

INVESTIGATING POSITIVE PARENTING ON THE  
ACADEMIC ACHIEVEMENT OF PRE PRIMARY SCHOOL  
CHILDREN IN DHAKA, BANGLADESH.

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.

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

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## **Approval**

The thesis/project titled “Investigating Positive Parenting on The Academic Achievement of Pre Primary School Children in Dhaka, Bangladesh.”

submitted by

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## **Ethics Statement**

Title of Thesis Topic: **Investigating Positive Parenting on the Academic Achievement of Pre Primary School Children in Dhaka, Bangladesh.**

Student name: **Sanjana Anjum**

1. Source of population: **Parents of children aged 4 to 8 years who are living in Dhaka city.**

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 **Yes**
- 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:**

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## **Abstract**

Parenting style, parental engagement and socioeconomic status greatly affect the children's physical, mental and educational development at the pre-primary level and influence their achievements in the long run both academically and professionally. Parents' concern on the academic performance of their children is highly intense these days, especially in a metropolitan city like Dhaka, Bangladesh which may have detrimental impact on the development of the children of pre-primary level. This research aims to explore parental engagement and how it may influence the academic performance of the children studying in pre-primary schools. The study used in-depth interviews (IDIs) of six parents of pre-primary school children and evaluation scores/grades sheets for data collection and analysis of results was done from the audio recordings. The parents were grouped into poor and excellent performance of the children and the impacts of the parenting style and engagement was compared between the groups. The findings suggest that regular participation of parents with children through activities and educational practices during meal, study, play and bedtime affects positively in their academic achievements. Moreover, children with excellent academic performance were found to have parents with full time employment and practicing intrinsic motivational approaches with the children.

**Keywords:** Positive Parenting, Parental engagement, Pre-primary school children, Academic performance.

## **Dedication**

This research is dedicated to my deceased mother and my family for their unwavering support, love, and patience, as well as their assistance in numerous aspects. I want to express my gratitude to my supportive children for providing me encouragement during the course.



## **Acknowledgement**

I want to express my gratitude to Allah, the creator, for providing us with life, strength, knowledge, wisdom, blessings, and mercy. I am grateful to Allah for giving me the patience and strength needed to finish this endeavor. This project could not have been finished without the assistance of the individuals acknowledged here.

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## **List of Acronyms**

IDI In-depth Interview

SES Socioeconomic Status

## **Glossary**

**Positive Parenting Style:** Parenting that involves caring, communicating, empowering, guiding, and meeting the needs of a child consistently.

**Authoritative Parenting Style:** In this parenting style, parents listen to their children's opinion but accept it when those justified and logical.

**Extrinsic Motivation:** Parental reaction to grades and extrinsic motivational approaches like uninvolvement, extrinsic reward and over and under controlling family styles.

**Intrinsic Motivation:** Parenteral encouragement of grades, and autonomy supporting parenting styles.

## **Chapter I**

### **Introduction & Background**

#### **Introduction**

Positive parenting practices during the early years of a child's life in Bangladesh appear to be limited. The parenting approaches within the country primarily adhere to traditional norms, though there are some exceptions within more educated and affluent families (Gharami, 2023). However, there is a lack of awareness regarding early child stimulation and parent-child interaction, and parents frequently possess insufficient knowledge on child development and nutrition (Kamruzzaman, 2021). Malnutrition affects over 50% of children, with roughly ten million children unable to achieve their full developmental potential, due in part to poverty and inadequate nutritional knowledge (Hamadani, 2014). Although there are programs and public health education campaigns aimed at improving parenting practices, optimal practices have yet to be fully realized (Cross, 2021). The incorporation of play-based learning in pre-primary contexts is also impeded by conceptual and environmental challenges, though teachers are exhibiting resourcefulness and self-reliance by integrating play into the curriculum (Ahmmed, 2014). Thus, there is a pressing need for greater awareness and support for positive parenting practices during the early years in Bangladesh.

## **1.1 Statement of the Problem**

Parenting practices in Bangladesh vary based on cultural norms, education, and socioeconomic status. Traditional parenting styles are prevalent, but there is a growing awareness of the importance of early child stimulation and parent-child interaction (Kusmawati, 2023). Poverty and lack of knowledge about child development contribute to malnutrition and hinder children from reaching their developmental potential (Hamadani, 2014). Corporal punishment is common, although efforts are being made to promote more beneficial parenting behaviors (Gharami, 2023). A study conducted in Bangladesh found that preschool children have socio-emotional behavioral problems, which are associated with demographic characteristics such as mother's age, family income, and number of siblings (Arafat, 2018). However, there is a lack of research specifically focusing on the status of parenting styles and their impact on children in early years in Bangladesh.

