

Caregivers' Perception on Children Learning Self-regulation in Daycare

By

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

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Declaration

It is hereby declared that

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

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Ethics Statement

Title of Thesis Topic: Caregivers' Perception on Children Learning Self-regulation in Daycare

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1. Source of population

Caregivers who worked directly with 3-5-year-old children in the daycare centers

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 (no)
- d) Sensitive questions (no)
- e) Benefits to be derived (no)
- 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 (no)
- 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)
- d)

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Abstract

This study looks into carers' perceptions of 3-5-year-old children learning self-regulation in the daycare and their parents' involvement. This study also looks into the challenges that carers face in daycare settings while practicing self-regulation with the children. Numerous studies highlight the significance of self-regulation for children's cognitive and behavioral development, allowing them to act freely, manage themselves, and interact according to social standards without adult supervision. In this case, carers play an important role in assisting students to develop self-control through activities. The study included 13 participants who took part in seven in-depth interviews and a focus group discussion at four nursery facilities. This study revealed that carers have a general understanding of self-regulation and its importance in early childhood. The study additionally found that one daycare center offers learning opportunities for all types of children, with different activities tailored to their cognitive and developmental stages. Carers' positive understanding of giving children words of importance and offering alternative options fosters a supportive environment. The study suggests incorporating self-regulation skills into daycare curricula and providing teachers with additional training in child development facts. The findings also suggested that more research into parents' perspectives and direct assessments of children's abilities is needed to gain a better understanding of this study.

Keywords: Caregiver, Children, Self-regulation, Daycare

Dedication

I sincerely dedicate this study to all of the individuals who have been an inspiration to me, as well as my spouse and my beloved three-year-old son.

Acknowledgement

First and foremost, I want to express my gratitude to Almighty Allah for helping me through all of the challenges and enabling me to complete my master's degree in a healthy condition. I owe a debt of gratitude to Zarrin Tasnim, my supervisor, for her constant guidance, orientation, and support throughout every phase of my studies. I could not have made this work possible without her impeccable perception and patience. My deepest gratitude goes out to all of the BRAC IED faculty members and committee members who so kindly contributed their knowledge, insight, and concerns. Thanks, should also go to all of BRAC IED's administrative members for their excellent coordination between faculty and students, allowing us to efficiently operate our learning through the online platform. I am also grateful to my classmates for their moral support and for sharing relevant information relevant to my study. Special thanks to the respected authority and founder of the daycare centres, who allowed and assisted me in conducting this study effectively at their facilities. Finally, I would not have been able to complete this journey without the support of my spouse, parents, siblings, and my only friend. Their belief in me has kept my spirits and motivation up throughout this process.

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List of Acronyms

ECD	Early Childhood Development
ECE	Early Childhood Education
SR	Self-regulation
SR	Social Responsibilities
NICHD	National Institute of Child Health and Human Development
MoNE	The Ministry of National Education
	International Association for the Evaluation of Educational
IEA	Achievement
PV1	Private Daycare One

Chapter I Introduction & Background

Introduction

Early childhood development (ECD), which emphasizes social, emotional, cognitive, and physical elements of development, is essential for children's holistic growth. An increasing number of women entering the workforce has caused a huge number of people to move from rural areas to cities in search of better job opportunities. This makes it challenging for parents and other family members to properly care for children at early years. As a consequence of this, there is a greater need for organized child care in Bangladesh at present (Helmerhorst et al., 2023). Day care centers, which are supported by community organizations, governments, or parents, offer care for young children up to preschool age, providing teachers to concentrate on play and education (Islam, 2016). Daycare facilities reduce parents' concerns by taking the responsibilities of caring children. The quality of care that a child receives at their childcare facility has an effect on both their physical and mental health. National legislation ensures that these centers meet the needs of families, businesses, caregivers, schools, and society at large (Islam, 2016). While high-quality childcare fosters intellectual growth, independence, attention, and sociability then poor childcare can lead to language and cognitive deficiencies and potentially raising the risk of antisocial behaviour (*Literature Review of the Impact of Early Childhood Education and Care on Learning and Development*, 2015). Quality preschool programs help children become less socially disadvantaged, improve their social skills, and become ready for school. When children from different backgrounds attend the same program, the benefits are multiplied (*Literature Review of the Impact of Early Childhood Education and Care on Learning and Development*, 2015). A daycare program launched in 1997 with the goal of increasing women's earning capacity. But the day care centre had some possible negative impacts in children such as- anxiety, hyperactivity, and aggression increasing, as well as poor social-emotional outcomes in early adulthood, especially for boys and those with behavioural

problems. (Erickson, n.d.) The complex process of child development is influenced by experience, biology, environment, and genetics. It includes the rapid growth of the brain in the early years and encompasses the physical, emotional, social, and intellectual maturation from birth to adulthood (Faculty of Medicine, Universitas Airlangga, Surabaya, Indonesia et al., 2020) A million or more new connections are made in the first few years of life; sensory pathways emerge first, followed by language and cognitive functions. (*In Brief: The Science of Early Childhood Development*, n.d.) Research shared that daycare has proof of the ideal outcome, which is that children spend more time in play groups, which enhances their language skills, social skills, and self-regulation—all of which are vital for learning self-control in the future (Ezmeçi & Akman, 2023). According to Ezmeçi & Akman, daycare centres have also been reported to have adverse effects on children's intellectual, social, emotional, and physical development; among them the personal-social problems are the most common developmental disorders (Ezmeçi & Akman, 2023).

