to solve difficulties, adults engage in scaffolding behavior, which targets on problem-solving (Lewis and Carpendale, 2009). This behavior is also known as autonomy support (Matte-Gagn and Bernier, 2011). Sensitivity is the capacity of a caregiver to recognize and correctly decipher the cues presented either overtly or impliedly in a young child's behavior and to properly react (Pederson et al., 1990). Children who experience calculable and consistent circumstances are more likely to develop better levels of self-management in their early years and are more driven to develop cognitive control (Carlson, 2003). Warm and responsive maternal parenting during mother-toddler interactions predicts long-term effortful control performance and the capacity for delaying gratification (Kochanska et al., 2000; Sethi et al., 2000).

According to many studies, self-management and developmental skills like emotional and social competencies are positively correlated (van der Pol et al., 2016). They learn the elementary and start to understand what emotions are at the age of 3 to 4 (Powell & Dunlap, 2009). According to Erickson's Eight Stages of Psychosocial Development, children learn how to take the enterprise, take decisions on their own, and be in charge of something at the stage known as the initiative vs guilt stage (McLeod & Erikson, 2008). When toddlers develop friendships, they begin to emotionally connect with people outside of their families.

### **Socio-emotional development and Play**

Children are able to establish bonds with others through play. Children interact with one another while playing. Play is a time for prosocial behavior since it helps children develop empathy and awareness of others' feelings (Denham, 1986).

Stimulation refers to a wide range of interrelationship between parents and children, such as setting up conditions for the development of cognitive skills through pursuits like reading (Bradley et al., 2011) and playing games together (Rome-Flanders et al., 1995). Parents' verbal input, which serves as a regular and significant stimulus, has been shown to be crucial for children's later executive processing (Landry et al., 2002).

Much of the play research in developmental psychology has been greatly influenced by the theoretical writings of Vygotsky. (1978). He said that when play is automatic and child-initiated, children take charge of it, assign themselves appropriate activities, and create their own "zone of proximal development"—the area where learning is most effectively enhanced. Karpov (2005) examined the work of neo-Vygotskians to support the idea that play is a crucial stage in children's development of self-regulation because it forces them to control their own behavior (Whitebread et al., 2017).

Peer interaction can have an impact on a number of areas (emotional, cognitive, and social) that are crucial for academic success (Rubin, Bukowski, & Parker, 2006). Children who attend kindergarten with social skills that have been developed via numerous interactions with peers, for instance, may find it easier to adjust to kindergarten than children who are less socially mature and have not had as many interactions with peers (Ladd & Price, 1987). According to Mashburn and Pianta (2006), relationships with parents, instructors, and peers are important ways for children to develop the abilities they need to be ready for school. A variety of theoretical stances have been used to explain how children learn through interacting with their peers. Constructivists (Vygotsky, 1978), for instance, contend that toddlers can learn with the help of peers who have more life experience and education. Peer play offers a setting where children can learn educational skills from more experienced playmates and is linked to cognitive development (Wentzel, 2009).

According to proponents of social learning theory, children can observe and learn from others (Bandura, 1977).

### **Promoting socio-emotional development of children**

Children follow their older and more experienced same-age mates, and they can pick up new behaviors by watching others (Brody & Stoneman, 1981). (Nielsen, Moore, & Mohamedally, 2012). Peer interactions give children the chance to practice a range of abilities that assist their academic and social competence. Children can develop problem-solving, communication, social skills, perspective-taking, and receiving criticism through peer play (Cheah, Nelson, & Rubin, 2001; Coplan & Arbeau, 2009). Children get practice controlling their behavior in ways that support the relationship through sociodramatic peer play (Elias & Berk, 2002; Howes, 1992). Children may even gain from conflict-filled peer interactions as they learn to strike a balance between their own and others' needs (Ladd, 2005).

Children learn to empathize with others through becoming aware of their feelings. Developing perspective-taking skills early on is crucial since it can teach children that not everyone is the same. Children that exhibit prosocial conduct are less egocentric because they are more concerned with others than they are with themselves. Children learn to identify their emotions and to deliberate before acting.

Additionally, if young children are exposed to multiple life stressors, developing their ability to control their emotions, behavior, and ability to form meaningful friendships may play a crucial protective role in academic success. According to research, a child's emotional, social, and behavioral adaptation is just as crucial to their academic and cognitive success as their readiness for school (Raver & Zigler, 1997). Children who experience hardship in school pay attention,

follow instructions, get along with others, and control their emotions (Ladd, Kochenderfer, & Coleman, 1997). They are more likely to be shunned by their peers and receive negative assessment from teachers, which results in off-task behavior and shorter class periods (Shores & Wehby, 1999).

