PARENTAL PERCEPTIONS OF THE EFFECT OF PRE-PRIMARY SCHOOLING ON THE SOCIO-EMOTIONAL DEVELOPMENT OF 3-4-YEAR AGED CHILDREN

By

AUTUSHI AURPI

Student ID: 22155007

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
January, 2024

Declaration

It is hereby declared that

1. The thesis submitted is my own original work while completing degree at Brac University.

2. The thesis does not contain material previously published or written by a third party, except where this is appropriately cited through full and accurate referencing.

3. The thesis does not contain material which has been accepted, or submitted, for any other degree or diploma at a university or other institution.

4. I have acknowledged all main sources of help.

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AUTUSHI AURPI

Student ID: 22155007

Approval

The thesis titled "Parental Perceptions Of The Effect Of Pre-Primary Schooling On The Socio-Emotional Development Of 3-4-Year Aged Children" submitted by

    1. AUTUSHI AURPI (Student ID: 22155007)

of Spring, 2022 has been accepted as satisfactory in partial fulfillment of the requirement for the degree of Master's in Early Childhood Development on January, 2024.

Examining Committee:

Supervisor:
(Member)

    Mohammad Safayet Khan
    Senior Research Fellow & Faculty Member
    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)

    _____
    Sheikh Shahana Shimu
    Research Fellow
    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: Parental Perceptions Of The Effect Of Pre-Primary Schooling On The Socio-

Emotional Development Of 3-4-Year Aged Children.

Student name: Autushi Aurpi

1. Source of population: Parents of 3-4 years old children studying in English medium pre- primary schools 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 (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 involved (yes)

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

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

5. Check documents being submitted herewith to Committee:

    a)   Proposal (yes)
    b)   Consent Form (yes)
    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

Preschool education is unparalleled in its significance to children's learning and development. It prepares children for learning experiences in the future and helps them realize their full potential. Early childhood development is greatly influenced by parents. The way parents view early childhood education is crucial to the effectiveness and success of pre-primary education. In Dhaka, parents are now more concerned about their children's overall development. The rate of pre-primary school enrolment is rising and the popularity of the English-medium education system is also increasing. In addition to academics and cognitive development, parents these days are also paying attention to the socio-emotional component of early childhood development. The purpose of this study is to investigate how parents perceive pre-primary English-medium schools and how it affects their children's socioemotional growth. By looking into parents' perceptions, this study can highlight the importance of pre-primary education and raise the necessary awareness. This research was qualitative in nature. Data was gathered by means of in-depth interviews conducted with parents in Dhaka. The can be useful in providing preschoolers with a high-quality education. According to the research, parents closely monitor their child's developmental milestones and take into account a number of aspects before enrolling them in pre-primary schools. Parents believe that pre-primary schools support children's socioemotional development and value the opinion of the teachers who work there. Based on the study, regular monitoring and assessment sessions as well as increased parental involvement in school activities are recommended. Finally, in order to see things from a national perspective, more extensive investigation is required.

Keywords : Parents; Perception; Pre-Primary School; Socioemotional Development

Dedication

I dedicate this thesis to my parents and daughters, without whose support and encouragement

I would not have been able to complete my degree.

Acknowledgment

I am eternally grateful to my parents and parents-in-law. With immense pleasure, I would like to convey my profound appreciation to my dear late father, Poet Badrul Alam. I was inspired to continue by his teachings that knowledge has no limits.

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My two children, Humaira Sattar Ayaat and Aishaa Sattar Surah, deserve the greatest recognition for their invaluable contributions to my life and for giving me the greatest delight of all: motherhood. Without them, I could not have finished this thesis. Their contrasting personalities are what inspired me to learn more about the wide-ranging field of early childhood development.

Finally, I want to express my deepest love and gratitude to my husband, Saiful Kabir.

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Chapter I: Introduction & Background

Introduction

Early childhood is a period of remarkable growth and transformation, during which the foundations of a child's future development are established. By age 5, 85% of the brain's fundamental structure is complete (Wisconsin Council, 2007). The basis of cognitive, social, emotional, and physical development is built during the early years (Varney, 2018). It is universally acknowledged that a child's socio-emotional development, encompassing their ability to navigate the intricacies of relationships, regulate their emotions, and develop a sense of self, plays a pivotal role in shaping their overall well-being and future success. A child's imagination and desire to learn about the world are fostered in the pre-primary years by allowing them to explore their surroundings on their own terms (Varney, 2018).

According to philosopher John Locke, a child's mind is like a white canvas. During this phase, they are shaped by whatever is said to them. A child's environment significantly influences how they think. Additionally, he claimed that they become social and respectable members of society through education (Godbout, 2017). A crucial aspect of this early development is the educational environment, particularly pre-primary schooling, which has become an integral part of many children's lives in various parts of the world. The very first stage of a child's formal education and the start of molding them into their best selves is pre-primary. Pre-primary education is incredibly important for a child's development, and this cannot be discounted in any manner. While a lack of access to pre-primary education widens achievement inequalities and constricts chances, high-quality early childhood education establishes a favorable learning sequence (UNICEF, 2019). As we stand at the threshold of the third decade of the 21st century, the landscape of early childhood education is continuously evolving. An increasing number of children between the ages of 3 and 4 years

are enrolling in pre-primary programs in the English medium education system, especially in urban settings like Dhaka city. While these early educational experiences are primarily designed to provide a foundation for academic learning, they also significantly nurture a child's socio-emotional growth.

The effect of pre-primary schooling on the socio-emotional development of children aged 3-4 years is a topic that has captured the interest of educators, researchers, and parents alike. This thesis embarks on a journey to explore the profound question of how pre-primary education in the English medium education system, impacts the socio-emotional development of young children, as perceived and evaluated by the very individuals who know them best— their parents. Parents are often the first and most influential educators in a child's life, and their beliefs, attitudes, and perceptions significantly shape the early learning experiences of their children. Their perspectives on the effects of pre-primary schooling are a rich source of insights that can contribute to our understanding of the complex interplay between educational environments and socio-emotional development during these formative years.

In the bustling heart of Dhaka City lies a fundamental facet of childhood development that often dances beneath the radar: the influence of pre-primary schooling on the socio-emotional growth of our youngest learners. Globalized educational approaches are synthesized in the English-medium education system. This blending of global perspectives with Dhaka City's rich cultural diversity creates a unique atmosphere that calls for investigation and comprehension. Picture the streets brimming with the vitality, hues, and laughter of three to four-year-olds starting their educations. Within the confines of pre-primary institutions, this very journey has the power to shape these young people's emotional landscapes. A tapestry of views, wishes, and goals regarding the impact of early education on the socio-emotional development of their children is woven into the mosaic of parental viewpoints. It is possible to discover a wealth of knowledge and a treasure trove full of

nuanced understanding about how pre-primary education builds and molds the emotional resilience, social competence, and general well-being of these young brains within these varied viewpoints.