Studying the impact of positive parenting during early childhood on the academic achievement of children in Dhaka is necessary because parenting style plays a crucial role in children's academic success (Sulistiyaningsih, 2023). Research has shown that good parenting, characterized by active involvement, responsiveness, and communication, can lead to positive developmental outcomes (Bang, 2022).

Additionally, parenting style is related to children's behavioral problems and delinquency, suggesting that modifying parenting styles can positively impact parent-child interactions (Lhendup, 2022). Furthermore, parental influence on children's learning has long been recognized as an essential aspect of research, and parenting style is a factor that can affect parents' attitudes and children's views of learning (Batool, 2020). By understanding the relationship between positive parenting and



academic achievement, parents in Dhaka can implement effective parenting strategies to support their children's learning and improve their academic outcomes.

## **1.2 Purpose of the study**

### **Objective**

The specific objectives of the study are:

- To identify the parenting style of the parents of the children of early years (4-8 years) studying in pre-primary/kindergarten schools in Dhaka.
- To investigate the association of positive parenting style with the academic achievement of the children of early years (4-8 years) studying in pre-primary schools in Dhaka.

## **1.3 Significance of the study**

Positive parenting during early childhood has a significant impact on the academic achievement of children in Dhaka, Bangladesh. Research has shown that parental acceptance and parenting style play a crucial role in children's academic performance (Rashid 2020; Borak, 2016). In Bangladesh, there has been a focus on investing in early childhood education, and studies have found a positive association between the quality of early childhood education and child learning outcomes (Hossain, 2020). Additionally, parental involvement and high expectations in children's education have been observed in South Asian families, including those in Bangladesh, leading to positive developmental outcomes in children (Hyonyong, 2018). Furthermore, the study by Akter *et al.* (2014) conducted in Dhaka found that maternal and paternal

parental engagement with children with love, care and affection (parental acceptance) significantly influenced children's academic achievement, with higher acceptance scores associated with better academic performance (Akter, 2014). Therefore, positive parenting practices during early childhood benefit children's academic achievement. There is a dire need of more in-depth studies on the parental interaction with their children during primary education to find out whether it has any impact on their academic achievements/performance in Bangladesh. This research intends to find out how parental engagement with children may influence the academic performance of the primary school going children.

#### **1.4 Research Questions**

- How does parents engage with their children of early years (4-8 years) studying in pre-primary schools in Dhaka?
- Does positive parenting affect the academic achievement of the children of early years (4-8 years) studying in pre-primary schools in Dhaka?

## **Chapter II: Literature Review**

### **2.1 Positive parenting style**

Positive parenting is a style of parenting that involves caring, communicating, empowering, guiding, and meeting the needs of a child consistently. It is based on respect for children and aims to stimulate their emotional, intellectual, physical, and social development from infancy including secure attachment, better physiological, cognitive, social, emotional, and behavioral functioning (Cuellar, 2015). It also leads to better outcomes for parents, as they feel good about parenting well and it builds a sense of dignity (Gupta, 2015) to adulthood (Johnson, 2020; Halloran, 2020; Ahmann, 2002). Positive parenting is associated with numerous positive developmental outcomes for children. Positive parenting can be learned and involves developing thoughtful approaches to child guidance that replace anger, manipulation, punishment, and rewards. It is important for parents to understand their children's levels of development when making parenting decisions. An authoritative parenting style associated with warmth, support, and reasonable limits, has been found to produce positive developmental outcomes in adolescents. In this parenting style, parents listen to their children's opinion but accept it when those are justified and logical (Batool, 2020).

### **2.2 Different types of positive parenting style**

Positive parenting styles can be diverse and encompass authoritative, authoritarian, permissive, and neglectful parenting. The authoritative style is commonly regarded as beneficial for the overall health and well-being of children, as it represents a combination of warmth and strictness (Palacios, 2022). During early childhood, positive-interaction parenting is encouraged, and such behavior can be observed

among various cohorts of mothers, ranging from teenage to optimal and advanced age mothers (Theresa, 2018). Positive psychology parenting differs from positive discipline and positive parenting in that it prioritizes the well-being and flourishing of both the child and the family unit (Theodoros, 2018). The authoritative/democratic parenting style is positively correlated with levels of optimism among university students, while the authoritarian style is negatively associated (Hatice, 2020). Different parenting approaches, such as the authoritative style, have been found to have an impact on the psychological well-being of children, with authoritative parenting being connected to positive developmental outcomes (Gupta, 2015).