It has been discovered that spending time outside is a significant early development predictor (Ulset, Vitaro, Brendgen, Bekkhus, & Borge, 2017). The child has the opportunity to develop language, literacy skills, and socioemotional behavior in a playful manner when the mother, parents, or Child is taken outside by the caregiver to play, walk, or spend time with them. According to Chandler, Lourie, and Peters (2008), Kochanska, Lee Clark, and Goldman (1997), and Power (1985), this should be encouraging rather than penalizing or interfering. Children's socioemotional development is positively correlated with playing with toys (Tamis-LeMonda, Shannon, Cabrera, & Lamb, 2004). But only if this was coupled with supportive co-parenting care (Nandy, Nixon, & Quigley, 2020). The socio-emotional development of children is, however, suppressed, according to some studies (Caldera, Huston, & O'Brien, 1989; Laible & Thompson, 2002; Peretti & Sydney, 1984; Valentino, Cicchetti, Toth, & Rogosch, 2011; Watson & Peng, 1992), when children choose gender-stereotyped toys, play with toy guns, and parents' cold emotions when their children are playing with toys. One of the best indicators of adverse developmental outcomes, such as later diagnoses of mental health disorders, academic underachievement, and delinquency, is having socioemotional difficulties as a child (Hammer et al., 2017). Behavior issues, emotional issues, and hyper activeness and inattentive behaviors are some of the ubiquitous childhood socio-emotional issues (Danielson et al., 2018; Ghandour et al., 2019). The likelihood of adverse developmental outcomes is increased when these problems co-occur (Kessler et al., 2005; Sibley et al., 2011).

## **Challenges to foster socio-emotional development**

Many studies have found that too much exposure to technology will harm children's physical, psychological, and social growth. (Miller, 1993; Dorman, 1997)

Children might simply play on their own by using iPads. Dr. Gary Small, the author of "iBrain: Surviving the Technological Alteration of the Modern Mind" and the director of the University of California's Longevity Center, claims in a New York Times article that if children spend too much time with technology and not enough time with others, interaction will suffer and their ability to communicate normally will be disrupted. When they surround themselves with inanimate items in a family setting, toddlers frequently fail to build on their communication with their parents. Some imitate and pick up the art of conversation from television yet struggle in real-world interactions (9 Effects of Modern Gadgets on Children Development, n.d.)

According to Unicef, ability to control impulses is compromised by screens. Early on, some boredom becomes required for children. They learn how to control their impulsive behavior and their emotions through this. If young children are entertained by screens all the time, they lose the ability to rely on themselves or others for entertainment. This leads to frustration as well as a decline in motivation and creativity.

According to some study, toddlers who spend too much time on screens find it harder to learn social skills like face reading and other crucial elements of empathy. Face-to-face interactions are the only way for toddlers to comprehend and interpret non-verbal cues (Babies Need Humans, Not Screen, n.d.).

Screen exposure makes it more difficult for children to figure out and regulate their frustration. Furthermore, it prevents children from engaging in play and social interactions with others, two

activities that develop children's brains. There will be long-term benefits from restricting or even excluding screen time during these formative years (Babies Need Humans, Not Screen,n.d.).

Hence, Parents need to restrict the screen time and inspire them to do things that will enhance their mental and physical wellness instead (Alghamdi, 2016).

### **Bangladesh context**

Similar to many developing nations, Bangladesh is still working on developing ECD situation. According to a WHO assessment, Bangladesh is one of the ten nations that house the most impoverished children at the highest risk of having their cognitive and social-emotional development severely hampered. (Irwin, Siddiqi, & Hertzman, 2007). A third of children between the ages of 3 and 4 are not making the necessary progress in their social and emotional development, according to the most recent Multiple Indicator Cluster Survey (MICS), a nationally representative survey conducted in 2019. Children who experience physical or psychological abuse are more likely to lag behind in achieving adequate social and emotional development (M. I. Alam et al, 2021). Mothers' experiences with these difficulties, Besides the functional difficulties that children face, have a big part to play in why social-emotional development isn't progressing as it should (M. I. Alam et al, 2021). According to this, mothers' physical and/or mental health issues may be closely associated to their children' cognitive and emotional growth, but probably not as much to their babies' physical, literacy, and academic development (M. I. Alam et al, 2021). For interventions to increase the likelihood that children will follow healthy developmental trajectories, it is crucial to understand risk factors in the early onset of socio-emotional problems. As children spend more time with their parents, it is important to know the perception of parents' regarding their children's socio-emotional development and their practices to foster this

developmental domain of children. This study may also help to find out the risk factor if there is any.

## **Chapter III: Methodology**

### **Research Approach and Design:**

To conduct this exploratory study to understand parents' perception, and practices on socio-emotional development of their 0-3 years old children, a qualitative study design has been used. This is due to the fact that a qualitative research design offers a better understanding of the thoughts, principles, and opinions of parents regarding socioemotional development. In addition, a qualitative approach aids in developing parameters (e.g., relatable questions, range of responses) for a quantitative study as well (Steven et al., 2021).

### **Research site:**

It has been conducted in urban areas of Dhaka. This study has been conducted in the area of Mirpur, Mohammadpur, Dhanmondhi, Uttara, Adabor.

### **Research participants:**

The research participants were the parents of children aged 0-3 years in the urban area. Participants in this study were mothers and fathers of Bangladeshi origins who lived in Dhaka city and had at least one child between the ages of 0 and 3 years. They lived in Mohammadpur, Dhanmondi, Uttara, Adabor, and Mirpur. They were all highly educated and worked in a variety of fields, including teaching, banking, dentistry, IT industry and home makers.



**Sample size and sampling method:**

13 parents of children aged 0 to 3 made up the entire sample size for this study. Convenient sampling method was used. Three fathers and two mothers participated in five in-depth interviews separately. A separate FGD session was conducted online with 8 parents (5 mothers and 3 fathers). Despite having various income sources, all of the participants have a similar social status.