This study intends to explore how pre-primary schooling affects the socio-emotional development of 3- to 4-year-old children in Dhaka City, and how parental perceptions regarding the socio-emotional development of their children within the framework of their pre-primary education in English-medium schools interact with actual impacts. Through exploring the stories, opinions, and observations of parents, anticipation to close the gap between theory and fact can be made and also reveal the actual influence these early school years have on the emotional development of our future citizens.

Statement of the Problem

The early years of a child's life are marked by rapid cognitive, emotional, and social development, laying the foundation for their lifelong well-being. Among the myriad factors influencing this critical period, pre-primary schooling has gained prominence as a significant arena for early childhood development. In Dhaka city, the pre-primary education system has become increasingly prominent in shaping the socio-emotional behaviors of young learners. However, a significant gap exists in our understanding of how parents perceive the impact of pre-primary schooling on their children's socio-emotional development. This study aims to address this gap by investigating parental perceptions regarding children's socio-emotional behavior following pre-primary schooling.

The early growth of children can undoubtedly be greatly influenced by parents. With the passage of time and urbanization, both parents now contribute equally to the family's maintenance. To assist their growth, they enroll their children in pre-primary schools at a

young age (Glynn, Farrell, & Wu, 2013). Urban parents have the view that some talents can only be learned through formal education and socialization with peers (Rahman, Chowdhury, & Obaydullah, 2019). As young children transition into the pre-primary social environment and are exposed to the challenging expectations of instructors and peers, social competence development presents a significant obstacle. Socially competent children can connect with peers in many different kinds of situations and ways as well as uphold strong relationships with adults, both of which are essential for success in school and afterward. Socially adept children can establish adult and peer relationships, which are essential for success in both academic and non-academic contexts (Mendez, McDermott, & Fantuzzo, 2002). In this way, social-emotional development can be viewed as a crucial protective factor for early children, shielding them from stressors and assisting in preventing the emergence of major emotional and behavioral problems in later life (Garmezy, 1991). Early childhood is a crucial time for the development of social-emotional skills, especially during the preschool years.

A common misconception is that early childhood education should prioritize the development of academic abilities to boost intellect while ignoring the value of social and emotional learning. To improve student outcomes through prevention and promotion programming, school-based universal social-emotional learning (SEL) attempts to teach basic social-emotional abilities in the classroom or at the school level (Greenberg et al., 2017). By implementing universal intervention programs aimed at enhancing social-emotional learning, schools can significantly contribute to the promotion of social-emotional development in children. Implementation strategies have been discovered to have an impact on program quality as universal SEL programs have proliferated in schools all over the world (Zhao et al., 2023). With the aid of the SEL paradigm, children of all ages can better understand their feelings, experience them fully, and show empathy for others. Then, these acquired behaviors are put to use to assist students in developing good decision-making skills, goal-setting

frameworks, and interpersonal interactions. In the years to follow, cultivating these traits in the classroom can aid children in becoming stronger, more effective, self-conscious, and socially aware citizens (National University, 2022).

Understanding the effects of pre-primary schooling on socio-emotional development from the perspective of parents is of paramount importance. Parents play a primary and enduring role in a child's life, acting as the first educators and emotional anchors. They are uniquely positioned to provide valuable insights into the changes they observe in their children's socio-emotional development as a result of pre-primary schooling. Depending on their affordability, parents tend to choose English-medium pre-primary schools over government-run pre-primary schools because they value a disciplined environment, religious instruction, opportunities for extracurricular involvement, and a sense of security over academic achievement (Suppramaniam, Kularajasingam, & Sharmin, 2019). They also believe English-medium schools offer a higher quality of education than government schools.

The socio-emotional development of young children, including their ability to manage emotions, establish meaningful relationships, develop empathy, and cope with challenges, is a central pillar in their overall growth. The role of pre-primary school in shaping these crucial attributes has far-reaching implications for the children themselves, their families, and society at large. While extensive research has focused on academic outcomes and cognitive development in pre-primary education, the socio-emotional dimension remains comparatively understudied.

Purpose of the study

The objective of this study is to explore the impact of pre-primary schooling in the English medium education system on children's socio-emotional development from the parental perspective.

By examining parental perceptions, the aim is to enrich the existing body of knowledge in the field of early childhood education. Furthermore, this study intends to provide valuable information that can enlighten educational policies, practices, and parental decision-making. Also, to support the socio-emotional development of young children and, ultimately, contribute to the nurturing of resilient, empathetic, and well-adjusted individuals in our society. There is a possibility that parental expectations for their children's socio-emotional development may not align with the outcomes of pre-primary schooling in Dhaka. This misalignment could result in frustration and dissatisfaction among parents, potentially affecting their engagement with their child's education and overall educational outcomes. To address these issues, it is imperative to investigate the specific beliefs, expectations, and concerns of parents in Dhaka city regarding their children's socio-emotional development following pre-primary schooling. This study will provide insights into how pre-primary education is perceived from the perspectives of urban parents living in Dhaka city, ultimately contributing to the improvement of educational practices and fostering a more supportive learning environment for children.

Significance of the study

The proposed study is founded on a robust rationale, driven by the recognition of the paramount importance of early childhood development and the evolving landscape of pre-primary education. This study is motivated by several compelling reasons, each contributing to its significance in the field of early childhood education and development.

In recent years, pre-primary education has gained prominence worldwide. An increasing number of children are enrolling in these programs, making them an integral part of early childhood experiences. Consequently, understanding the socio-emotional implications of this trend has become increasingly relevant as it directly impacts millions of

young children and their families. The ages 3 to 4 years mark a critical phase in a child's life. It is during this period that children undergo transformative socio-emotional development, building the bedrock for their future emotional well-being and social interactions. Exploring the influence of pre-primary schooling during this formative stage is essential, as the experiences and learning that occur during this time can have enduring effects on a child's life.

Parents are unequivocally the most significant figures in a child's life, especially during the early years. Their perceptions, beliefs, and attitudes play a central role in the educational choices they make for their children. By investigating parental perceptions of pre-primary schooling, this study will recognize the unique and powerful perspectives of parents which in turn will be helpful to the primary educators and nurturers of their child's socio-emotional development.

This study intends to bridge a significant gap in the existing literature, providing valuable insights into an area that is conspicuously underrepresented and underexplored. The findings of this research can have direct implications for educational policies and practices. Understanding how parents perceive the effects of pre-primary schooling on socio-emotional development can inform decision-making at institutional and governmental levels. It has the potential to promote more holistic and child-centered approaches to early childhood education, aligning pedagogical practices with the socio-emotional well-being of young learners. Ultimately, the primary aspiration of this study is to contribute to the creation of enriched educational environments that facilitate the socio-emotional growth of young children. By deeply understanding parental perspectives, the research aims to create synergy between home and school, fostering a more harmonious and effective learning experience for children. This, in turn, can have a profound impact on children's socio-emotional development, influencing their future well-being and societal contributions.