### **2.3 Positive parenting impact on early childhood developments**

Positive parenting during the early stages of a child's life pertains to a parenting style that concentrates on advancing the offspring's emotional, intellectual, physical, and social growth from infancy until adulthood. Positive parenting entails nurturing, communicating, empowering, guiding, and consistently responding to the child's needs. Its ultimate objective is to establish a relationship between parent and child based on mutual respect, resulting in various favorable developmental outcomes for the child (Prime, 2023). This approach encompasses interventions geared towards positive parenting practices, such as sensitivity, responsiveness, and non-abusive discipline. Studies have indicated that interventions that promote positive parenting can enhance children's cognitive skills during their initial stages of development, encompassing their mental capabilities and linguistic proficiency (Kahhale, 2023). Furthermore, positive parenting serves as a resilience factor, protecting against the negative influence of childhood stress on the conduct and cerebral development of young individuals (Holila, 2022). Moreover, this approach is linked to children's

social and emotional development during their early years, including collaborating with peers, sharing, exhibiting honesty, and displaying compassion for others (Neppl, 2020).

#### **2.4 Positive parenting impact on children's academic achievement**

Factors that contribute to children's academic performance include family backgrounds, contextual or structural factors such as urban-rural differences and regional variation, well-educated parents, the role of teachers, good attendance, family harmony, child-parent and child-teacher attachment relationships, socio-economic status, psychosocial factors, school and home environment, student-related factors, regular breakfast intake, school conditions, regular attendance, age, gender, general intelligence, problem behavior, family adversity, and perceptions of children's competence by parents and teachers (Lyu, 2019; Srinivas, 2016; Ellen, 2011; Habibullah, 2013; Gut, 2013). However, positive parenting is another factor which significantly affects the academic performance of children. Specifically, investigations have revealed that the style of parenting exercised by caregivers plays a pivotal role in the learning abilities and outcomes of children (Lhendup, 2022). Parents who implement consistent disciplinary measures and refrain from utilizing physical punishment have been shown to enhance their children's learning abilities (Derrick, 2022). Authoritative parenting is a parenting style that is considered to be the best for children's learning and development. It involves parents who are responsive and nurturing, while also setting clear boundaries and expectations for their children. This style of parenting promotes the development of socially valued self-esteem, social skills, democratic values, and personality traits. It also encourages independence and the expression of warmth and nurturance (Arjun, 2022).

Authoritative parenting is characterized by parents who possess and practice responsive parenting skills, which contribute to the psychosocial well-being of their children. It is important for teachers and parents to be trained in authoritative parenting to address the emotional needs and mental health challenges of school-going children (Vijimon, 2022). Under authoritative parenting, individuals can stimulate more proactive behaviors by improving their self-esteem and developing a growth mindset (Nie, 2022). Moreover, authoritative parenting, which is characterized by high levels of support and involvement, has been linked to superior academic performance in children (Batool, 2020). In addition, parents who regularly engage in activities with their children, such as playing games and promoting social interactions with peers, have been found to positively impact children's motor performance and lower the probability of movement impairments (Quirap, 2023). These findings underscore the significance of positive parenting practices in promoting children's academic performance and general welfare.

## **2.5 Positive parenting impact on Bangladeshi children's academic achievement**

The impact of positive parenting on children's academic performance in Bangladesh has been extensively studied (Ateah, 2023; Azad 2018). In their study, Aktar et al. (2014) discovered a negative correlation between parental acceptance and academic achievement, indicating that higher levels of parental acceptance were associated with lower academic achievement (Aktar, 2014). Positive parenting has been found to have a significant impact on the academic achievement of Bangladeshi children (Aktar, 2022; Khanam, 2023). Studies have shown that parental guidance, motivation, support, and involvement positively correlate with students' academic achievement

(Idris, 2020). Additionally, the education level of both parents, particularly the father, has been found to contribute to children's academic success (Sultana, 2021). It has been recommended that parents increase their guidance level to improve their children's performance in school (Bhuiyan, 2022). Furthermore, the study suggests the introduction of adult education programs, awareness campaigns, and the use of social media for community education to enhance parental involvement in their children's education. These findings highlight the importance of positive parenting practices and parental education in promoting academic achievement among Bangladeshi children.

## **2.6 Children's academic performance and its significance in their future career and social development**

Research shows that quality preschool programs can have sustained benefits for children from poor families, improving their social responsibility and educational performance in adult life (Fuller, 2017). Academic pre-k programs, particularly those emphasizing language, pre-literacy, and math concepts, can have stronger effects on children's academic skills, especially for black children (Frogner, 2021). Early school performance and later academic achievement play a crucial role in developing future work-related skills, such as interpersonal skills and problem-solving abilities (Weikart, 1998). However, it is important to note that high-quality early education programs should involve children in active experiences and independent decision-making to be effective (McClelland, 2000). Overall, early exposure to academics, when implemented appropriately, can benefit children's future career and social development, providing them with the necessary skills and foundations for success in school and beyond.