**Data Collection Tool:**

A guideline for both focus group discussions (FGD) in the group and In-depth Interview (IDI) was used as tools.

**Data Collection Procedure:**

Information was gathered using In-Depth Interviews (IDI) and Focus Group Discussions (FGD), as this is a qualitative study. A deliberate conversation in which one person searches for out information from another is called an interview. A focus group is a method of gathering data that involves a small number of participants who can answer specific questions related to the research question (Gay, 2012).

The data has been gathered using one FGD of 8 participants and 5 IDIs. Face-to-face interviews have been implemented for every interview, and an online platform was used for the focus group discussion. The average interview session lasted 60 to 70 minutes, and the FGD lasted 90 minutes. Guidelines were followed for both IDI and FGD. The researcher herself created the IDI and FGD guideline, which was then reviewed by experts, piloted on two parents, and adjusted as needed. The researcher started data collection after the data collection tool was approved. Oral consent was taken from the participants. Only those were shortlisted for the study who were willing and interested. After establishing a rapport with the participants, the research objectives were explained

to them with the assurance of identity anonymity and information confidentiality. For recording the responses, again oral consent was taken. The sessions were concluded with thank-you notes to the parents.

### **Data Management and Analysis:**

Data management was done after data collection. There has been an exactness check on the data. The researcher's responses, those were originally written in short notes, was then rewritten in narrative form after the FGD and IDI responses were transcribed. Reading and keeping notes were done to obtain a primary understanding of the data. Content analysis has been done to analysis the data. The data has been broken down into subjects, themes and sub-themes and also specific patterns has been noted after a step-by-step analysis and categorization process. The data has been categorized based on the different methods used to collect the data. The data has been reviewed several times to correspond directly with the research questions. Different themes and issues has been identified from the data. While reviewing the data thoughts and insights have been captured and the main ideas were found. The data has been presented in a descriptive form according to the themes found.

### **Validity and reliability of the research tool:**

Since this is a qualitative study, we used Focus Group Discussions (FGD) and In-Depth Interviews (IDI) to gather extensive information about the perceptions of the parents. Consequently, a triangulated method has been chosen for the study's validity, reliability, and generalizability purposes so that information gathered from various sources and methods could give the researcher a clear understanding of the events. Research tools have been reviewed by experts of the BRAC IED Academic team and the tool was piloted with two participants before the data collection. Reliability is the capacity to accurately reproduce the methods and findings of one study in another.

Information was used to clarify the parents' particular perceptions, not to create generalizations about them.

### **Ethics:**

To make it obvious how the research was conducted, strict adherence to ethical standards is needed. Ethical approval was taken from BRAC IED, BRAC University. Each participant was asked for their consent before the study was conducted. They were informed about the study's context, purpose, objectives, justification for contacting them, researcher's profile, etc. Only those have been shortlisted for the study who were willing and interested. All participants received the guarantee that their privacy would always be respected and that the study wouldn't release any private data. Any participant who felt uneasy answering a question was exempt from doing so. If participants were unable or unwilling to complete the FGD and IDI, their wishes were given priority. No study-related information was purposefully withheld. The study is free of bias.

### **Limitations of the Study:**

The FGD was conducted online as participants could not be present at the same place at one given time and there was time limitation for completing the study. Therefore, it was not possible to observe participants' expressions and reactions properly during the FGD. Due to network/ internet issues, there was a possibility of losing some information. Moreover, one of the participants withdrew the consent to participate in the IDI, hence, instead of 6 IDIs (as proposed in the study) the researcher could execute 5 IDIs successfully. Due to time constraint, the study could not be done for different socioeconomic groups or in other regions of the country.

## Chapter IV: Results/Findings & Discussion

### Results/Findings:

The purpose of the study is to explore parental perception and practices on the socio-emotional development of 0-3 years old children. The information gathered from the 5 IDIs participants and 1 FGD of 8 participants has been presented in this section. The key research questions are followed by 4 major themes and 7 sub-themes for the presentation of the data. The results from all parents are shown below, providing us with a frame of their perspectives and practices.

### Demographic Information:

Details	IDI	FGD
Participants number	2 Mothers, 3 Fathers	5 Mothers, 3 fathers
Age range	Mothers 28-33 years, Fathers 35-40 years	Mothers 30-35 years, Fathers 40-45 years
Income range	60,000-80,000 (BDT)	55,000-90,000 (BDT)
Living area	Mirpur, Mohammadpur	Mirpur, dhanmondhi, Uttara, Adabor
Occupation	Housewife, Engineer, Banker	Housewife, Banker, Teacher, Engineer, Dentist, IT professional
Educational degree	Graduate, Post-graduate	Graduate, Post-graduate
Children gender	3 Girls, 2 Boys	5 Girls, 3 Boys
Total children	8 Girls, 5 Boys	

There were 7 mothers and 6 fathers, as shown in the table. They were from the Dhaka cities of Mirpur, Mohammadpur, Dhanmondhi, Uttara, and Adabor. They came from an upper middle class background. Some of the participants had post-graduate degrees, while others had graduate

degrees. They come from a variety of professions, including housewives, bankers, teachers, engineers, dentists, and others. They all have at least one child between the ages of 0 and 3.