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The importance of social and emotional readiness for children's academics has gained more attention lately. According to research, social, behavioral, and emotional issues negatively affect young children's school experiences (Knitzer, 2003; Raver, 2002). Children with social-emotional development issues frequently struggle socially, emotionally, and academically (Aviles, Anderson, & Davila, 2005). It is often observed that children in pre-primary school who struggle in these areas are more likely to lack positive experiences that hinder their capacity to form healthy peer connections. These children are consequently less likely to be academically and socially ready for primary school (Huffman, Mehlinger, & Kerivan, 2000). In their early years, they need to have healthy social-emotional development to be ready and willing to study once they are enrolled in primary schools later (Klein, 2002). Early emotional and behavioral issues can have a big impact on young children because they can prevent them from learning age-appropriate skills, negatively alter their developmental trajectories, and put them at risk for future issues (Patterson & Stoolmiller, 1991).

This study's justification is rooted in its potential to provide critical insights into a hitherto underexplored area, with far-reaching implications for the landscape of early childhood education. By considering parental perceptions, it recognizes and values parental perspectives, with the ultimate goal of promoting socio-emotional development as a central and well-prioritized aspect of early childhood education.

Research Questions

The initial understanding was gained by realizing the importance of pre-primary education for the development of young children. Parents are the primary and most important educators in a child's life, and they play a crucial role in their education. Parents' attitudes and ideas have a big impact on how their children learn in the early years, especially how they grow socioemotionally. Given Bangladesh's current rapid development, the English medium

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education system is becoming more and more popular. Although pre-primary education's cognitive and academic benefits have been studied, less is known about the socio-emotional effects of attending, particularly in the diverse social contexts of Dhaka city. To add to the body of knowledge already available in the field of early childhood education and support the creation of more efficient and child-centered educational policies and practices, the research question was put forward to investigate parental perceptions and their implications for pre-primary education in this particular urban setting.

<u>Question</u>: After attending pre-primary school, what changes do parents perceive in the socio-emotional behavior of their children and the reasons they give for these apparent changes?

Operational Definition

Socioemotional development: A collection of observable and quantifiable indicators that include a range of aspects of a person's emotional and social well-being serve as the operational definition of socioemotional development. This encompasses the ability to regulate emotions, which refers to the person's skill to recognize and effectively control their feelings. Observable behaviors including cooperation, conflict resolution, and communication skills are examples of social competence. The nature of the emotional ties forged with primary carers or significant others is reflected in attachment patterns. Understanding and reacting to other people's emotions is a necessary component of empathy and compassion. Self-esteem is a person's opinion of their value and self-assurance. Prosocial behavior includes acts that enhance social ties, whereas interpersonal relationships are evaluated based on the caliber of bonds with family, friends, and other people. The capacity to decipher nonverbal cues in a variety of social contexts and react properly to them is known as

responsiveness to social cues. When combined, these operational criteria offer an extensive framework for socioemotional development assessment and measurement.

Pre-primary schooling: UNESCO defines its education criteria as follows: "The educational properties of pre-primary education are characterized by interaction with peers and educators, through which children improve their use of language and social skills, start to develop logical and reasoning skills, and talk through their thought processes. They are also introduced to alphabetical and mathematical concepts and encouraged to explore their surrounding world and environment. Supervised gross motor activities (i.e. physical exercise through games and other activities) and play-based activities can be used as learning opportunities to promote social interactions with peers and to develop skills, autonomy, and school readiness" (UNESCO, 2021).

Pre-primary education functions by delivering an age-appropriate curriculum, encouraging early literacy and numeracy abilities, and offering chances for peer interaction and socialization. A secure and engaging learning environment, activities that advance language development, motor abilities, and fundamental social competencies, and trained teachers using developmentally appropriate teaching strategies are all essential. Evaluation of socio-emotional development, tracking of early academic skill development, and observation of developmental milestones are some examples of assessment methods.

Chapter II: Literature Review

The importance of early childhood time as a foundation for lifetime learning and development was underlined by the world community in 2015 with the adoption of the Sustainable Development Goals (SDGs). Countries should "ensure that all girls and boys have access to quality early childhood development, care, and pre-primary education so that they are ready for primary education" by 2030, according to SDG Target 4.2. With 67% of children attending organized learning one year ahead of the official primary entry age in 2018, countries have been progressively increasing attendance in pre-primary education within this global context. The number of years of free and compulsory pre-primary education that are guaranteed by legal frameworks is used to gauge the government's commitment to achieving this aim (SDG aim 4.2.5).

Children's social and emotional growth is influenced by how they feel about themselves (such as being self-assured, always scared, eager to learn, proud of their culture, and fearful of being wrong), how they act (such as fighting constantly, getting upset easily, and being able to handle conflict), and how they interact with others, particularly those who are important to them (such as parents, teachers, and friends). The emergence of emotional self-regulation, empathy, efficient communication, beneficial social engagement, and social independence are all aspects of social-emotional development (CASEL, 2023). The three basic facets of social-emotional growth are typically attachment, initiative, and self-control, or self-regulation. Ainsworth (1973) and Bowlby (1969) defined attachment as a powerful emotional bond that ties two people together despite their differences in time and place. Therefore, in the case of children, it is their ability to develop and preserve mutually beneficial relationships with other children and adults. According to LeBuffe and Naglieri (1998), initiative is a psychological quality that drives someone to achieve a particular goal. When it comes to children, initiative refers to the desire to address their needs through

autonomous thinking and the urge to engage in some activity to accomplish that goal. Self-control or Self-regulation is the process by which a person controls their behavior by making use of their own internal executive functions. For children, it is the capacity to control their behavior and express their feelings in healthy ways.

While a child's natural temperament is important, social behavior is largely learned and from their contacts with parents, caregivers, siblings, and peers, children pick up social norms and practices (Emde, 1998; Harris, 1995). Childhood "prosocial" behavior studies have shown that when adults model conduct, children learn it quickly (Eisenberg & Mussen, 1989). According to Shonkoff and Phillips (2000) and Thompson (1998), a two-year-old can exhibit empathy for others, modify their responses to others' emotional expressions (social reference), and attempt to make others feel better after a traumatic incident. Preschoolers (four to five years old) need to develop a knowledge of emotions and increase their capacity for emotion management.

The socio-emotional development of children in the early years of life is a subject of growing importance in the field of education and child psychology. Pre-primary schooling, often considered the first formal step in a child's educational journey, has gained significant recognition for its role in shaping children's socio-emotional behavior. This literature review seeks to provide a comprehensive overview of the key concepts, theories, and findings that inform this study.

Socio-Emotional Development in Early Childhood:

Socio-emotional development is a multifaceted process encompassing the acquisition of emotional regulation, social skills, empathy, and the formation of secure attachments.

Erikson's theory (1950) was based on what he viewed as a series of central conflicts that define various stages of our lives. Our relationships and interactions with other people

are the source of the conflicts. As per the theory, every conflict that is successfully resolved yields "virtues," or positive consequences. This theory of psychosocial development emphasizes the significance of successfully resolving socio-emotional challenges during early childhood (Smith & Imbrenda, 2018).

Human development, according to theorist Vygotsky, is socially influenced by the environments in which children form their cultural values, worldviews, and problem-solving techniques. Children's development is significantly influenced by their immediate social and cultural surroundings, as well as by their parents, teachers, and peers (McLeod, 2020). Refuting the notion that human emotions are purely biological, Vygotsky stipulates the need to understand and examine emotions as developmental sociocultural processes. This is because emotions are shaped and developed as individuals engage in sociocultural processes (Cong-Lem, 2022).