## **Chapter III: Methodology**

### **Research Approach and Design**

#### **3.1 Research design**

I have taken a qualitative approach to conduct this study. The in-depth interview have been conducted to describe the parenting characteristics and identify positive parenting styles among pre-primary schoolchildren. In depth interview from parents provided their perception on engagement with child and the parenting style that may have an impact on the academic achievement of their children. Therefore, I have selected a qualitative approach for this study. For the purpose of data accuracy, face-to-face responses were collected from a set of interview questions.

#### **3.2 Research Site**

The current investigation took place in pre-primary schools situated in the urban region of Dhaka. One is Manarat Dhaka International School and College situated in Gulshan, and other schools are situated near to Gulshan area. Which are Sir John Wilson School (United city campus) and Light Fair School (Shahjadpur Branch)

#### **3.3 Research Participants**

The participants for this particular study consists of pre-primary-aged children between the ages of four and eight years old and their parents.

#### **3.4 Sampling Procedure/Participants Selection Procedure**

For the aims of executing the investigation, six metropolitan children from school along with their mother or father are/have been designated via purposive sampling methodology. The inclusion criteria consist of a mother or father with children in the



early stages of pre-primary education, specifically between the ages of 4 and 8 years, who have access to academic assessment scores or grades.

### **3.5 Data Collection Tool**

Data were collected from the IDIs performed using the prepared questionnaire relevant to the objective of this study. Structured IDI guidelines were followed in this study.

### **3.6 Data Collection Method and Procedure**

Initially, I provided a detailed explanation to the subjects regarding the intention, aim, and comprehensive particulars of the investigation. Upon obtaining verbal consent from the participants, the guardians received a written informed consent. A carefully designed interview guide has been created to initiate the data collection process. This guide included a series of open-ended questions, aimed at gathering information on the parents' engagement with children explaining interactions, experiences, emotions, observations, and perceptions about their academic achievements. Before starting the interview, to ensure the ethical norms informed consent were taken. Each participant was given detailed information regarding the study's objectives, the interview method, and the potential use of their responses. Thorough notes were taken while the IDIs were conducted with the intention of capturing the core of the participants' responses, expressions, and feelings. Important details, memorable statements, and contextual comments were accurately recorded as they share their thoughts.

### **3.7 Data Management and Analysis**

Data analysis was done using the content analysis technique and the steps followed are outlined below:

**i. Data organization and transcription:** The data were carefully arranged and transcribed using both recordings and field notes. Initially, all of the recorded spoken words were transformed into written text to establish a clear written record, or transcript. Thorough screening process were considered. Translation of the transcript into English was made since the interview was conducted in Bangla.

**ii. Familiarization of the data:** This involves reading and re-reading the transcripts to gain a detailed understanding of the nuances and themes present in the responses.

**iii. Initial Coding:** After familiarization with the data, the process of coding started. This stage entails descriptive labels or codes to text segments that captured relevant concepts, ideas, and recurring patterns in a systematic manner.

**iv. Identification and Development of Themes:** Themes were generated to investigate parent's engagement with their child's daily activity at home and school. In-depth interview of the parents were designed to identify parent's child interaction during mealtime, play time, study and bed time. The theme also included parent's reflection towards their children's academic performance and the approach for their children's improvement. These themes reflect the broader concepts and insights gathered from the parent's narratives.

#### **Ethical Issues**

This study involving all human participants were reviewed and approved by BRAC University. All participants in this research study took part voluntarily, free from any pressure or unjustified authority, and their rights, dignity and autonomy were

respected and appropriately protected. No physical, psychological, legal and social harm occurred during the study. The participants got the proper information about the research procedure, purposes, anonymization and storage of data in a comprehensible manner as well as without threat or inappropriate inducement. The participants could withdraw their responses any time from the research. Confidentiality were strictly maintained regarding the personal information provided by the participants and they had been assured that no information would be leaked outside.

#### **Chapter IV: Results/Findings & Discussion**

Our study involved six IDIs of parents of children studying in pre-primary schools in Dhaka aged from 4-8 years old. The information of the parent’s role, working status, children's age, and medium of school and the academic performance of the children is outlined in the Table 1.