### **Theme 1: Parents' perception regarding the socio-emotional development of children.**

#### **Sub-theme 1: Parents' perception on social development**

Each participant is quite aware of the social development of children. They claimed that children in this age group learn how to play with other children, share toys, and form friendships. The children's social skills are aided by these kinds of activities.

One of the participants said that *“My daughter is two years old. I always make an effort to let her play with her cousins and other children. so that she can develop her ability to socialize. This, in my opinion, marks the beginning of her social development”* (In-Depth Interview 3 # 20.02.2023).

#### **Sub-theme 2: Regulating children's emotions.**

All of the participants agreed that children have emotions like delight, annoyance, rage, sadness, etc. Children get cheerful when they see their mom or their playmates.

Most of the participants said that children cry when they get hungry. Sometimes they cry when they want something. A few participants said that children cry when they feel discomfort as well. All of the participants said that when children cry, they try to find out or try to understand the reason behind crying.

One of the participants stated that, *“My daughter is 9 months old. She cries when she is hungry. She crawls and try to stand with the support of something. So Sometimes she gets hurt and cry.*

*Sometimes when the diaper was not changed for a long time then she cries” (In-Depth Interview 1 # 16.02 2023).*

When children insist on something, most of the parents said that, if possible they try to give them the stuff, for which the children insist. If not possible, the parents try to make the child understand that this is not the right time to get the stuff.

One of the participants responded that *“If it's possible, I strive to satisfy my child's demands when she makes them. I try to explain things to her otherwise. It works and doesn't work at times”* (Focus Group Discussion # 25.02.2023).

All the participants agreed that the children have anger too. When their children become angry the parents try to find out the reason behind the anger, *“Children get angry too. When my child is angry or stubborn, I try to find out why.”* (In-Depth Interview 1 # 16.02 2023).

Some of the participants go outside for work after engaging their children in play with their trustworthy person. But some of the participants go outside secretly so that their children are not aware of going out with their parents since they are unable to control the child at the moment.

One of the participants gave the following response when asked regarding this topic *“In order for me to leave for work, my wife takes my son. Otherwise, he starts crying and insists that he must accompany me outside”* (Focus Group Discussion # 25.02.2023).

## **Theme 2: How play promotes socio-emotional development**

### **Sub-theme 1: Parental involvement in playing**

All the participants of FGD and IDIs responded that they play with their children. Those who are

working parents or busy with their chores, also try to make some time and play with their children. They all mentioned that they play different types of games such as hide and seek, play with toys, physical development-related games, rhymes, storytelling, etc.

One of the participants said, *“I play with my child in my spare time. I sing songs and play with toys, as well as occasionally show her rhyme videos”* (In-Depth Interview 1# 16.02 2023).

Some of the participants mentioned that, though playing is important for children but they hardly get time to play with their children. One of the participants said that *“Since I have to be out most of the day for work, I get less time to play with my child. Even so, I try to give him time on weekends and holidays”* (Focus Group Discussion # 25.02 2023).

### **Sub-theme 2: Play with other children**

Most of the participants said that their children play with other children. They are very fond of playing with their friends. In fact, they wait eagerly for that time when they play with their friends. One of the participants from FGD said that *“My baby is 7 months old, so he is very happy to see other children. He notices what other children are doing and tries to participate with them.”* (Focus Group Discussion # 25.02 2023).

Another participant said that *“Playing with other children is beneficial because children are now confined indoors. Playing with other children makes them feel better. My child used to talk less, but now he is learning slowly. I think it is the result of playing with other children”* (Focus Group Discussion # 25.02 2023).

Some said that though playing with other children is good for their development, during

playing, children sometimes have fights or misunderstand themselves, *“Yes, children play with other children. There are also fights or quarrels during the play”* (Focus Group Discussion # 25.02 2023).

As a result, children become sad. As a parent, they want to Avoid this situation. So most of the time the parents prefer that playing along is okay for their children. *“Fights or upsets often occur while playing with other children. This upsets my child. So it seems that it is better to play alone”* (In-Depth Interview 4 # 22.02 2023).

### **Sub-theme 3: Importance of play regarding the socio-emotional development of children**

All most all the participants said that there are so many benefits of playing with other children.

Children definitely learn to share and care for their peers and make friends. At the same time, they are afraid of some of the negative behavior which is imitated by their children and they are also very much careful regarding not to get hurt by other children.

One of the participants from FGD said, *“Children benefit from playing with other children. As my child tries to talk and play with other children. However, there are some drawbacks as well, such as when other children insist on something, he copies them or follows them later”* (Focus Group Discussion # 25.02 2023).

Only one participant said that his child learned to care for and share from the daycare and play with other children and made friends under the observation of the caregiver, *“My child goes to a daycare center. There she plays with other children and learns to share. She also has some friends there. When she comes home, she rather gets upset”* (Focus Group Discussion # 25.02



2023).

### **Theme 3: Parents' practices to promote socio-emotional development of children**

#### **Sub-theme 1: Relation with close relatives and friends**

Most of the participants said that good relation and communication with close relatives and family friends is helpful for a child's social development, *"For social development, I and her father try to take her to various family programs. On Fridays when her father is at home, I try to take her outside"* (Focus Group Discussion # 25.02 2023).