According to the ecological system theory of theorist Bronfenbrenner, early childhood surroundings at all levels, from parents and preschool through values, laws, and customs, have an impact on children's development (Evans, 2020). Preschool teachers can play a supporting role in giving children care and nurturing (Paquette & Ryan, 2001).

Albert Bandura, a theorist, contends that toddlers learn behavior through imitation, observation, and modeling (Kurt, 2020). Children between the ages of 3 and 4 learn from and copy their peers. They are more inclined to follow instructions when they see others paying attention to a task.

Theorist Piaget recognized that social factors were important and necessary in development, but he believed that they alone do not fully explain development. He argued that what is also needed is the gradual back-and-forth process of trying out different strategies, which he described as equilibration (Lewis, 2023).

According to theorist Sigmund Freud, early experiences significantly impact a child's personality and social behavior. It is a crucial period in a child's development since what happens during this time will affect their socio-emotional health for the rest of their lives.

A study carried out in Omdurman, Sudan (Alwaely et al., 2020) found that since emotional comprehension is linked with future social adaptability, it is important to nurture it in children from an early age. Age and gender have a significant impact on social development, according to the data, which also indicates a positive correlation between social competence and emotional understanding and a negative correlation with behavior retention.

Pre-Primary Education and Socio-Emotional Development:

Pre-primary enrolment has been rising globally since 1999, with the gross enrolment rate reaching 52% in 2018 from 31% in 1999 and certain regions, such as East Asia and the Pacific, Latin America and the Caribbean, and Central and Eastern Europe, have seen faster growth than others (UNESCO, 2021).

Socio-emotional development encompasses various aspects of a child's growth, including the development of emotional intelligence, social skills, self-regulation, and empathy. Researcher Denham (2006) has highlighted the significance of early socio-emotional development, linking it to positive outcomes in academic achievement, mental health, and interpersonal relationships. This underscores the importance of understanding how pre-primary schooling influences socio-emotional development. In addition to parents, pre-primary schools have a significant impact on how children develop their personalities and social skills. Pre-primary education is a critical stage where children are introduced to structured learning environments and social interactions. Children can connect to the outside world through their peers and teachers in preprimary. This fosters the growth of their social and emotional competencies (Ho & Funk, 2018). Researchers have emphasized the potential

of early childhood education programs in promoting social competence and emotional regulation.

Pre-primary education, including preschool and kindergarten programs, is recognized for its potential to contribute to socio-emotional development. High-quality pre-primary programs provide structured environments where children can learn to cooperate, resolve conflicts, and develop social skills. Studies have shown that children who attend such programs often exhibit improved social interactions, emotional regulation, and conflict resolution abilities (Denham et al., 2012; Pianta et al., 2009). These experiences have far-reaching implications for children's socio-emotional development, making pre-primary education a critical stage in this regard. Students in pre-primary schools have the chance to cooperate in groups to solve problems and learn about other cultures and beliefs (Erbil, 2020).

The qualities of teachers and the preschool environments they provide have a significant impact on children's development, particularly in terms of their socio-emotional skills, as demonstrated by a 2019 study by Adedigba & Abdullahi conducted at the Local Government Area Of Katsina State, Nigeria.

Parental Perceptions on Preprimary Schooling:

Parents are fundamental stakeholders in their children's education, and their perceptions shape educational choices. Parental attitudes toward pre-primary education significantly influence whether children are enrolled in such programs. Understanding how parents perceive the socio-emotional benefits of pre-primary schooling is critical for understanding their decision-making processes. Parental involvement plays a pivotal role in a child's educational journey. Epstein's (2001) framework of six types of involvement (i.e., parenting, communicating, volunteering, learning at home, decision-making, and

collaborating with the community) highlights the importance of collaboration between parents and schools (Griffin & Steen, 2010). This collaboration extends to understanding parental perceptions and expectations regarding their children's education, including socio-emotional development. Parental perceptions and expectations regarding education can be influenced by cultural norms and societal contexts.

According to research, parents enroll their young children in school to help them develop their social and communication skills as well as to get them ready for later educational stages (Sahin, Sak & Sahin, 2013). Parents want their children to be able to choose various activities in a safe, exciting pre-primary setting. Conversely, some parents worry if they do not see their children bringing in their schoolwork or if they are just playing and not participating in the educational process (Boyd, 2018). Given that schools are regarded as healthy environments, parents view any preschool-related activity as healthy (Jayasuriya, Williams & Tandon, 2016).

According to parents, preschool education should prioritize playing and guiding activities while enhancing the information and abilities that children will need for school. Urban parents are in favor of preschool education because they see its importance in helping their children finish primary school and developing them holistically by allowing them to comprehend a variety of topics (Annonciata & Nadege, 2020). Furthermore, studies reveal that urban parents are more aware of the information their children learn in pre-primary (Cui, Valcke & Vanderlinde, 2017).

Positive parental attitudes towards pre-primary education benefit children's overall development in addition to their scholastic progress. Early infancy is the ideal period to raise morally upright people, thus parents should get involved in their children's upbringing. Involving parents in their children's early education not only helps them succeed

academically but also helps schools enhance the academic programmes they already offer (Durisic & Bunijevac, 2017). Children who have parents who are involved in preschool are more likely to have more self-efficacy and fewer behavioral issues. According to a 2014 International Journal of Research Studies in Education article, parents are important stakeholders when it comes to requesting high-quality childcare services, which is why their involvement in pre-primary education is essential for high-quality education (Annonciata & Nadege, 2020).

A study by Zhou and Kim (2006) on Chinese-American parents, for example, revealed distinct cultural factors shaping their views on education. According to the study, a group's cultural characteristics interact significantly with structural variables, especially with physical and ethnic social systems that support communal forces and generate social capital. Given the diverse cultural fabric of Dhaka city, understanding how cultural factors intersect with parental perceptions is vital. Cultural norms and values can significantly influence socio-emotional development. Different cultures may place varying degrees of emphasis on emotional expression, social interactions, and attachment styles. These cultural differences can impact parental goals for their children's education and their interpretations of the socio-emotional development of pre-primary age group children. Studies have highlighted the need to consider cultural variations when exploring socio-emotional development in early childhood (Chen, 2012).

Pre-Primary Education: Global and Bangladesh Context

UNESCO spearheaded the global initiative known as Global Context Education for All (EFA). The first EFA target discusses increasing early childhood education and care. Goal 2 is to provide all people with free, obligatory, high-quality education (UNESCO, 2000). Goal 2 of the Millennium Development Goals of the United Nations is to guarantee

universal education for everyone (UN, 2000). Goal 4.2 of the Sustainable Development Goals (SDGs) seeks to guarantee that every child has access to high-quality early childhood development, care, and pre-primary education (UNDP, 2015).