**Table 1: Demographics of the IDI participants and their children for data collection of the study.**

IDI SI#	IDI Duration (minutes)	Participant Parent	Parent’s work status	Children’s age	Medium of School	Children’s Academic Performance
IDI 1	5 min 13 s	Mother	Housewife	7	English	Good
IDI 2	17 min 33 s	Mother	Full-time	6	English	Excellent***
IDI 3	13 min 25 s	Mother	Full-time	5+	English	Excellent***

IDI 4	7 min 35 s	Mother	Part-time	5	English	Needs Improvement
IDI 5	9 min 8 s	Mother	Housewife	5+	English version	Needs Proper Guidance
IDI 6	12 min 31 s	Father	Full-time	5	English	Excellent**

The aim of the research is to investigate positive parenting factors, which may have impact on the academic achievement of the children. In order to achieve this aim we have categorized the IDIs into two groups based on the children's academic achievements collected from the IDI participants. Table 2 represents the groups where IDI parents of children with Excellent\*\*\* and Excellent\*\* were included in the group of 'Excellent' academic performance and IDI parents of children with Good, Needs Improvement, Needs Proper Guidance were included in the group of 'Poor' academic performance. Table 3 shows the evaluation score percentage equivalent to the academic performance grades.

**Table 2: List of the groups of IDI parents based on the academic performance of their children**

Group No	Group Name	IDIs	Academic Performance
Group 1	Poor	IDI 1, IDI 4, IDI 5	Good, Needs Improvement, Needs Proper Guidance

Group 2	Excellent	IDI 2, IDI 3, IDI 6	Excellent***, Excellent***, Excellent**
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**Tabel 3: List of academic performance grades equivalent to the evaluation scores of the pre-primary school children.**

Grade	Percentage of score	Academic Performance
A+	96-100%	Excellent
A	90-95%	Very Good
B	80-89%	Good
C	70-79%	Satisfactory
D	60-69%	Needs Improvement

#### **4.1 Results and Findings**

In this study, we performed six IDIs to investigate parents' engagement with their children aged from 4-8 years studying in pre-primary schools in Dhaka. The investigation through the IDIs identified four types of interactions between the parent and children. The observed interactions were mostly during meal, play, study and bedtime. Therefore, in the following section I will highlight the findings from the IDIs of the participants to identify parent's engagement with their children in the both groups of poor and excellent academic achievement.

#### **4.1.1 During Meal time:**

Parent's active involvement with the children during mealtimes are assessed based on the conversation and interaction between the parent and child. I will outline how parents of poor and excellent academic performance children groups engage with each other during meal times.

The number of meals taken altogether with family between poor and excellent academic performance were not different. However, the level of interaction between the parent and child during the mealtime was different based on the depth of details shared through active conversation during the IDIs of both groups.

##### ***Parents of children with poor academic performance***

The parents of the poorly performing children mentioned about having meals together and enjoying the time through conversation and laugh. However, they did not share information about the topic of their conversation or type of jokes that made them laugh during meal times. For example: one quote from IDI#1 is given below.

*During mealtime we (all family members) talk about different things and make joking laughing, we enjoy our time during family meal a lot. (IDI# 1, 08/12/2023)*

##### ***Parents of children with excellent academic performance***

In case of parents of excellent performing children it was observed that they shared the details like how they teach about healthy and unhealthy food to their children during meal time. They explain how those foods are react in the body and allow the child to select the food of their own preference. The quote from IDI#6 is given below as an example.

*We have various discussions during mealtime. He is now at a growing stage, he had a lots of querries about everything. We ask a variety of questions to expand his thinking like what is healthy food. What is unhealthy food? What type of reaction does it have? He tries to understand. He also said his preferences and we discussed such issues (IDI#6, 07/01/2024).*

Therefore, the quotes of both parents of poor and excellent performers imply that parents who enlighten their child with knowledge and productive discussion and letting the child take decisions of their own have performed better in their academic evaluation.

#### **4.1.2 During Playtime:**

The findings from the IDIs of poor and excellent academic achievement showed that direct participation of the parent with their children during playtime is associated with the excellent academic performance of the children. Parents of group 1 do not or do necessarily play with their child and rely on the siblings, cousins or neighbor's children as their playmates. They may keep information about the play activities without active participation of their own. On the other hand, the parents of group 2 ensure to actively take part in the children's playtime for consistent duration and interaction. The statements of the parents of both groups are quoted below to support this finding.

##### ***Parents of children with poor academic performance***

The parent of a poorly performing child mentioned that they don't participate with her during playtime because the child prefers to play alone; however, the parents keep the information about her playing partner and the type of games she is playing. The

following statement is quoted from a mother of a seven years old child. Her academic performance level was identified as 'Good'.