Childhood self-control has a significant impact on children's academic performance and social development, as well as their school preparedness and peer relationships. Although they are still in the early stages of learning how to control their emotions and deal with life's circumstances, preschoolers lack both emotion and behaviour control (Ayu Widiastuti, 2017). Self-regulation abilities developed in early life improve children's motivation to achieve the goals. It includes controlling ideas, actions, and feelings from an early age and predicts future health outcomes like as accomplishments in life, not using drugs, and physical well-being (Claussen et al., 2021). Self-regulation facilitates the development of close relationships with peers, instructors, and parents. Less skilful children face a risk of being less competent and having behavioural issues. Preschoolers need to learn self-regulation because it is linked to mental health (Ayu Widiastuti, 2017). According to earlier studies, children under the age of three have difficulty with self-regulation, with different aspects developing at varying rates.

Educators note that many children lack the self-regulation abilities required for formal schooling when they start kindergarten; almost 50% of teachers say this is the case (Montroy et al., 2016). Researchers also found that, only seven of the twenty-two self-regulation skills elements are included in Turkey's MoNE (2013) preschool education curriculum, highlighting the necessity for an additional programme to support children's self-regulation skills (Ezmeçi & Akman, 2023).

A few things affect how children learn to regulate themselves. There is a connection between children's self-regulation, long-term health, academic performance, and family adversity and economic support and high-quality early childhood education (Veijalainen et al., 2017). The results demonstrated that children who were considered to be on track were more likely to reside in homes with financial and social advantages and were less likely to face hardships in their families. Regardless of whether they were receiving developmental support, they also exhibited other favourable health and development indicators. According to the other study, a child's inability to develop adaptive SR abilities might cause a variety of problems with social competence and school adjustment. According to the findings of the study, the approaches that are currently utilized to identify whether or not children require assistance may not be adequate to foster the development of self-regulation skills. (Veijalainen et al., 2017). Lev Vygotsky, a Russian psychologist recognized for his sociocultural theory, started investigating SR skills. The sociocultural hypothesis which emphasises how social contact produces higher psychological functions. These higher psychological processes are always observed twice. The first time is at the intermental level, when communicative and semiotic techniques are used to regulate relationships with other people. Later, as a result of internalisation, the child reaches the intramental level and is able to control his or her own thoughts and behaviours by the application of semiotic tools. The sociocultural theory of Vygotsky highlights the value of social interactions in the growth of self-regulation abilities. Through opportunities for contact

with new peers and adults, the Early Childhood Education (ECE) setting plays a critical role in supporting children's early emotional and social abilities. This reduces negative and aggressive behaviour and encourages prosocial activity. Moreover, physical maturation and sensory-motor development support the development of emotional, cognitive, and social control. Language also helps children develop self-regulation abilities so they can stop negative behaviour and satisfy their own needs. In order to teach children skills that will last a lifetime, adults need to be knowledgeable in the ways children learn to control their emotions and behaviours (Claussen et al., 2021).

Statement of the problem

This study aims were to find out the teacher's perception of daycare learning on children's self-regulation. After the immediate family, daycare is the second most significant setting for early development. Childcare is essential for early development because it gives children the chance to socialise, form relationships, and experience a setting more like a school. Childcare centres help parents balance work and family responsibilities while fostering their children's healthy cognitive, linguistic, and social-emotional development. Early study on the impacts of daycare focused on two primary areas: the attachment between mother and child, and the cognitive, linguistic, and social-emotional development of the children. (Shonkoff et al., 2000). Children are spending greater time in paid nonparental care due to developmental or educational needs as more mothers join the workforce, with 75% of children under 5 years old receiving this care (Ceglowski & Bacigalupa, 2002). Twenty-two million children from South Asia and forty million children worldwide have had their early childhood education disrupted by COVID-19, depriving them of vital services and stimulation. Before the epidemic, nearly 35 million children under the age of five were left unsupervised by adults due to expensive, inadequate facilities (Thompson, 2020). For children in their early years, high-quality daycare is vital because it helps them develop the fundamental abilities needed to succeed in school and in life

(Invest in Childcare, 2022). A key factor that influences how children grow and learn is the quality of care and interaction they receive from their caregivers on a daily basis. Childcare quality was determined by different factors that affect children's development. Ceglowski & Bacigalupa 2002, research's objective was to increase knowledge of daycare quality in all settings, evaluate the disparities in care received by low-income families, and learn about the effects of welfare reform on child care. The study also focused on the creation of local child care services with budget allocation, depending on specific community needs (Ceglowski & Bacigalupa, 2002). The National Research Council's summary reveals that day care's impact on young children is primarily determined by the quality of experiences provided, not the service's use or non-use. Childcare quality and daily interactions significantly impact children's development, with high-quality early intervention programs enhancing academic achievement and preventing delinquency in high-risk children. The increased of funding for quality improvement without implementing intervention programmes on children's development and learning outcomes is still unclear. It may vary depending on the level of need of the children (Shonkoff et al., 2000). Furthermore, numerous research has endeavoured to assess the quality of child care by examining the disparities in access to care among low-income families. A study highlights the necessity of changing childcare services and allocating budgetary resources to address the specific requirements of the community (Ceglowski & Bacigalupa, 2002). With that discussion, this raised the question about how the daycare learning affects children's self-regulation with specific faucets of development, along with other aspects that needed to be addressed. Early studies concentrated on the impact of daycare on the attachment between infants and mothers. In the late 1970s, researchers investigated the quality of child care, specifically with regard to cognitive and social development (Ceglowski & Bacigalupa, 2002). and this linked to self-regulation. Self-regulation is critical to early brain development, and poor self-regulation can result from stresses including as maltreatment, food insecurity, and

poverty. Nonetheless, developmental issues in young infants might not be easily identifiable, thus paediatricians and daycare providers will be screening and monitoring these youngsters more frequently (Claussen et al., 2021). This has also raised concerns about the quality of service provided by carers.