Some of the participants said that parents should make the opportunity to play with other children, *"It is important to mix with everyone for social development. There is no alternative. What we have to do as fathers and mothers is to give everyone a chance to mingle."* (Focus Group Discussion # 25.02 2023).

#### **Sub-theme 2: Playing outside or outdoor recreation**

The majority of the participants said that playing out is good and beneficial for children. Some of the participants claimed that they prefer not to take their children outside to play because of the smog, and that playing inside is perfectly acceptable. Some of the participants claimed that the outside environment is detrimental to children, especially for the baby girl, *"I rarely send my daughter outside to play. Because the outside environment does not feel safe to me"* (In-Depth Interview 5 # 28.02 2023).

One of the participants suggested that *"we go outside to get a feel for the surroundings because if we don't, the children won't know what's waiting for them outside. Which of these is positive and which is negative."* (In-Depth Interview 2 # 18.02 2023).

One of the participants suggests that parents should go out for a walk with their children, “*My three-year-old daughter and I frequently go for walks while she plays with other children in the community. After a while, I noticed that she started to form a group of friends.*” (In-Depth Interview 4 # 22.02 2023).

#### **Theme 4: Challenges of promoting socio-emotional development**

All most all the participants said that because of the availability of electronic devices and the internet, parents are addicted to it and children are addicted as well. And often the children spend hours on this. So, they do not want to meet other children and cannot make friends. And for that, sometimes they do not learn manners. So their social development stands still.

One of the participants said that, “*I think it is harming social development. But now that everyone is busy, housewives or working mothers all have to be busy, so even if they don't want to, children get addicted to some extent.*” (Focus Group Discussion # 25.02 2023).

One of the participants said that children who are not developed socially, become addicted to electronic devices.

Some of the participants also mention that, children are also learning some good thing like rhymes, alphabet, numbers from the devices. So, there is not just negative side of it, “*As Apu said, everyone is busy housewives or working people so children get addicted to mobile and television. I think there is some damage. But if they learn something good by watching mobile or TV such as alphabet, numbers then it is also good.*” (Focus Group Discussion # 25.02 2023).

## **Discussion:**

The aim of this study was to examine the perception on the socio-emotional development of their 0-3 years old children and their practices to foster this development at home. The study findings suggest a slight gap between parents' understanding and practices.

All of the FGD and IDI participants said they play with their children. Even working parents and people who are busy with chores strive to find time to play with their children. They all described playing a variety of activities, including hide-and-seek, toy play, games that promote physical development, rhymes, storytelling, etc. Some participants emphasized the fact that, despite knowing that playing is vital for children, parents hardly ever have time to play with their children. Not only working parents, the mothers who are housewives also hardly get time to play with their children for their workload. Parents understand that playing or spending time is good for their children's development but they cannot make time because of their workload at home and office. They also felt little guilty about it. Children are upset because they are not given enough attention, which leads to an increase in their behavioral problems and anger problems.

Children who are exposed to screens have a harder time understanding and managing their frustration (Babies Need Humans, Not Screen,n.d.) and children anger problems frequently result from their inability to manage their frustration or other unpleasant emotions (Jarocha, 2023). According to the US Department of Health and Human Services, studies show that caring, attentive, and sensitive parenting encourages social-emotional competence and academic success (2016).

The majority of responders stated that their children play with other children. They enjoy playing with their friends a lot. They even look forward to the moment when they get to play with their

friends. Several people claimed that playing with other children is good for their growth, occasionally when children are playing they get into arguments or don't comprehend themselves. As a result, children experience sadness. They want to stay away from this scenario as parents. So, the majority of the time, parents prefer that their children play along. In some studies, it was found that playing with other children in these circumstances may also help children to resolve conflict among themselves.

The majority of participants agreed that playing with other children has a lot of advantages. Children do learn how to be kind to one another, share, and make friends. In addition to being extremely cautious to avoid being hurt by other children, they are also terrified of some of the bad behavior that their children imitate. Parents want to let their children play alone because they do not want their children to learn bad behavior. Only one participant stated that his child made friends while being observed by the caregiver at the daycare, where she also learned to share, play with other children, and take care of one another.

Children need to learn the way to share in order to establish and maintain bonds of friendship, play together, take turns, negotiate, and cope with disappointment. Sharing teaches children about equality and compromise. They discover that we can also get some of what we want if we give a little to others (Sharing and Learning to Share, 2020).

The majority of participants agreed that a child's social development benefits from having positive relationships and open lines of communication with family members and close relatives and friends. A few of the participants suggested that parents should encourage their children to play with other children. One of the respondents suggested that parents should take their children for a stroll outside.

Children benefit from playing outside in more ways than just being physically active. It helps them develop social skills, a deeper understanding of their bodies, imaginative play, and an appreciation for the natural world. In today's busy and complicated world, scheduling time for children to enjoy time outside can be difficult. However, for the benefit of our children's normal development, we should prioritize it. (Philadelphia, 2020).

Most participants agreed that both parents and children are addicted to electronic devices and the internet for its easy accessibility. Moreover, children spend hours on their device frequently. As a result, they are unable to make friends and do not want to interact with other children. Consequently, they occasionally fail to pick up etiquette and their social growth becomes stagnant. One of the participants claimed that children who lack social skills develop an addiction to technological devices.