Global Setting:

According to a study, pre-primary aid has varied over the past few decades even while global educational aid has increased over time (Hadani, 2020). Pre-primary enrollment rates rose from 15.436% in 1970 to 61.515% in 2019 worldwide (UNESCO, 2020). Pre-primary pedagogy in developed nations emphasizes the value of play-based learning, and studies reveal that play-based programmes improve children's learning results over academic-focused early childhood programmes (Boyd, 2018). The majority of preschools in the United States are run by private organizations, and there are many different kinds of preschools available, including Montessori schools, non-benefit co-ops, church-affiliated schools, neighborhood community schools, and private schools (Kamerman & Gabel, 2015). Preschool programmes in Russia provide children's healthy diet, a balanced schedule, wholesome activities, required naps, and outdoor walks as part of the learning process. Some private preschools even modify Russian teaching methods and incorporate elements of the Montessori and Waldorf educational systems (Bodrova & Yudina, 2018). Preschools in Britain, on the other hand, place more emphasis on the learning process and offer general concepts about nature and society, as well as social and communication skills, language and literacy proficiency, mathematical aptitude, and the child's personal and emotional development (Mcclary, 2014).

Bangladesh Setting:

Bangladesh is making moderate but steady progress towards achieving Sustainable Development Goal 4.2. The percentage of children attending pre-primary school increased from 10.82% in 2009 to 40.82% in 2018 (World Bank, 2021).

This covers children enrolled in the pre-primary who are under three years old as well as those who are older. The Operational Framework for Pre-Primary Education recognizes the need and requirement for pre-primary children to thrive. It says that promoting early growth in children should be the main goal of education (Ministry of Primary and Mass Education, 2008). Pre-primary education is prioritized in the 2010 National Education Policy. Through a variety of activities, pre-primary education seeks to develop children's senses and motivates them to learn and attend school. Pre-primary education also aims to teach children to be tolerant and to increase discipline for formal education.

Regretfully, Bangladesh does not have a formal policy addressing education for children aged three and above (Rashid & Akkari, 2020). Assuring quality was the most challenging aspect of Bangladesh's pre-primary education expansion; this was due to a lack of funding and the application of standard quality (Graham, 2017). According to international standards, the major goal of pre-primary education is to help children develop to the best of their abilities (Clipa & Gavriluță, 2017). Since public schools are in low supply and mainstream education isn't meeting the needs of the local elite, English-medium schools in Bangladesh are growing in popularity and number—roughly 2000. Furthermore, rather than emphasizing a specific type of education, the Bangladeshi government is more engaged in promoting maximum coverage and Education for All (Mousumi & Kusakabe, 2017). In Bangladesh, pre-primary English-medium schools accept students who are three years old or older, whereas pre-primary government schools accept students who are five years old or older (Yasmin et al., 2020). The quality of instruction, hiring qualified instructors, and providing a secure and enjoyable learning environment are among the inconsistencies that have been observed in pre-primary English-medium schools (Abdul & Salam, 2018).

While research has delved into pre-primary education's cognitive and academic outcomes, the socio-emotional dimension remains underexplored. Most studies tend to focus on the immediate academic gains associated with pre-primary education, with relatively fewer investigating the socio-emotional effects and parental perspectives in this context. However, there is a noticeable gap in research specific to Dhaka city, where socio-cultural dynamics and educational contexts may differ. This underscores the need for the proposed research to explore parental perceptions and their implications for pre-primary education in this unique urban setting. To succeed in school, children require a mix of intellectual prowess, motivational traits, and social-emotional abilities (Thompson, 2002). According to Greenberg et al. (2003), learning social and emotional skills is comparable to learning other academic skills in that the effects of initial learning are enhanced over time to address the increasingly complex situations children face concerning academic achievement, social relationships, citizenship, and health. Additionally, according to multiple reviews, young children (ages 2–7) seem to benefit from interventions more than older children do (Tennant et al., 2007; Browne et al., 2004).

In summary, the literature review highlights the significance of socio-emotional development in early childhood, the role of pre-primary education in fostering these skills, and the influential role of parental perceptions in shaping children's educational experiences. It also underscores the need for additional research in this area to contribute to the existing body of knowledge in early childhood education and assist in the development of more effective and child-centered educational policies and practices.

Chapter III: Methodology

Research Approach and Design

This study set out to explore how parents perceived the impact of pre-primary education on the socio-emotional development of children aged three to four. To obtain comprehensive data, a qualitative research approach was adopted. According to DeFranzo (2023), qualitative research is used to investigate through unstructured data such as individual interviews, focus group remarks, observations, etc., and provide a deeper understanding of the issue. The focus of the study was on personal perception. Parents' opinions and perspectives about preschool education and its significance in the socioemotional area of child development were covered in detail. To gain a deeper insight, individual interviews were carried out. It aided in obtaining comprehensive idea knowledge and achieving the goal of the study. The interviews were conducted through an online platform (Google Meet) at the participants' convenience. The sessions were recorded with permission and English was the primary language of communication.

Research Site

This study was conducted in the city of Dhaka.

Research Participants

The parents of children ages 3 to 4 who are attending English-medium pre-primary schools were the study's participants. Since the researcher lives in Dhaka and can easily contact parents whose children attend English-medium preprimary schools, the sample population in this research consisted of parents of children aged three to four who dwell in the city. However, because the number of parents whose children attend English-medium

preschools is so high, it is not practical for all of them to be study participants. As a result, the study's sample was selected with a purpose.

Sampling Procedure

The "purposive sampling" method was applied in this study. To achieve the study's goal of examining parents' perceptions, participants had to be parents whose children were already enrolled in English medium pre-primary schools. To meet the study's specific goal, six Dhaka city parents whose children are enrolled in pre-primary schools were chosen. All the parents had at least one child of age between 3-4 years with at least 3 months of exposure to pre-primary schooling. They were carefully chosen from upper-middle-class families with nearly the same educational and socioeconomic backgrounds so that a stable demographic background can be achieved which in turn will facilitate more focused and pertinent discussions. Inclusion criteria were: parents who have at least one child between the ages 3-4years, going to a pre-primary school in English medium for at least 3 months; parents who are willing to participate in the study; parents who are available at the time of data collection; and parents who can read, write and speak in English

Data Collection Tool

In-depth interviews (IDIs) were the method of data collection.

Data Collection Method and Procedure

A consent form was signed before to commencement of in-person interviews. Every participant received comprehensive information about the goals of the study, the interview process, and how their answers would be used. Six parents took part in the in-depth interview and shared their perspectives, experiences, and expertise. Additionally, they talked about how they perceived pre-primary education impacted their children's socioemotional development.

Before the interview, a session of rapport-building was conducted with the participants. To get at the core of the participants' reactions, expressions, and emotions, detailed notes were gathered during the IDIs. As they discussed their ideas, significant information, notable quotes, and contextual remarks were meticulously recorded.

Data Management and Analysis

Data organization and transcription: The data was carefully arranged and transcribed using both recordings and field notes. Initially, all recorded spoken words were transformed into written text to establish a clear written record, or transcript. After thoroughly screening the data several times, the transcriptions were typed out and integrated into a single file.

Familiarization of the data: After carefully reading the transcripts several times to fully understand the intricacies and themes that emerged in the responses were recognized.