Research demonstrates the importance of social responsibility (SR) abilities in day-to-day living, including relationships with others, education, health, and career success, as well as serving as a deter to crime and health problems. Even when taking into account IQ and social class origins, children with stronger social skills likely to have higher IQs and socioeconomic benefits, while weaker skills predict adult health problems and criminal convictions.(Claussen et al., 2021) Thus, the goal of this study was to understand how the daycare learning assist in children's self-regulation, which is closely linked to their early development. Furthermore, the parent involvement in daycare learning process and the challenges that impact children's ability to regulate themselves was explored by using a qualitative methodology. Additionally, by studying the learning of daycare, the quality of care and activities was also understood, which has further helped to comprehend about such early care and education programmes be safe and properly stimulating for early years children.

Purpose of the study

The purpose of the study was to understand caregivers' perceptions of children's learning self-regulation in the daycare and parent's involvement through caregivers' view in the daycare centers. This study was also conducted to know the issues that caregivers' face in daycare settings during practicing self-regulation with the children.

Research questions

1. What are the caregivers' perceptions on children learning self-regulation in the daycare?

2. What are the caregivers' perceptions regarding parents' involvement in the learning of children's self-regulation?
3. What are the challenges that caregivers face in daycare settings during practicing self-regulation with the children?

Significance of the study

Early childhood self-regulation, beginning in the third trimester of pregnancy, and experiencing the surroundings in an appropriate manner in the pre-school and elementary years are crucial early life markers for later success. Studies show that early self-regulation abilities have a major impact on one's preparation for school, academic success, sense of self-worth, ability to handle stress, ability to cope with substance misuse, and chances of breaking the law, even in those who are at risk of maladjustment (*Executive Function & Self-Regulation*, n.d.). The study's goal was to better understand the early learning ways to daycare facilities that foster self-regulation. The reason was to see the impact of the daycare learning system on children's self-regulation is that a lack of early opportunities can have lifelong consequences for children. According to recent statistics, approximately 250 million young children worldwide may be impacted by learning poverty, which prevents them from reaching their full developmental potential because of early stimulation and learning opportunities, poor nutrition, stress exposure, and poverty. This affects roughly 53% of children in low- and middle-income countries, and up to 80% of children in the poorest nations (Gromadai et al., 2020). The World Bank's Global Director for Education emphasizes that early childhood education investments in a safe and stimulating environment yield significant returns (Nearly 350 Million Children Lack Quality Childcare in the World, 2021). Therefore, the global situation motivated to gain insight into the learning procedures in daycare centres that develop children's skills with a significant influence on their lives. This study was concentrated on the caregivers' perspectives

regarding the daycare learning on children's self-regulation, given that childcare facilities are enhancing child development and contributing more women to the economy. According to a report, funding childcare boosts the productivity of working women, promotes the results of their children, stimulates economic growth, and aids in the robust recovery from the pandemic(Nearly 350 Million Children Lack Quality Childcare in the World, 2021). With intentions to build 60-day care centres at the district level for the children of working mothers in an effort to enhance women's economic involvement, Bangladesh now has 139 government-run childcare facilities (Tajmim, 2023). It was found from a study that investing in high-quality, affordable childcare helps reducing poverty, develop potential, and stimulate the economy. By making affordable, accessible childcare available, governments can boost the participation of women in the labour force and the development of their children. It is possible to add 43 million new employment by growing the daycare industry(Nearly 350 Million Children Lack Quality Childcare in the World, 2021).

The Bangladesh Labour Law of 2006 acknowledges the significance of childcare services in supporting working parents. In light of this acknowledgment, the government of Bangladesh intends to establish 20 more daycare centres. The Ministry of Women and Children Affairs currently manages 119 centres, and the goal is to increase the proportion of employed women from the current 37.7% to 50% by 2041. This initiative falls under the jurisdiction of the Ministry of Social Welfare, along with other projects. The Childcare Act 2021, passed by the Bangladesh Parliament, showcases the government's commitment to assisting employed parents and promoting the well-being of children in Bangladesh. In addition, the Bangladesh government also guarantees that children receive adequate care and support through this initiative, aiming to accommodate approximately 3000 children each year. Each daycare facility accommodates 50-80 children aged between 6 months and 6 years (Jahan Tahseen, 2023). For middle-income nations such as Bangladesh, this initiative represents a significant

endeavour to enhance women's involvement in the economy by expanding the availability of daycare centres that offer opportunities for learning. This is important to parents who seek to secure the safety and well-being of their children while also providing them with valuable experiences. Prior research has explored daycare-related studies; however, these studies did not specifically examine a single ability, such as self-regulation, which plays a significant role in the early development of children. Because, a child's brain develops more quickly in their early years and high-quality interventions have a long lifespan, so it is essential to invest in fundamental skills around this age. At this time, children need care that includes opportunities for play and learning, as well as stimulation, stress management, proper healthcare, and nutrition (Gromadai et al., 2020). Research indicates that children who participate in these programmes earn 25% more than their peers twenty years later, and adults who stay in school for 0.9 years longer tend to work in higher-skilled occupations(Gromadai et al., 2020). In Bangladesh, there are many private daycare centers along with the government daycare facilities. However, there are several challenges found in terms of low quality, accessibility and affordability, lack of awareness about daycare centers with others issues.(Jahan Tahseen, 2023) Research showed that In a well-supervised group environment, children's social, emotional, and behavioural development can improve, benefiting both their inner and outside lives and preparing them for school(Gromadai et al., 2020).It was also found many daycare facilities have grown over time to help working parents with their childcare demands, but many do not adequately address the social, behavioural, nutritional, and health needs of the kids. Besides, the research on daycare facilities in Bangladesh is not very thorough, focusing on their service-providing guidelines, modes of operation, and effects on the development of young children (T. M. Islam, 2016). So, the situation demanded of studying about daycare learning that foster self-regulation is crucial as a number of children will have chance to spend their important stage of their life in well -supervised care. According to the 1974 Qudrat-e-Khuda