Many studies have found that too much exposure to technology will harm children's physical, psychological, and social growth. (Miller, 1993; Dorman, 1997)

Children might simply play on their own by using iPads. Dr. Gary Small, the author of "iBrain: Surviving the Technological Alteration of the Modern Mind" and the director of the University of California's Longevity Center, claims in a New York Times article that if children spend excessive screen time with technology and not enough time with others, interaction will suffer and their ability to communicate normally will be disrupted. When they surround themselves with inanimate items in a family setting, toddlers frequently fail to build on their relation with their parents. Some imitate and pick up the art of conversation from television yet struggle in real-world interactions (9 Effects of Modern Gadgets on Children Development, n.d.)

But while children are unable to ride bi-cycle or tie their own shoes without assistance, our children are currently using their screen devices brilliantly. Hence, Parents should limit their children's screen time and motivate them to do things that will boost their mental and physical well-being instead. (Alghamdi, 2016).

The majority of interviewees claimed that children cry because they're hungry. When they desire something, they occasionally cry. A few participants mentioned that children also cry when they're uncomfortable.

The majority of parents responded that when their children demand something, they attempt to satisfy them as much as they can. And if not possible to fulfill their demand the parents attempt to explain to the child that now is not the appropriate time to acquire the items.

Everyone involved in the FGD and IDIs said that they also seek to understand why their children are furious when they experience anger.

After engaging in playing with their children with their trustworthy individual or caregiver, some of the participants leave for work outdoors. Yet, many of the participants avoid letting their children know they are leaving the house by heading outdoors in stealth. Because if children saw their father or mother going outside they became upset and want to go with their parents. But this behavior might develop trust issues when they will become adults.

Some Studies suggest that, Problems with trust frequently result from experiences and interactions in the early years (GoodTherapy Editor Team, 2019). These incidents usually happen when people are young. Some people do not receive adequate love and acceptance when they are young. Others endure being mistreated, violated, or harassed. As an adult, these things might make it difficult to trust (GoodTherapy Editor Team, 2019)

While we talked about playing outside, the majority of participants agreed that letting children play outside is healthy and useful for them. Some of the participants claimed that parents prefer not to take their children outside to play because of the pollution, and that playing inside is perfectly alright. Some of the participants claimed that the outside environment is unsafe for children, especially for the infant girl. One of the participants mentioned that if they don't go outside and get used to the surroundings, the children will not be aware of outside environment.

## **Conclusion:**

It can be inferred from the study's findings and the discussion above that parents have a very positive perspective on the socio-emotional development of their children. Sadly, despite their good understanding, there has been a lack of behavior/practice on their part. They cited the fact that all parents are preoccupied with their jobs, both inside and outside the home. Thus, they are given less time. However, they make every effort to find time for their children. Another reason is all the participants were from the nuclear family. Therefore, no one else is there to spend time with the child in the family.

Surprisingly, Children's socioemotional development and developmental domains were discovered to be comparatively well-known concepts for all of them. The majority of parents were able to recognize and relate to the necessary for promoting their children's social and emotional development. Unfortunately, they are not being able to practice that in everyday life. Only one participant said that, his child has been benefited from the day care center regarding socio-emotional development while, no other participants said anything about day care center although they are not being able to give time to their children because they were not well known about it.

This urgent need for research on the subject has been made possible by the parents' lack of practices. The results of this study may serve as an eye-opener to this vast and important area of child development. There is an immediate need for larger, better studies that include more parents from all socioeconomic backgrounds and in all regions of the nation.

## **Recommendations:**

On the basis of the study's findings, the following suggestions are made. These recommendations call for immediate action to secure the success of children in the future because enhancing their early years will be the best financial investment for society as a whole.

It is also possible to study populations from other socioeconomic backgrounds in order to obtain more diverse data because this study was conducted with a population of middle socioeconomic background and because numerous literature reviews in the study have shown the importance of socioemotional development.

Parents should be introduced to ways in which they can spend more quality time. Awareness campaigns can be started to raise parents' awareness. As well as for workplaces so that employers can adapt policies for working parents in the long term.

The study's parents expressed their disappointment for not giving their children enough time. There should be more promotion of the day care centers so that parents are encouraged to keep their children there. The government needs to closely monitor the creche policy that has been implemented. In addition, if there is enough childcare available for children under this study, parents may be able to work flexible hours both inside and outside the home.



## Reference

9 Effects of Modern Gadgets on Children Development. (n.d.).

<https://www.playgroundequipment.com/effects-modern-gadgets-children-development/>

Adela, M., Mihaela, S., Elena-Adriana, T., & Monica, F. (2011). Evaluation of a program for developing socio-emotional competencies in preschool children. *Procedia-Social and Behavioral Sciences*, 30, 2161-2164.

Alghamdi, Y. (2016, March). Negative Effects of Technology on Children of Today.

[https://www.researchgate.net/publication/318851694\\_Negative\\_Effects\\_of\\_Technology\\_on\\_Children\\_of\\_Today](https://www.researchgate.net/publication/318851694_Negative_Effects_of_Technology_on_Children_of_Today)

Alwaely, S. A., Yousif, N. B. A., & Mikhaylov, A. (2021). Emotional development in preschoolers and socialization. *Early child development and care*, 191(16), 2484-2493.