*I don't participate with her while she is playing but I check what she is doing? What she is playing? Who is her playing partner? When my daughter plays, she like to play alone and she doesn't like to be disturbed, so we don't interrupt her (IDI#1, 08/12/2023)*

### ***Parents of children with excellent academic performance***

The mother of an excellent performing child shared the details of the activities she participated with her six year old child during the playtime. The activities included providing educational books, crafting materials and taking part in the tests created by her child learned from school. She also mentioned about passing quality time with her child in nature and kites and answering all questions he has.

*He always try to do something creative, we bought him books like adorsho lipi, flag book, coloring book and he follow those and try to make books like those alone with white paper and color, and put information's into it. He loves to make books for his parents, uncle and tell them you will write 1 to 100 numbers and color it. Actually his all game and play related to educational thing like writing, drawing which he did in school or learnt from school, and repeat with us at home then he give us star if we did right and correct us if we did wrong, give us sad face , happy face. After coming from office I bring him to our roof top, see sun and flying kites in the sky, then he asked me about the kite like how many kites is there. And what color is this? I answer him all. (IDI#2, 20/12/2023)*

The quotes above indicated that active participation of the parent with child during playtime do affects the academic performance of the children in school. Especially if



the parent supports all the educational tools and attends the child's queries and questions when needed. It was seen that the poorly performing child did not get that kind of support from her parents.

#### **4.1.3 During Study time:**

The IDIs of both groups shared similar opinions and approaches regarding their engagement with children during study time. Both the groups were concerned and sincere about the class work, homework and communicated with teachers regularly. Therefore the data indicated that the parent-child interaction during study time do not differ between two groups. Some examples of the statements of the parents of group 1 and group 2 are stated below as evidence of this finding.

##### ***Parents of children with poor academic performance***

All of the parents of group 1 mentioned about their regular involvement during study time which includes helping with homework and communication with the teachers. However, they did not use any special technique to help the children learn with fun. The following quote is given as an example.

*My son is capable to do his own homework but sometime his teacher or I help him too. I regular communicate with class teacher and took updates about my son's performances. (IDI#5, 29/12/2023)*

##### ***Parents of children with excellent academic performance***

On the other hand the parents of the group 2 found to be more proactive regarding the teaching and learning method used both in school and home. They tried to get information about their children's educational performance involving co-operation,

listening to class, and interaction with teacher on a weekly basis. It was also seen from the IDI#3 that the parents adopt a special teaching and learning technique which involves counting through play and rhyming the Bangla and English lessons. The following quote will support this finding.

*Basically I help my son to do homework, because he play with me so I learn his lessons through play, like counting numbers or additions, Bangla and English rhymes.(IDI#3, 29/12/2023)*

Henceforth, from the above findings it can be said that to improve the academic performance of the pre-primary school children parents need to find innovative ways to engage their children in study and make them learn with fun instead of just following the teachers instruction to complete day to day homework.

#### **4.1.4 During Bedtime:**

The findings of this study demonstrated that parents of group 1 tend to less actively involved with their children during bedtime compared to the parents of group 2. In-group 1 the parents of IDI#1 and IDI#5 shared about their activities involving cuddle, telling stories and day events, however IDI#4 mentioned no activities of bedtime rituals. Whereas the parents of group 2 shared detailed and varieties of acts done before and during bedtime, which includes, reading stories and rhymes from books, telling stories, listening music, playing fun games, reciting prayer before sleep and after waking up, and also sharing dream stories. The information gathered from the IDIs of both groups indicate that engagement of parents of group 2 exhibits stronger interaction with their children during bedtime.

### ***Parents of children with poor academic performance***

The parent of group 1 mentioned that they don't enjoy any particular bedtime activities with their child apart from cuddle and saying good night. The following quote is given as an example of the findings.

*During bed time my children do nothing especial, they cuddle each other. Then I told them go for sleep, then they go to bed sleep. (IDI#4, 25/12/2023)*

### ***Parents of children with excellent academic performance***

However, the parents of group 2 shared a list of bedtime rituals they enjoy with the child before sleeping. They do a lot of activities including listening music, drawing etc. to spend a quality bedtime. The following quote will support our finding.

*After finishing dinner, we spend minimum 30 minutes to 1 hour with our son. Meanwhile by this time he did stuff like listen music or draw picture and do various activity before sleep. So we before bedtime we spend at least 1 and half hour quality time with our son. (IDI#6, 07/01/2024)*

In conclusion it can be said that children's engagement with the parents during bedtime through productive activities may have a positive impact on achieving excellent academic performance.

## **4.2 Discussion**

### **Parent's reflection towards their children's academic performance and the approach for their children's improvement.**

The second objective of this research was to identify the factors of parenting styles, which may have impact on the academic achievement of their children. The data extracted from the IDIs indicated that parents' work status, and motivational approach

for study may be associated with the children's academic performance. We will discuss these factors of positive parenting style from the responses of the parents to correlate the impact on the children's academic performance.