Education Commission Report, kindergarten for children aged three to five years and day care for those aged six months to three years highlight Bangladesh's considerable potential for early childhood development. Early Childhood Development Policy (2013), Operational Framework for Pre-primary Education (2008), and Pre-primary Curriculum (2011) are just a few of the policies and rules that the nation has put into effect for early childhood care, learning, and development (T. M. Islam, 2016). Nevertheless, a study revealed that Bangladesh has low quality services, inadequate attention to health, nutrition, and social issues in daycare centres, and little ability and experience in early childhood development (S. Islam & Anwar Khan Nasreen, 2015). The various initiatives undertaken by the Bangladesh government and private organisations to expand daycare centres and develop policies that prioritise early years development are commendable. However, greater collaboration is needed across all sectors, including strategic planning, funding, research to enhance learning methodologies, engagement with public and private stakeholders, organisation of seminars, and implementation of training workshops. This study is significant since it aims to identify the challenges faced by daycare facilities in facilitating learning and enhancing knowledge, with the ultimate goal of promoting these services. The capital of Bangladesh, Dhaka, is a heavily crowded megacity where parents are forced to work to pay for their daily expenses and there is a growing number of nuclear families. For working mothers, a care centre is definitely a huge relief. This is why working mothers feel better knowing that their children are in safe hands and receiving the attention they need if a trustworthy daycare facility offers appropriate child care and has a child-friendly atmosphere. Thus, the significance of this study that helped to improve knowledge regarding children's learning self-regulation from the perspective of caregivers. In addition, the study was likely shed light on two additional concerns: the involvement of parents and challenges that caregivers' face in daycare settings during practicing self-regulation with the children.

Operational definition

Caregiver – Child caregivers have a crucial role in fostering the physical and cognitive development of children, enabling them to achieve their maximum potential and become more equipped to make valuable contributions to the economy. Caregiver refers as a person responsible for the care and wellbeing of children in all contexts. The majority of centre-based child caregivers in Bangladesh are young females who possess a comparatively high degree of education (Rahman et al., 2022). So, in this study, carers have been denoted as the teachers and supporting staff of daycare centres.

Caregiver's perception – In this study, this phrase referred to caregivers' understanding of developing self-regulation in children and the scope of its practices in daycare learning, as well as how they see parents' involvement in their child's daycare learning.

Children - As per the Daycare Act 2021, children between the ages of 4 months and 6 years are eligible for admission to daycare centers. In this study, children were defined as those between the ages of three and five.

Child Daycare Center – Bangladesh offers many categories of child care establishments, including factory-based, community-based, child care facilities operated by specialized groups (governmental and non-governmental), and privately held child care centers (Helmerhorst et al., 2023). Dhaka has allocated 35 out of the total 63 government-funded daycare establishments available nationwide. Dhanmondi, Mohammadpur, Banani, Gulshan, and other areas of Dhaka also possess a limited quantity of private daycare facilities. This study was focused on two categories of child daycare facilities: public and private child daycare centers. The government has different projects to run the daycare centre and among them, the data was collected from the 43-daycare centre. The government provides two types of daycare facilities based on beneficiaries' income: middle-income and low-income daycare services. So, the data

was gathered from 2 government daycares and 2 private daycare centers. The daycare centres were located in Dhanmondi, Mohammadpur, Eskaton Garden, and Khilgaon.

Self-regulation – Self-regulation includes the ability to control one's thoughts, feelings, attention, and actions. Thoughts are the power to remember steps, plan out steps to reach a goal, think about the future, and keep things in mind while doing other things. Attention means being able to stay focused, change your attention when you need to. This can help you feel less angry, frustrated, sad, or distressed. Feelings include the ability to control your feelings in socially acceptable ways, and the ability to calm down in tough situations like when you and a friend are fighting. Behaviour means that a person is patient, able to control their impulses, and able to change how they act in different situations. For example, they can wait calmly, and take turns. In this study, this phrase was considered the scope and practice of these skills and how these skills are developed in daycare settings, which will help to develop children's self-regulation.

Chapter II Literature review

- **Early childhood and Self-regulation**

Self-regulation is a vital skill for preschoolers especially at early stage (Day & Smith, 2013). A study identified that, traditionally, self-regulation was defined as the ability to control behaviours and emotions. This conceptualization has evolved to include individual and social aspects including the ability to regulate behaviour, cognition, and emotions, when working to accomplish a goal. (Braund & Timmons, 2021) It is part of higher-level executive functions that develop rapidly in early childhood and influenced by genetics, relationships, and experiences. (Claussen et al., 2021). In Day and Smith 2013 study, self-regulation recognized a crucial for children's socialization, which includes motivational, cognitive, affective, and behavioural components, enables individuals to freely act, manage themselves, and interact

according to social standards without adult supervision (Day & Smith, 2013). It enlightens one understanding their own nature, the environment in which one works, and the manner in which one must engage with the environment in order to accomplish one's own goals. Some research has shown that children develop crucial skills like self-regulation at a young age (Turgut & Sop, 2023). Self-regulation has many benefits, including improved social interaction, enhanced learning capacity, and increased preschool preparedness (Turgut & Sop, 2023). The social learning theory explained that humans acquire new behaviours by observing what others do (Smith, J, 2006) Children who do not have strong self-regulation abilities when they start kindergarten are more likely to experience social maladjustment, low academic achievement, and rejection from their peers, according to research (Coelho et al., 2019). When preschoolers struggle with self-regulation, it can be challenging for them to focus, follow directions, form and maintain positive relationships with teachers and classmates, and participate effectively in both small and large group activities. Also, children and adolescents who have trouble controlling their impulses are more likely to act carelessly and impulsively (Turgut & Sop, 2023). The self-control helps to control this impulsive behaviour. Researchers showed that self-control is short term strategy (Braund & Timmons, 2021) and it involves monitoring, evaluating, and inhibiting behaviours or emotions to achieve a behavioural goal, encompassing both top-down and bottom-up components, including emotional and behavioural inhibition. It helps to improve emotional processing, impulse control, delayed rewards, and social relationship management (Johnson et al., 2023). Broekhuizen et al., 2017 shared that development of self-control depends on the ecological approach and setting. According to researchers, children's social and emotional skills depend on stimulating environment, and teachers have a key role in helping students acquire self-control through activities (Broekhuizen et al., 2017).