Initial Coding: After familiarization with the data, the process of coding started. Descriptive labels or codes to text segments were given to systematically capture relevant concepts, ideas, and recurring patterns.

Identification and Development of Themes: Following the initial coding and analysis of the raw data, themes were established relevant to the objective and research question. These themes reflect the broader concepts and insights which was gathered from the participants' narratives.

Validity & Reliability

Since this study is qualitative in nature, in-depth interviews were conducted as a means of gathering comprehensive and in-depth data regarding parents' perspectives. A supervisor evaluated the research tool to ensure validity. The supervisor's feedback was taken into consideration and the questionnaire was revised accordingly. The In-Depth Interview

(IDI) questionnaire was piloted with one participant who met the inclusion criteria before conducting the real interviews. This made it easier to see any possible issues, ensure that the text is clear and relevant, and make the necessary corrections. During the interviews, the participants' answers to the questions were carefully monitored. After the pilot interview, suggestions were given by the participant and the interviewer. A set of open-ended questions is included in the guide to collect data on parents' experiences, feelings, observations, and perceptions of the changes they have witnessed in their children since starting preschool. The IDI questionnaire was modified in light of the feedback and results from the pilot interview.

The researcher thereby guaranteed the study's reliability and validity.

Ethical Issues

All ethical measures were ensured while conducting this research. Before starting the interviews, informed consent was taken, and during IDI, with participants' permission their responses were recorded. They were ensured that the study would uphold confidentiality and anonymity and the data would only be used for research purposes. Participants had the option to withdraw from the study and retract their responses at any time.

Limitations of the Study

The researcher may not be able to control some factors or influences because of constraints in the data collection technique.

- The study was only able to incorporate data from two urban areas of Dhaka city and was unable to include data from all socioeconomic backgrounds and other geographic places.

- As per the study, the participants were limited to mothers, which may account for variations in the results about parent gender.

- Another drawback to taking into account is that this study only looked at parents' impressions of English-medium school students in Dhaka city; as a result, a larger situation might not have been captured.

- The comparatively small sample size could suggest that the saturation point has not been achieved.

Chapter IV: Results/Findings & Discussion

This study offers a thorough insight into how Dhaka City parents observe and navigate their children's pre-primary school experiences. It highlights how pre-primary education strongly affects children's socioemotional development, as well as the changes parents are witnessing and the variables influencing their decisions.

Demographics

Interviews with six mothers from a range of backgrounds were done for the study on various occasions between November 21, 2023, and January 22, 2024. All of the participants were from an upper-class socioeconomic background; their ages, educational backgrounds, and occupations vary, and they have children ranging in age from three years and six months to four years. Additionally, the mothers were between the ages of 31 and 37. They have each studied for bachelor's degrees and above with only one mother having a MBBS degree. Alongside one homemaker, one teacher, and one doctor, three of them are businesswomen. This diverse group sheds light on the opinions and experiences of upper-class moms about their children's socio-emotional development after attending pre-primary schooling at two distinct schools located in Dhaka's Uttara and Bashundhara areas.

Themes

1. Parents' perception on daily pre-primary experience and its influence on children:

Important details regarding the perspectives of parents and how those views influence the socio-emotional development of their children were gathered to gain a deeper understanding of the significant impacts of daily pre-primary schooling on young children. Unanimously, all mothers expressed that their children went through more positive changes than negative. These changes come in a variety of forms, ranging from

noticeable improvements in health to behavioral changes and heightened independence. In regards to their child's experience at the pre-primary school, one participant stated,

"I think there's always negatives and positives but I think it's a good change for him so far." (IDI 1, November, 2023). Another mother shared similar experience saying, "Since she started here, she has been three plus. I found a lot of changes in her behavior, her independence, and also her health. Some good, some bad." (IDI 4, December, 2023)

All children were noticed to be more independent and eager to attempt new things but two of them took longer to adjust to the new atmosphere. Upon query, one participant said,

"Initially, it was very difficult for him to get adjusted being far away from me given that he was born during COVID and he was home most of the time with me. It was a shock for him to start school being away from me. But he did adjust very well with the help of the teachers." (IDI 3, December, 2023)

Parents also see the appearance of some undesirable behaviors and attribute them to the transitory stage. Half of the mothers mentioned that their children adopted a few negative practices. Referring to one participant,

"I've never seen her scream and hearing other children scream in the class, she screams at home as well now, from time to time." (IDI 4, December, 2023)

In general, nevertheless, there is agreement that pre-primary schooling makes a substantial contribution to improving children's vocabulary, eating habits, and

communication abilities. The mothers highlight the beneficial effects of pre-primary schooling on children's general well-being by shedding light on the structured daily routines and sleep cycles it instills. They also stated that their children exhibited better eating habits and they also learned to eat new food items. This is something that the children have picked up from their fellow schoolmates. All mothers resonated that the daily routines and sleep schedules of their children were more disciplined. In regards to this, one mother mentioned,

"since starting school, she had a good food habit, good sleeping schedule. She wouldn't binge on any junk because she's always hungry and whatever I give her, she'll eat. And because this is something like, it's coming from the school. So, because of the school, she had the regularity in her routine, proper routine." (IDI. 2, December, 2023)

Moreover, mothers review how learning English in a pre-primary educational setting influences not just cognitive abilities but also social interactions and early exposure to a worldwide community. All mothers mentioned that their children were more eager to communicate themselves. One mother mentioned,

"They help him in becoming much more independent I would say and also it's helped my child expand their vocabulary by a lot." (IDI 5, December, 2023).

Many parents view pre-primary education in English as a means of improving their children's language proficiency, cognitive growth, and early exposure to a globalized society. It sheds light on how language shapes pre-primary children's cognitive capacities and social relationships in addition to serving as a tool for communication. In this regard, one mother stated that,

"She is loving the whole journey. Not only the school, the classes, but also how she's learning everything from each and every friend. She picks up a lot of things that I know that she got like the habits, not only the things that can annoy someone, but very few little things that shows that she's caring or that shows that she's learning the advocates. And I used to think that my daughter talks less or I was scared that maybe it's a speech delay case. But after joining the school, her like expressing languages, her way of communicating developed. So, like I have seen her development changes in the last four months and I'm very satisfied." (IDI 2, December, 2023).

Overall insightful information about the complex elements of pre-primary education and its significant impact on the growth and development of young students was obtained.

2. Factors influencing parents' decision on pre-primary school for their children

A supportive and stimulating learning environment, efficient teaching strategies, and the development of critical skills like self-management, social interaction, and general behavior are just a few of the aspects of pre-primary education that the parents find meaningful. Parents see pre-primary education as a complete experience that molds their children's character and socioemotional well-being in addition to serving as an academic foundation. The children and their mothers experienced some difficulties adjusting to a new environment because they are just 3–4 years old. They were also considerably impacted, as they were the ones who had been observing these differences meticulously. They were required to support their children continuously and adjust to their changes.