#### **4.2.1 Parents work status**

The data collected from the IDIs showed that parents of the children with excellent academic achievements are all full time working parents whereas the poor achievement children's parents were non-working/part-time working parents. A study in Malaysia collected data from 377 respondents from four secondary schools in Kuala Terengganu to identify the correlation of formal and informal occupation of parents on the academic performance of the children. It was found that the students having parents with formal occupations are performing better than the students with informal occupation parents (Usaini, 2015). Another study conducted on 1034 Finnish adolescents aged from 15-16 with their parents revealed that lower socioeconomic status of parents have higher psychological control over their children which resulted in lower grades in their academic evaluation (Tynkkynen, 2012). Similar findings were reported by a study on eighty Indian students studying in a Tamil school located in Malaysia. The investigation on the role of parental socioeconomic status and involvement in their children's academic performance showed that students with higher economic status parents are better performers compared to those with low socioeconomic parents (Vellymalay, 2012). Therefore, it can be concluded that working parents in group 2 are better with time management regarding their engagement with children compared to those parents from group 1. It was also observed that group 1 parents were mostly the sole primary caregiver of the child and group 2 parents have supporting caregivers during the working hours. This observation indicates that sharing the load of the child caregiving responsibility may

help in achieving better academic performance of the children. Moreover, the knowledge and understanding of the value of children's education is highly affected by the education level, employment status and the income of the parents. It has direct impact on the academic performance of the children which was reported by a study performed on eighty senior high school children in Ghana (Osei-Owusu, 2018). Nevertheless, a study on the single mothers revealed that children of employed mothers showed better cohesion and organization skills having greater self-esteem. The girls from employed single mothers believed in independence, exhibiting scholastic competence and higher academic performance (Alessandri, 1992).

### **Parents motivational approach for academic development**

The parents from both groups shared various approaches to motivate their children for academic improvement and development. It was seen that parents of group 1 over-rewarded their children for motivation, which may have impacted inversely on their academic performance. However, the group 2 parents seem to offer controlled/conditional reward or emphasize on their enjoyment of the children for learning as motivation for better academic performance. For example, few statements of group 1 parents are shown below.

#### ***Parents of children with poor academic performance***

*When my children expect something from us then we tell if you will get good marks or result and complete your study then you will get anything you want. (IDI#5, 29/12/2023)*

*Yes, we all motivate our son a lot. In our family his father, or me his uncle motivate him for excellent academic result, they told my son if you improve your result you will get more gift. (IDI#4, 25/12/2023)*

### ***Parents of children with excellent academic performance***

*We do motivate our son, though pro-actively he did his best. But if we want to engage him in other thing, then we motivate him by giving reward or his liked staff or commit him , then he complete his tasks happily and we practice this regularly. (IDI#6, 07/01/2024)*

*I want my son enjoy his study without stress, there is no pressure or anything for excellent result or get grade A plus. We give him that freedom he learn his lessons as his own way. (IDI#2, 20/12/2023)*

A research on the development of parents' reward and praise scale for children showed that rewards and praise for controlling and motivating children is associated with negative parenting behavior (Bolat 2023). It was found that reward and praises are followed by criticism and disrespect towards children when they are not academically performing well enough. Therefore, it was recommended to be aware of frequent use of rewards as a motivation tool for children doing well academically. The findings of another study on 93 fifth grade students and their parents showed that parental reaction to grades and extrinsic motivational approaches like uninvolved, extrinsic reward and over and under controlling family styles were related to lower academic performance. On the contrary parental encouragement of grades, and autonomy supporting parenting styles were associated with intrinsic motivational approach as well as higher academic performance of the children (Ginsburg, 1993). In conclusion a report from the parent resources of Canada stated that extrinsic rewards for children's good grades may be motivating for the short term, many studies have shown it is ineffective and detrimental for their own or intrinsic motivation (The Reading School, 2021).

## **Conclusion**

This study demonstrated the crucial role of positive parenting practices in fostering the academic achievements of children during their early years in Bangladesh. Parents could be encouraged in nurturing and supportive behaviors, such as providing a stimulating learning environment, offering emotional support, and maintaining open communication with their children, contributing significantly to their academic success. The study also suggests that employment status and extrinsic and intrinsic motivation approaches are directly related to the academic performance of the children. The findings of this study will emphasize the importance of promoting positive parenting practices as a means of enhancing the impact of early childhood education in Bangladesh.