Age and brain function regulate self-regulation

Children's dispositions are not explained in a one-dimensional way, and according to Tao et al, the development curves of children's self-control systems differ. Age is a predictor of children's ability to self-regulate, according to the research (Turgut & Sop, 2023). Skills including motor control, working memory, cognitive flexibility, and expressive and receptive language are developed by children as they grow up and build their ability to self-regulate(Turgut & Sop, 2023). As self-control is linked to the self-regulation, between the ages of three and nine, children's poor self-control system is stable, that is almost similar to (Tao et al., 2014) study which shows self-control become steady between the ages of 4 and 10. Besides, between the ages of five and six, their good self-control gets better. When comparing children aged four and six in terms of self-regulation, the results showed that the former had better self-regulation and more pleasant emotions (Turgut & Sop, 2023). The age and time also interrelated to improve self-regulation as a study shared that the primary school education helps children to develop better self-control as they must maintain self-control for up to 40 minutes in order to pay attention to instruction. But losing control might result in disobedience to the rules and inappropriate actions (Tao et al., 2014).

Parents- children relationship

The quality of early care settings and the relationship between parents and children are also very important in assisting children in developing self-regulation Early self-regulation abilities are crucial for successful behavioural adaptation in the classroom, and parents' ought to emphasize this to their children. A study recognized while severe and punitive parenting styles decrease the use of independent self-regulation, positive parent-child interactions and loving parenting styles foster self-regulation (Rademacher et al., 2022).Parenting styles that are consistent, well-organized home surroundings, and healthy parent-child connections all have an impact on self-regulation skills ('Organisation for Economic Co-Operation and Development. (2020). Early Learning and Child Well-being. A Study of Five-Year-Olds in

England, Estonia and the United States. Paris: OECD.', 2020). Child development was found to be more significantly associated with parent and family characteristics compared to child care features. Furthermore, child care did not predict alone certain developmental outcomes. The impact of family and parental experiences on the well-being of children with significant child care experience was comparable to that of children with limited or no child care experience. And the study found children exhibited enhanced cognitive, linguistic, and social aptitudes, as well as harmonious parental-child relationships, in situations where parents were better educated, earned higher incomes, created emotionally supportive and cognitively stimulating domestic settings, and encountered minimal psychological distress (NICHD Early Child Care Research Network, 2006).

The gender differences in self-regulation

Several studies found the gender difference in self-regulation while others not. In certain areas, children's levels of self-regulation skills in Estonia, England, and the US are similar, with girls demonstrating higher levels ('Organisation for Economic Co-Operation and Development. (2020). Both teacher ratings and direct assessments with preschoolers reveal gender gap in achieving self-regulation. According to research, gender disparities in the ability to self-regulate emerge at a young age. The ability to self-regulate is more developed in girls than in boys, which may cause of early socialization and role acceptance that direct girls to adopt self-regulated behaviour in social interactions (Rademacher et al., 2022). There was no difference in children's attention/impulse control or positive emotion regulation based on gender when looking at the results of this study that focused on their self-regulation by gender. Research found that preschool-aged children's self-regulation performance does not vary by gender. Findings also showed that gender is not the only factor influencing children's ability to self-regulate (Turgut & Sop, 2023).

Understanding the phenomenon of the daycare learning that assists children's self-regulation, some other factors such as the quality of the early care setting, their developmental functioning along with different context condition can be helped to gain a better view and those mentioned variables will also lead to the formulation of research questions for this study.

- **Quality of early care setting**

Children acquire self-regulation abilities through early care and education programmes, as well as other settings they regularly experience. The teacher-child relationship, the environment of the early care setting, and the teacher's training on self-regulation are all essential factors that foster self-regulation in children.

Teacher -child interaction system

According to Broekhuizen et al children's sense of safety and ability to control their behaviour are enhanced by teachers who are insightful, welcoming, and foster a positive learning environment in the classroom (Broekhuizen et al., 2017). Relationships between emotionally supportive teacher-student interactions and children's social integration and a positive attitude were investigated in Broekhuizen et al., 2017 study that looked at behavioural self-regulation as an indication of a child's temperament. When it comes to ECE and the social and emotional growth of children, the study found that emotionally and behaviourally supportive classroom experiences are vital (Broekhuizen et al., 2017). With the support of scaffolding, children will be able to exhibit the right emotions, behaviours, and attitudes as they transition into preschool. Preschoolers learn to concentrate on one thing at a time and channel outside stimuli into internal growth via the program. So, Montenegro et al recognized that early childhood educators have a profound impact on the behaviour and growth of their students by modelling appropriate behaviour. This requires self-control and the capacity to control one's impulses long enough to act on them. Preschool teachers that provide regular emotional support to their students have been shown to enhance their social skills and academic performance (Department of

Educational Sciences, Faculty of Philosophy, University of Montenegro, Nikšić, Montenegro et al., 2019). According to Votruba-Drzal et al, children's behaviour difficulties among African American youngsters are greatly influenced by the quality of their child care; higher-quality environments result in larger decreases in externalising and internalising problems. The decrease in behaviour problems by the time children reach mid-elementary school have been shown by research on the benefits of high-quality preschool care. On the other hand, poor child care increases behavioural issues in mid-elementary schools. This suggests that while high-quality environments mitigate the existing risks, they also protect children from undesirable conduct and help them develop emotional and behavioural skills like self-control, peer relationships, and conflict resolution in their early school years (Votruba-Drzal et al., 2010). In classroom, learning and self-control are all related. It raises participation, attendance, and problem-solving skills. Relationships, peer approval, and academic focus all improve for students who exhibit greater self-control. For young children, teacher-reported information is more effective (Johnson et al., 2023).