Babies need humans, not screens. (n.d.). UNICEF Parenting.

<https://www.unicef.org/parenting/child-development/babies-screen-time>

Bradley, R., & Corwyn, R. (2005). Caring for children around the world: A view from HOME. *International Journal of Behavioral Development*, 29(6), 468-478.

Cohen, J., et al., 2005. *Helping Young Children Succeed: Strategies to Promote Early Childhood Social and Emotional Development*. Washington, DC: National Conference of State Legislatures and Zero to Three. (accessed on December 7, 2006)

Eggum-Wilkens, N. D., Fabes, R. A., Castle, S., Zhang, L., Hanish, L. D., & Martin, C. L. (2014). Playing with others: Head Start children's peer play and relations with kindergarten

school competence. *Early Childhood Research Quarterly*, 29(3), 345–356.

<https://doi.org/10.1016/j.ecresq.2014.04.008>

Fragakis, G. Father-Infant interaction: Is the parental involvement sufficient for the socio-emotional development of the infant?.

Gaspar, M. F., & Paiva, P. (2003). Parenting practices and children's socio-emotional development: A study with portuguese community preschool age children. Retirado de <http://www.incredibleyears.com/Library/items/parenting-practices-lift-portuguese-04.pdf>.

Grantham-McGregor, S. M., Walker, S. P., Chang, S. M., & Powell, C. A. (1997). Effects of early childhood supplementation with and without stimulation on later development in stunted Jamaican children. *The American journal of clinical nutrition*, 66 (2), 247-253.

Grantham-McGregor, S., Cheung, Y. B., Cueto, S., Glewwe, P., Richter, L., Strupp, B., & International Child Development Steering Group. (2007). Developmental potential in the first 5 years for children in developing countries. *The lancet*, 369(9555), 60-70.

Guldan, G. S., Zeitlin, M. F., Beiser, A. S., Super, C. M., Gershoff, S. N., & Datta, S. (1993). Maternal education and child feeding practices in rural Bangladesh. *Social science & medicine*, 36 (7), 925-935.

GoodTherapy Editor Team. (2019, November 27). Signs You May Have Trust Issues. <https://www.goodtherapy.org/learn-about-therapy/issues/trust>  
issues#:~:text=Trust%20issues%20often%20come%20from,abused%2C%20violated%2C%20or%20mistreated.

Hamadani, J. D., Huda, S. N., Khatun, F., & Grantham-McGregor, S. M. (2006). Psychosocial stimulation improves the development of undernourished children in rural Bangladesh. *The Journal of nutrition*, 136(10), 2645-2652.

Jarocho, T. (2023). *Angry Kids: Dealing With Explosive Behavior*. Child Mind Institute. <https://childmind.org/article/angry-kids-dealing-with-explosive-behavior/#:~:text=Anger%20issues%20in%20kids%20often,another%20problem%20that%20needs%20treatment>.

Li, Z., Jiang, Y., Li, M., & Lu, C. (2018). Inequalities in socio-emotional development and positive parenting during childhood: evidence from China 2010–2014. *SSM-Population Health*, 5, 8-16.

McLeod, S. (2007). John Bowlby | Maternal Deprivation Theory - Simply Psychology. <https://www.simplypsychology.org/bowlby.html>

Meroni, E. C., Piazzalunga, D., & Pronzato, C. (2021). Allocation of time and child socio-emotional skills. *Review of Economics of the Household*, 1-38.

Mine, G. G. (2018). The relationship of the type of preschools with child development and parent involvement. *International Journal of Early Childhood Special Education*, 10(1), 50-62.

Philadelphia, C. H. O. (2020, July 28). The Benefits of Outdoor Play: Why It Matters. Children's Hospital of Philadelphia. <https://www.chop.edu/news/health-tip/benefits-outdoor-play-why-it-matters#:~:text=Improvements%20to%20sleep%2C%20mood%20and%20social%20skills&text=It%20can%20increase%20concentration%20and,with%20others%20while%20having%20fun>.

Sharing and learning to share. (2020, November 23). Raising Children Network.

<https://raisingchildren.net.au/toddlers/behaviour/friends-siblings/sharing>

Social-Emotional Development Domain - Child Development (CA Dept. of Education).

(n.d.). <https://www.cde.ca.gov/sp/cd/re/itf09socemodev.asp>

Speyer, L. G., Hang, Y., Hall, H. A., & Murray, A. L. (2021). The Role of Disciplinary Parenting Practices in Early Childhood Socio-Emotional Development: An Examination in the Millennium Cohort Study.