## **Limitations of the Study**

The positive parenting style involves a wide range of factors which could not be fully covered by our study tools for in-depth interviews. The limited sample size due to limited time of research could be a constraint on the validation of the findings. The variation in the duration of IDIs among parents could limit the precision of collected data. The participants are likely to share the positive attributes avoiding the negative aspects of their behavior. Hence, answered the question shortly. Therefore, the reported answers could not be verified for authenticity.

## **Recommendations**

- The parents should be enlightened about the positive parenting approach by appropriate training.
- The parents should converse, communicate and connect with their children to encourage for their academic performance instead of taking stress and create unwanted pressure on them.
- Parents should avoid extrinsic rewards as motivation for the children's academic achievements.
- Government should support the parents with employment to support the children's education.

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## Appendices

### Appendix A

#### A.1. Guideline for IDI with Parents (English)

Q1. Describe your family.

Q2. Who is the primary caregiver of the child?

Q3. Does the child eat independently or fed by caregiver? How many meals are taken with family daily/weekly?

Q4. Does the child play independently or with family/friends? How does the parent engage with child during play time? How long?

Q5. Do you help with the homework? Do you communicate with teachers?

Q6. Do you attend parents' meetings, sports, and cultural events in school? Do you discuss daily school activities with your child?

Q7. How do you engage with your child during bedtime?

Q8. Does your child get afraid of participating in the annual assessment? If yes, what are the steps you take to remove this fear?

Q9. Do you check your child's diary/homework regularly?

Q10. How do you motivate your child to improve his/her academic result?

#### A.2. Guideline for IDI with Parents (Bangla)

প্রশ্ন ১- আপনার পরিবার সম্পর্কে বর্ণনা করুন।

প্রশ্ন ২- শিশুর প্রাথমিক দেখাশোনা কে করেন?

**প্রশ্ন ৩-** আপনার সন্তান কি একা খাবার গ্রহন করে বা কারও সাহায্যের প্রয়োজন হয় ?  
পরিবারে এক সাথে সবাই প্রতিদিন/ সপ্তাহে কত বার খাবার গ্রহণ করে থাকেন ?

**প্রশ্ন ৪-** আপনার সন্তান কি একা নাকি পরিবার / বন্ধুদের সাথে খেলা করে ? আপনি  
সন্তানের সাথে কতক্ষন এবং কিভাবে খেলা করেন?

**প্রশ্ন ৫-** আপনি আপনার সন্তানের লেখাপড়াতে কিভাবে সাহায্য করেন? আপনি  
শ্রেণী শিক্ষকের সাথে নিয়মিত যোগাযোগ করেন কিনা ?

**প্রশ্ন ৬-** আপনি সন্তানের বিদ্যালয়ের অভিভাবক সভা, ক্রীড়া এবং সাংস্কৃতিক  
অনুষ্ঠানে নিয়মিত অংশগ্রহণ করে কিনা? আপনি কি সন্তানের সাথে বিদ্যালয় সম্পর্কে  
প্রতিদিন আলাপ করেন বা জানতে চান ?

**প্রশ্ন ৭-** ঘুমানোর সময় বা ঘুমানোর আগে আপনি সন্তানের সাথে কিভাবে সময়  
কাটান ?

**প্রশ্ন ৮-** আপনার সন্তান বার্ষিক মূল্যায়ন বা পরীক্ষা দিতে ভয় পায় কি না? যদি ভয়  
পায় তখন আপনি কি কি পদক্ষেপ গ্রহণ করেন?

**প্রশ্ন ৯-** আপনি আপনার সন্তানের ডায়েরী/হোমওয়ার্ক নিয়মিত পর্যবেক্ষণ করেন কি  
না ?

**প্রশ্ন ১০ -** পরীক্ষা ভাল করার জন্য আপনি আপনার সন্তানকে কিভাবে অনুপ্রেরণা  
দিয়ে থাকেন?

### A.3. Participant Consent Form

This is to state that I, \_\_\_\_\_, of \_\_\_\_\_, agree to take part in this qualitative research study, conducted by Sanjana Anjum (ID 22155003), on **‘Investigating Positive Parenting on the Academic Achievement of Pre Primary School Children in Dhaka, Bangladesh.** As a participant of the study, I also agree to the following clauses:

- |     |                                     |     |    |
|-----|-------------------------------------|-----|----|
| i.  | Having my voice recorded            | Yes | No |
| ii. | Having my opinions and observations | Yes | No |

Printed and published in a public forum

I acknowledge that the Researcher and Institute has explained that my name will be kept anonymous and my personal details confidential. I also reserve the right to decline or refuse to answer any question, without fear of threat or coercion. My opinions and statements will be kept in its truest form, without any corruption or biasness. As such, herewith find my agreement to being a willing participant to this research study.

Signed

\_\_\_\_\_  
\_\_\_\_\_

Details of Researcher

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