Effective teaching and stimulating environment

It vital to build social skills by teaching competence and establishing an engaging environment. The teacher applies equal rules to the other preschoolers in order to help them understand their activities and to motivate or discourage self-control. According to Niki, Montenegro et al. (2019), examined the pedagogical factors, that influence the development of self-control in preschool children found directive interaction between teachers and students, less independent and spontaneous discovery, and limited cooperative learning resulted in conflict, which undermines children's ability to regulate themselves (Montroy et al., 2016). Furthermore, activities such as group work should be organized and supported by the teacher's spontaneous conversation and activities so that students feel socially connected to one another in pursuit of common goals (Department of Educational Sciences, Faculty of Philosophy, University of

Montenegro, Nikšić, Montenegro et al., 2019). According to Turgut & Sop, when it comes to helping children learn to control their impulses, the need for effective educational strategies and curriculum are crucial. In addition, the United States of America and other countries promote self-regulation via curricular or curriculum extension strategies. Researchers conducted a study to determine how different educational approaches foster self-regulation in preschool institutions, including Montessori, private, and state schools. The findings revealed that students at Montessori schools excel in self-awareness and social problem-solving abilities compared to their MoNE counterparts (Turgut & Sop, 2023). The effective teaching also includes the strategies that help children to be self-disciplined. According to a study, preschool teachers recognise the value of discipline since they frequently prioritise the interests and creativity of children before planned activities. The study highlights the value of spontaneous discussion and common objectives in early life and recommends reviewing preschool settings and everyday activities to support children's learning and effective self-discipline (Department of Educational Sciences, Faculty of Philosophy, University of Montenegro, Nikšić, Montenegro et al., 2019).

Teachers' training on self-regulation

The training course have an impact on kindergarten teachers and students. Perels et al study experienced, training on self-regulation with the experimental group demonstrating the most improvement and the control group not showing any. Training programs ought to combine cognitive learning strategies for the development of cognitive skills, emphasize the long-term advantages of self-regulation training for preschool teachers and kindergarten students, and include practical applications. The study also made clear that kindergarten teachers should incorporate self-regulated learning into their everyday routines rather than just emphasizing material knowledge (Perels et al., 2009).

Self-regulation features at different developmental levels in children

Taking into account children with varying levels of developmental functioning, the relationship between self-regulation and participation in inclusive preschool settings is important. Researchers made an effort to comprehend how children's participation might be impacted by self-regulation abilities. A study was conducted on children, specifically on children with disabilities, children who are at-risk, and children who are developing normally, to explain the self-regulation features at different developmental levels in children. Self-regulation abilities have a major impact on children' participation in school, according to the study. The levels of involvement and self-regulation are lower in children with developmental delays and impairments. The study underlined how important it is to support self-regulation in preschool settings in order to enhance child development and engagement. It recommends identifying children who are low-functioning early on and putting in place an organised model for evaluation and intervention techniques (Coelho et al., 2019).

There are various viewpoints on the development of self-regulation, which is an important part of cognitive development. According to Mischel's theory of self-regulation, there are individual differences in how people control their emotions; for example, younger children tend to act more impulsively. Inhibitory Control is a measure of executive function that includes self-regulation, which is consistent with Spinmeister's theory. In contrast to executive function self-control, which places an emphasis on cognitive capacity, temperamental self-control focuses on emotional reactions, making early childhood an essential period for recognizing malfunctioning inhibitory control (Gagne, 2017). The growth of self-regulation skills in preschoolers can be aided by certain strategies, according to research. For children to learn to self-regulate, it can be helpful to have meta-cognitive conversations and use Martinez-four Pons' strategies: support, encouragement, verbal rewards, and modelling. Support involves demonstrating desired behaviour, offering suggestions, and providing feedback, whereas

encouragement involves engaging in internal conversation to assess one's own performance. When teaching preschoolers, Vygotsky's private conversation is crucial. According to Day & Smith, 2013, a child's ability to communicate privately is an important aspect of their development, Because it happens between using language for social communication and thinking internally (Day & Smith, 2013). Considering more facts of Vygotsky's theory it is appreciated independent thinking and offer scaffolding in challenging situation (Smith, J, 2006). Children learn self-regulation by internalizing private conversation. While learning their rules, children may benefit from private communication. Day & Smith shared in their study that 5-year-olds who used more cognitive and metacognitive private speech and less task-irrelevant and nonfacilitative speech had higher autonomy, academic success, and creativity. A study demonstrated that young children's use of private speech for self-regulation is an important cognitive processing skill since it helps adults understand how children think and make decisions. (Day & Smith, 2013) In addition, the self-regulation can be learned through reinforcement which is key point of operant conditioning theory that explained by B. F skinner. (*Operant Conditioning*, 2002). The reinforcement is applied in two ways positively and negatively as a research study was found that Positive reinforcement enhances specific behaviours by providing motivation and clear expectations, while negative discipline teaches children to refuse punishment and abide by rules.(Sari & Indianti, 2019)