The concept of pre-primary schooling is fairly new to the residents of Dhaka city. 3 out of 6 mothers stated that they did research about the curriculum and physically visited the school to check the campus and facilities before enrolling their child to pre-primary school. Only one mother mentioned considering the commute and crowd of the school. In her words,

"I wanted him to be somewhere that wasn't too long, not too, it wasn't too crowdy, and he had more space to grow. So that's how I chose his preschool. The distance is shorter and he gets exposure to less students, less crowd." (IDI 3, December, 2023)

In contrast to that one mother said,

"I went through word -of -mouth" (IDI 5, December, 2023)

The early childhood education scene in Dhaka City is changing as more parents choose to send their children to pre-primary schools offered in English. Enrolling a child in an English-medium school is a complex decision that is influenced by a wide range of issues, from cultural identification concerns to language proficiency and scholastic benefits. The growing need for pre-primary education in English makes it crucial to comprehend how parents are navigating this educational environment. Parents reveal their concerns regarding the importance of socialization opportunities and peer relationships in the classroom. They place a strong emphasis on how schools can help children resolve conflicts, cooperate, and form healthy social relationships.

3. Parent's perception on the Socio-emotional development skills of their children

Looking into how parents view their children's socioemotional development in the context of Dhaka City provides a wealth of information on the ideals, worries, and goals that parents use to support their children's holistic development. A nurturing and upbeat environment that is marked by compassionate educators, engaging teaching strategies and chances for social engagement is highly appreciated by the parents. They think that this kind of atmosphere helps children develop their social and emotional intelligence. In addition to being independent, five out of six moms said that their children are now more enthusiastic to dress themselves.

All mothers emphasized that their children improved their social skills and developed strong self-management skills after starting pre-primary school, particularly when they are outside and around new people. When asked about self-management skills, one participant shared,

> *"He's more organized, I would say, in terms of he knows when it's getting dark, that's when he needs to get ready, have his dinner, get his night suits ready. And I feel like he's more open. He would like to go out and meet, like he would like to go meet up. with his friends instead of like staying home, he would like to play more, he's becoming more active… he likes getting ready by himself, doing the morning routines by himself. He doesn't need me anymore. So this is a development that I saw after I put him in pre -primary school." (IDI 3, December, 2023)*

For one child the changes were very significant as per the mother's statement. In her words,

> *"Yes, he has been able to manage himself quite a bit in the sense that at first he was not, when he started school he wasn't completely potty trained.*

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That has changed to the extent that he now wishes to go alone. He wishes to handle his clothes by himself. So all of that is coming to be him. He tries to eat on his own as well. That's another way he's becoming more independent." (IDI 5, December, 2023)

One participant mentioned that her daughter learned to correct her behavior and actions. With an example, she shared,

"she also knows that if nanny complains to her mommy, she will get in trouble. So she will rectify her behavior like immediately and throwing pillows and stuff things like a bit of a rebellious things that she's never done before and If she's told that we will tell mommy then she will tell my nanny to clean it up before mommy sees it." (IDI 4, December, 2023)

Except for one, all of them stated that their children's interpersonal skills had significantly improved and increased in interaction throughout. One mother shared,

"He was a very shy child. He still is to an extent. But he's now open to meeting other children and he knows how to conduct himself with other children, which is something like I mentioned, he did not get in the COVID years. (IDI 5, December, 2023)

Following their enrollment in pre-primary school, the two parents offer noteworthy insights into their children's socio-emotional growth. One mother said,

"he also self -evaluates that I think I'm gonna get a sad face for this or I think I'm gonna get a happy face for this depending on you know what the school would probably give him or evaluate him like." (IDI 5, December, 2023)

Another mother shared that,

"after joining the school, I see even if I'm a relative or anyone, any friend of mine or her friend or her parents or her friend comes or talks to her nicely, she will shake her hand or give her a hug. So this is basically something she never learned from us" (IDI 1, December, 2023)

They all concurred that after enrolling children in pre-primary school, their children developed greater empathy and more willingness to share. Upon query, one participant mentioned,

"I think it's very important to let them be that and to let them do that and to trust you know that in their own time they will mature, so I think that has really helped him." (IDI 5, December, 2023)

The participants reported that pre-primary school improved the children's self-control and social abilities. In general, parents conveyed contentment with their children's holistic growth, crediting favorable developments to the encouraging educational setting.

4. Factors influencing the socio-emotional development of children

All of them acknowledged the influence of pre-primary school on their children's overall socio-emotional behavior. Upon query about the changes in their children's socio-emotional behavior, one participant stated,

"Overall behavior, he is able to pay more attention and be more in focus with certain tasks. He doesn't have a very short attention span as he used to. So that's one thing I would say as his focus has improved…. So I

think behaviorally it's been this also I think just overall much more independent, you see it in his actions, he wants to do things on his own and he's more vocal about those things, mom I want to do this, I want to do that, and you know he tries his best to carry it out and then he also self - evaluates…." (IDI 5, December, 2023).

All the participants echoed that their children have become much more social after attending pre-primary school. They also mentioned that their children now are more interactive and their sharing capacity also increased. In regards to this one participant stated,

"...like she speaks very clear Bangla, I find, more so recently than she did before. I see her singing a lot more on her own. She is very creative, so she makes up stories on her own as well." (IDI 4, December, 2023)

Two participants reported that their child is now speaking Bangla and English more fluently and has better vocabulary. One mother stated,

"And I used to think that my daughter talks less or I was scared that maybe it's a speech delay case. But after joining the school, her like expressing languages, her way of communicating developed. So like I have seen her development changes in the last four months and I'm very satisfied." (IDI 2, December, 2023)

All parents are well aware of their children's socio-emotional development and they try to nurture it towards positivity. Parents are willing to take the required measures in case of any confusion. One participant mentioned that she took her daughter for speech consultation wondering if her daughter has a speech delay. After assessing, she found out that the lack of exposure was the reason. She mentioned,

"It's just she chooses not to speak. And until and unless you stop that

need for her, like if you stop everything, giving out everything before she

asks, she will never communicate". (IDI 2, December, 2023). Another

participant revealed the usage of mobile app created for mothers. She stated,

"as a first -time mom trying to navigate through her and, you know, my, like,

to learn how to deal with her. I used to go through that.." (IDI 4, December,

2023)

This makes it clear that parents nowadays exhibit the knowledge and awareness to seek cues in their children that promote the proper socio-emotional development of their children.

Discussion

This extensive study explores how parents view their children's daily experiences in Dhaka City's English medium pre-primary school and how that affects their socioemotional growth. Mothers agree that their children experience positive rather than negative changes in this educational environment. Studies conducted by Bierman et al. (2008) provide support to the idea that early childhood education enhances children's socioemotional growth by promoting gains in behaviour, social skills, and self-control. Parents who participated in in-depth interviews provided insights on both constructive and challenging adjustments their children make as they make their way through the pre-primary educational settings.