Whitebread, D., Neale, D., & Jensen, H. (2017, November). The role of play in children's development: a review of the evidence. <https://cms.learningthroughplay.com/>

Why 0-3? (2022, August 26). ZERO TO THREE. <https://www.zerotothree.org/why-0-3/>

## Appendices:

### নির্দেশিকা

- ১। আপনি কি আপনার শিশুর সাথে খেলা করেন? কি কি ধরনের খেলা আপনি আপনার শিশুর সাথে খেলেন?
- ২। আপনার শিশু কি অন্য শিশুদের সাথে খেলে ?
- ৩। অন্য শিশুদের সাথে খেলার উপকারীতা কি বলে আপনি মনে করেন?
- ৪। শিশুরা অন্য শিশুদের সাথে খেলার ফলে নিজের জিনিষ শেয়ার করা এবং বন্ধু তৈরি করার মত আরও অনেক কিছু কি শিখতে পারে? হ্যাঁ বা না হলে কেন?
- ৫। শিশুর সামাজিক বিকাশের জন্য বাবা, মায়ের কি করা উচিত বলে আপনি মনে করেন?
- ৬। শিশুদের টেলিভিশন, মোবাইলের প্রতি আসক্তি কি শিশুর সামাজিক বিকাশে বাধা হয়ে দাঁড়িয়েছে? কিভাবে?
- ৭। আপনার কি মনে হয়, শিশুরা কেন কাঁদে?
- ৮। শিশুরা যখন জেদ করে তখন মা, বাবা হিসেবে আপনি কি করেন?
- ৯। শিশুদেরও কি রাগ হয়? আপনার শিশু যখন রাগ বা বিরক্ত হয় তখন আপনি কি করেন?
- ১০। ধরুন, আপনি একটি কাজে বাহিরে যাবেন কিন্তু আপনার শিশু আপনাকে বাহিরে যেতে দেখলে কান্না করবে । আপনি এই অবস্থায় কি করবেন এবং কেন?
- ১১। আপনার শিশুকে কি আপনি বাহিরে খেলতে নিয়ে যান? এর উপকারীতা/ অপকারীতা কি কি বলে আপনি মনে করেন?

### **Guide line**

1. Do you play with your child? What kind of games do you play with your child?
2. Does your child play with other children?
3. Are there any benefits of playing with other children? If yes, what are those? If no, why do you think so?
4. Do your children learn more about sharing things and making friends by playing with other children?
5. What should parents do for the child's social development?
6. Has addiction to electronic devices (television, mobile phones) hindered social development? If yes, how? If no, how?
7. What do you think, why do the children cry?
8. What do you do as parents when your child insists?
9. Do children have anger? What do you do when your child is angry or upset?
10. Suppose you go out for your work but your baby cries when he or she see you go out. What would you do in this situation and why?
11. Do you take your child outside to play? What do you think are the advantages/disadvantages?

## **Consent Form for Focus Group Discussion (FGD)**

You are cordially asked to take part in a study which title is Parent's Perception and Practices on Socio-emotional Development of 0-3 Years Old Children. You have the option to decline. You will be requested to take part in a Focus Group Discussion (FGD). The duration of the FGD will be between 60 and 90 minutes. The FGD will happen at a convenient place near your house or if possible over online and be audio recorded. A number of questions will be asked of you during this interview. You will also be required to complete a demographic sheet that contains questions and demographic data.

**Purpose of the study:** The purpose of this study is to examine how parents' perceptions of their children's 0 to 3-year-olds' socioemotional development and their practices to foster that development are understood by these parents.

**Confidentiality:** You will be requested to provide a codename during the interview in order to protect your identity. The codename you choose during the interview will be used for the audio recording.

**Compensation:** You won't be compensated in any way for taking part in this study.

**Consent:** Your signature verifies that you have read and comprehended the information offered before deciding to join.

I hereby agree to join the FGD and authorize the recording of my interview on audio.

---

Signature of Participant

Date

BRAC University

### **Consent Form In-Depth Interview (IDI)**

You are cordially asked to take part in a study which title is Parent's Perception and Practices on Socio-emotional Development of 0-3 Years Old Children. You have the option to decline. You will be requested to take part in an In-Depth Interview (IDI). The duration of the IDI will be between 50 and 60 minutes. The IDI will happen at a convenient place near your house or if possible over online and be audio recorded. A number of questions will be asked of you during this interview. You will also be required to complete a demographic sheet that contains questions and demographic data.

Purpose of the study: The purpose of this study is to examine how parents' perceptions of their children's 0 to 3-year-olds' socioemotional development and their practices to foster that development are understood by these parents.

Confidentiality: You will be requested to provide a codename during the interview in order to protect your identity. The codename you choose during the interview will be used for the audio recording.

Compensation: You won't be compensated in any way for taking part in this study.

Consent: Your signature verifies that you have read and comprehended the information offered before deciding to join.

I hereby agree to join the IDI and authorize the recording of my interview on audio.

---

Signature of Participant

Date

BRAC University



**Demographic Information of Participants:**

<b>Details</b>	<b>IDI</b>	<b>FGD</b>
Participants number	2 Mothers, 3 Fathers	5 Mothers, 3 fathers
Age range	Mothers 28-33 years, Fathers 35-40 years	Mothers 30-35 years, Fathers 40-45 years
Income range	60,000-80,000 (BDT)	55,000-90,000 (BDT)
Living area	Mirpur, Mohammadpur	Mirpur, dhanmondhi, Uttara, Adabor
Occupation	Housewife, Engineer, Banker	Housewife, Banker, Teacher, Engineer, Dentist, IT professional
Educational degree	Graduate, Post-graduate	Graduate, Post-graduate
Children gender	3 Girls, 2 Boys	5 Girls, 3 Boys
Total children	8 Girls, 5 Boys	