- **Global Context**

Taking into consideration of Self-regulation with children different development functioning, Participation in activities is crucial for children's development and confidence. Teachers support this through pedagogy, offering accessible information and interaction opportunities. Veijalainen et al., study shared that Nordic countries prioritize participation in early years, focusing on children's capability, part-taking, and agency. Finnish ECE curriculum recognizes both children and parents' participation in planning and evaluation activities, offering free

education at all levels and services for low-income families. In Finland, teachers foster a personal relationship with children, promoting sensitivity to their feelings and well-being. In the United States, developmental psychology principles influence Early Childhood Education (ECE), promoting independence, curiosity, decision-making, creativity, and problem-solving. The Finnish International Association for the Evaluation of Educational Achievement (IEA) Pre-primary Study found social skills, self-sufficiency, and language as the most important skills in early childhood settings, while in the United States, socializing with peers and adults, language, and self-expression were ranked. Veijalainen et al. examined teaching practices aimed at enhancing children's participation, focusing on self-regulation and independent initiatives in day care contexts. The study reveals that participatory pedagogy, with varying levels of participation, can foster a supportive environment for ECE students. Teachers' support for children's self-regulation varies, with some aspects indicating context-dependent self-regulative curriculum should be developed. Veijalainen et al. also recognized that children's self-regulation could be supported and enhanced with pedagogical actions by teachers with different-age children, which is also similar to (Montroy et al., 2016) study in aspects of spontaneous conversation and interesting activities in preschool. The study suggests that the participation framework is effective in studying children's self-regulation in a pedagogical setting, where they require both social and cognitive support (Veijalainen et al., 2017).

- **Bangladesh context**

Most research on the quality of early childcare centers focuses on high-income nations. Consequently, our knowledge regarding the standard of formal childcare in low-income countries is quite limited (Helmerhorst et al., 2023). To promote women's involvement in the economy, it is crucial to provide comprehensive assistance for childcare during their children's formative years. Daycare facilities is the primary means to fulfil this obligation. Therefore, interaction with others is crucial for reaching children's development milestone in a way that

will help them in every stage of their life. A youngster may be unable to cope with their surroundings if they lack the ability to regulate their emotions and impulses and to appropriately discipline themselves. Worldwide research shows that children's cognitive and social-emotional development are significantly influenced by the quality of their day care. Quality of caregiver-child relationship is a crucial factor for children's well-being and development, and countries with high and low incomes, like in Bangladesh recognize this. Several studies conducted in the United States have shown that children from low-income nations benefit from high-quality child care(Helmerhorst et al., 2023). Furthermore, children's learning capacities are improved by the effective intervention procedure, which included quality interaction between caregivers and children. A study examined the quality of caregiver interactive skills in Bangladesh factory based and community-based child care centers 0–6-year-old. These organizations initiate their own training facilities for caregivers as no formal certification program is available for them. The study evaluated a caregiver training program to improve the pedagogical quality of early child care centers. Results showed a positive overall influence of the training over time, with caregivers scoring higher on all (CIP) scales (focuses on caregiver Interaction skills) except structuring and limit setting. The study suggests caregiver should be sensitive and responsive to children's needs and nonintrusive(Helmerhorst et al., 2023).The operationalization of parental participation, particularly in poribar/bari and the new ECE centers, is severely impacted by parental mistrust in Bangladesh. To increase parental understanding and trust in early childhood education (ECE) in Bangladesh, Källebo, 2020 found from the non-participant suggested long-term goals to boost Bangladeshi ECE trust and parental knowledge. This study also demonstrated that outer exo and macrosystems affect children's development and parental involvement in two Dhaka Early Childhood Education (ECE) centers. It also identified that lack of parental involvement frameworks in Dhaka for cultural barriers that hinders parental involvement in ECE (Källebo, 2020). Age-appropriate

preschool programs contribute to the development of children's reasoning and language skills. According to the research, the program's intended level of cooperative play and peer coordination in preschool learning where it was found severely lacking. People from all across the world believe that solitary and cooperative play good for children's growth and development. A Study found that children in rural Bangladesh spend all day playing alone at home while they are under the age of five, whereas in Canada, children of the same age begin to play with their neighbours and daycare classmates (Aboud, 2006). In addition, the lack of novelty in preschool content, along with the fact that many of the dramatic play items focus on feminine family themes, makes preschoolers less interested than children who are not in preschool (Aboud, 2006). Same study also revealed that the program structure was inadequate and that preschoolers performed poorly in certain areas, like activities. Adults' failure to offer stimulating materials and adequate scaffolding and action support for personal growth was determined to be the root cause (Aboud, 2006). There is a growing trend of working women in Bangladesh, yet many obstacles prevent them from using traditional child care facilities. According to (Islam & Anwar Khan Nasreen), preschool centers have eight main issues, such as inadequate facilities of day care facilities with adequate preschool program in various homes and businesses centers, and not being convenient. Findings emphasize on the need for more accessible and healthier child day care facilities and highlight some of the most pressing issues currently facing these in Bangladesh. To better meet the requirements of working mothers, it suggests improving services, making sure children are safe, keeping the area clean, and providing pre-school programs (S. Islam & Anwar Khan Nasreen, 2015).

Chapter III Methodology

Research Approach and Design - For this study, the qualitative method was used based on an in-depth interview and focus group discussions. Regarding the daycare learning system's specific methodology, the focus group discussion was helpful to gain a more insightful

perspective, and the in-depth interview was useful to delve into deeper thoughts about this topic.

Research Participants- Caregivers are the people who work closely with children aged 3–5 years in a daycare centre, getting to know children better than any other member of the staff. Both government and private daycare centres have caregivers to prepare children for primary school. So, the private centres have their own preschool centres with daycare and government daycare centres have basic learning facilities that are regulated by the caregivers. So, caregivers participated in this study as carers since they worked directly with children in the daycare centres

Research Site- Currently, Department of Women Affairs is in charge of 119 daycare facilities across the nation. There are about 63 government-run free daycare institutions in the nation; 35 of them are in Dhaka. In addition, there are a few private daycare facilities located in Dhanmondi, Mohammadpur, Banani, Gulshan, and other Dhaka neighbourhoods. So, Dhaka was the site of the proposed research. For this study, the data was collected from both private and government daycare centres those are located in Dhanmondi, Mohammadpur, Eskaton Garden, and Khilgaon.