This study addresses several issues, including the children's newly discovered independence, their progressing communication abilities, their eating patterns, and their structured routines. Even while the majority of children adjusted to pre-primary school successfully, some had some early difficulties, which highlights how crucial teacher support is to the adjustment process. Furthermore, this research delves into the variables that impact how

parents decide to enroll their children in pre-primary school, encompassing everything from the educational setting and pedagogical approaches to linguistic exposure and cultural awareness. Research conducted in 2005 by Pong, Hao, and Gardner indicates that a variety of factors, like as the educational setting, pedagogy, and cultural sensitivity, may have an impact on parents' decisions about their child's participation in pre-primary school. Various research, including those by Clarke-Stewart and Allhusen (2005), illustrates the complexity of parental decision-making by suggesting that socioeconomic variables and practical concerns may also be important factors in enrollment decisions. In Dhaka, the idea of pre-primary schooling in the English medium education system is changing, which is making parents consider the advantages of exposure to other cultures and languages as well as the possible drawbacks.

According to a research conducted in 2009 by Hill and Tyson, parental participation type is important. Positive socioemotional results for children may not always result from overly controlling or invasive parenting techniques. This study also explored parents' perceptions regarding the socioemotional development of their children. It draws attention to the advantages of pre-primary education for children's self-management, social skills, and overall behavior. Parents observed improvements in their children's social skills, language acquisition, and emotional intelligence and attributed these benefits to the embracing environment that pre-primary schools offered. The results also look at how proactive parents may be in observing and assisting with their children's socioemotional growth. Parents demonstrated a profound awareness of their children's needs, consulting experts when needed, and using tools, such as smartphone apps, to improve their parenting abilities. Hoover-Dempsey & Sandler Model of the Parental Involvement Process (2012) shows that parental participation has a favorable impact on children's socioemotional growth. Parents who take an active role in their children's education are more likely to see better results.

Taken together, this study offers a thorough overview of how parents in Dhaka City perceive and oversee their children's pre-primary education. It highlights the beneficial developments that parents have noticed, the variables that affect their choices, and the important role that pre-primary education plays in children's socioemotional development.

Conclusion

As a conclusion, the research provides insightful information about the complex interplay between early childhood education, parental perspectives, and young children's socio-emotional development. Important conclusions from the study show how important pre-primary education is in forming children's socioemotional environments. Parents encourage a happy and emotionally stimulating learning environment and acknowledge the formative influence of pre-primary schooling. It also highlights the critical connection between positive teacher-student interactions and the socioemotional growth of the students, highlighting the necessity of compassionate and nurturing teachers.

Furthermore, parental participation and cooperation with teachers are considered necessary. The foundation for useful interventions in the English-medium pre-primary education system to enhance appropriate socioemotional development is laid by this dissertation, which also advances scholarly understanding. To prepare young learners for success in the diverse and dynamic context of Dhaka City, educational practices that are in line with parental expectations can build an educational ecosystem that develops well-rounded, emotionally robust, and socially adept learners.

Recommendations

The research study "Parental Perceptions of the Effect of Pre-Primary Schooling on the Socio-Emotional Development of 3-4-Year-Aged Children" highlights the necessity for additional studies to expand the current understanding of how pre-primary schooling affects

the socio-emotional development of 3- to 4-year-old children in Dhaka City's English medium education system. The results point to the need for those involved to become more aware of the critical connection between healthy socio-emotional development and pre-primary schooling. The study, which recognizes the critical role teachers play in supporting children's socio-emotional growth, suggests reform in teacher training programmes and chances for professional development to increase the effectiveness of pre-primary education.

In addition, the research supports programs designed to improve parent involvement since it acknowledges the importance of parental involvement in a child's growth and development. It also highlights the need to add emotional intelligence to academic education and recommends incorporating socio-emotional learning into the curriculum. It suggests creating a regular timetable for evaluation and observation to evaluate the growth of children and pinpoint areas that need work. The establishment of a helpful and encouraging learning atmosphere is also emphasized, acknowledging the role that the children's surroundings have in determining their socioemotional development.

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Appendix A: IDI Guidelines and Consent Form

Interview Questionnaire:

1. Can you describe your child's experience at the pre-primary school in Dhaka City?

2. How did you decide on this particular pre-primary school for your child? Were there specific factors that influenced your decision?

3. Please share your observations regarding any changes in your child's self-management skills since attending pre-primary school.

4. Have you noticed any changes in your child's social skills after joining pre-primary schools?

5. Do you think pre-primary schooling influenced your child's relationship skills? If yes, then how?

6. Since starting pre-primary school, how have your child's eating habits and sleep schedules changed?

7. Can you provide some examples of how your child's overall behavior has evolved?

8. Do you think the school environment and teachers have influenced the socioemotional growth of your child? If yes, then how?

9. Did you need any other help or resources to supplement your child's socioemotional growth following pre-primary school (such as counseling or extracurricular activities)? In that case, kindly share your experiences.

10. Are there any other thoughts or experiences you would like to share regarding your child's socio-emotional development following pre-primary schooling?

Consent Form for Parents:

<u>Title of the Research:</u>

PARENTAL PERCEPTIONS OF THE EFFECT OF PRE-PRIMARY SCHOOLING ON THE SOCIO-EMOTIONAL DEVELOPMENT OF 3-4-YEAR AGED CHILDREN

<u>Purpose of the research:</u>

I am conducting this research as a part of my Master's Degree requirement from the Institute of Educational Development (IED) - BRAC University. The aim of this research is to explore parents' perception of the impact of pre-primary education on the socio-emotional development of children aged 3-4 years in Dhaka city.

If you accept, you will be asked to express your perception, point of view, and ideas regarding the impact of pre-primary schooling in the English medium education system in Dhaka city. Depending on your response, the interview could last anywhere between 20-30 minutes.

Your participation in this study carries no risk, but it may one day be advantageous to children, parents, and policymakers in some way. Some of the data gathered for this study might be saved for later use. Information and data provided to other researchers in these circumstances will not, however, conflict with or in any manner violate the preservation of participants' privacy and anonymity. Your personal data will be treated with the utmost confidentiality.

Please feel free to get in touch with me with any questions you may have concerning the study; I would be pleased to help. My email id: autushi.aurpi@gmail.com.

Your participation in the study is entirely voluntary, and you have the authority to decide whether or not to do so. There is no cost associated with declining to participate in the study.

Please sign below if you agree to my proposition that you take part in my study.

Signature of the Participant: _____

Name of the Participant:

Signature of the Researcher: _____

Name of the Researcher: Autushi Aurpi

I sincerely appreciate your cooperation.

Appendix B: Personal Information Form (PIF)

Participant number	Date and Duration of interview	Mother' s Age	Education level	Profession	Socio-economic status	Children' s Age	School number
1	Iram 21.11.2023 19 mins	37 years	Post-graduation	Homemaker	Upper class	3years 6months	School 1
2	Afra 04.12.2023 27 mins	31 years	LLM	Business	Upper class	3years 6months	School 2
3	Maisha 07.12.2023 10 mins	33 years	Masters	Self-employed	Upper class	4years	School 1
4	Nuzaha 10.12.2023 16 mins	34years	BBA	Business	Upper class	3years 6months	School 2
5	Munira 18.12.2023 13 mins	35 years	BBA	School Teacher	Upper class	3years 6months	School 2
6	Oishi 22.01.2024 18 mins	32 years	MBBS	Doctor	Upper class	3 years 8months	School 1