Participant Selection Procedure- Caregivers at daycare centres participated in this study. The caregivers were selected through a purposive sampling technique and chose 13 carers from both private and government daycare facilities. For an in-depth interview, seven caregivers were selected from both private and government daycare facilities. The focus group discussion was only conducted in a private daycare centre. Although the inclusion criteria for carers were at least one year of experience in this field and working directly with children, it was not possible to maintain the criteria for different workforce frames of work.

Data Collection Tool

To gather information on the relevant study, an in-depth interview guideline and focus group discussion were used. A socio-demographic form was developed that included the carers' age, gender, working experience, types of institutions, total number of children, number of children with special needs, the number of carers in daycare learning. This research developed an IDI guideline and focus group discussion guideline that was covered the following matters: caregivers' knowledge of the daycare learning that helps self-regulation in children, parent involvement in daycare learning, and challenges that caregiver faces in the daycare learning that impact children's self-regulation. To ensure validity, the researchers considered all relevant topics in a descriptive approach that reflected the setting in an unbiased manner. Additionally, the tool was reviewed by experts from BRACIED and BRACU. The piloting was done with two participants before finalising the tool.

Data Collection Method and Procedure - The data collection was done through seven face-to-face interviews and one FGD. Before conducting the research, the researcher talked to the respected authorities of the government daycare, including the director and sub-director of the Department of Women Affairs and the principal and founder of private daycare centres, to conduct the research at their organization. The purposes of the research, the topic, and the researcher's introduction were briefed to the authority with a supervisory reference letter. After obtaining consent, the interview was taken at the selected daycare centers. The focus group discussion was carried out at a private daycare centre and before this, the researcher visited the daycare and talked briefly about the study with the founder of that centre. After that, the respected authority informed me about the teacher's availability for a focus group discussion. Before conducting the focus group discussion, the researchers cordially welcomed the participants and let them be introduced to the rules and recording system for the focus group discussion. The focus group discussion took 60-65 minutes and at the end, the researcher

wrapped up the session by thanking the teachers. Data collection was done in Bangla and all interviews were tape-recorded with participant's consent. The data was collected between February to March. The in-depth interviews were taken at different times and each interview took over an hour. In government daycare centre, the data was collected from the government daycare centre when the teachers were on duty. That's why the researcher informed the participants about the interview time and knew their less busy time. Before starting the interview, the researcher cordially welcomed the participants and introduced them to the rules and recording system of the in-depth interview. The duration of each interview and one focus group discussion took 60-65 minutes. The researcher shared information about confidentiality and the interview's name, as well as informed the participants that if they do not feel comfortable continuing the interview anymore, they are free to do so. The interviews ended with a thank you gesture. The entire data gathering procedure was conducted in a manner that ensured no one felt disrespected.

Data Management and Analysis- Following the interview and data collection, initially all of the information was organised from interviews, and audiotape recordings. Next, the data were labelled with interview numbers and types of organisations, such as private or government daycare enters and translated into English. After sorting all those and before starting the interpretation, two photocopies of all the notes were made, and the original copy was saved properly. Next, the sorted data was transferred to the computer and backup copies of all files were also made. All those data were read again and checked carefully before proceeding to analysis and interpretation. After that, from all that data, answers to the same questions were identified and put together according to the same research question. Such questions as the understanding of self-regulation were identified by 13 teachers and then the common and important answers were separated and put into one category: caregivers' understanding of self-regulation and then, to know about children's self-regulation, some data pieces that found from

the data (sharing toys, playing together) were put into other categories, such as characteristics of children's self-regulation. Thus, the data were categorised into four themes and sub-themes; for instance – the characteristics of children's self-regulation, the way children learn self-regulation put into teachers understanding of self-regulation, curriculum in the daycare centres, teacher-child interaction system put into practices in the daycare centres. Besides, the framework and operation of the daycare were also identified by participants as well as through the general conversation with the daycare in-charge. In addition, the data was analysed through the other research findings and theories in the same conditions that were identified in this study. Furthermore, the challenges and other issues that need to be developed were identified and recommendations were given accordingly.

Ethical Issues

Before conducting the interview and focus group discussion, the consent form with a reference letter was presented to the authority along with the study topic and objective. In this case, the private daycare centre's CEO arranged the interview and focus group discussion by talking with the participants. On the other hand, at the government daycare centre, the researcher got permission from the director and sub-director of the Department of Women Affairs, where they authorised two types of daycare visits. So, when the researcher visited the daycare centre, the document had to show the day care officer and then the selected daycare centre arranged the interview session. The confidentiality of the participants and authorities was maintained strictly. Before starting the interview session, the researcher informed all participants about the recordings and note-taking, the duration of the interview and confidentiality. All participants cooperated with the researcher by answering the question and they also needed some time to answer the question as the interview session was taken on their duty time so they had to check on other carers and children. Additionally, one participant did not participate on the scheduled

day for the interview session so she arranged the time for the interview session for the next day. In this case, the researcher did not force the participant and agree with the next meeting. To keep the interview smooth, after some questions and by seeing the time the researcher provided the necessary information about the interview session, such as the duration of the interview, take time within the session to respond politely. Some participants struggled to identify the meaning of self-regulation so the researcher gave the participants time to develop their own understanding and then add the definition of the term with an example. After ending the interview, a few moments were taken to check if all the questions were answered. At the end, the researcher thanked all interviewees.

Limitations of the study

Some limitations of this study need to be acknowledged. According to the participation criteria, the participants should have at least one year of daycare experience; however, it was found that most of the participants did not have that much experience due to most of the participants' switching jobs, some facing transfer issues and also a lack of work force. Besides, this study was supposed to conduct interviews with the teachers and supporting staff of the selected daycare centres who have direct interaction with children. However, I have conducted interviews with teachers', as the other carers were unreachable. As per the plan, two focused group discussions were supposed to happen, but one focus group discussion could only be done in a private daycare centre. As the government daycare has different setups and follows the same framework, they have only two participants in each centre. Therefore, there are not enough employees because of transfer issues so it was not possible to conduct a focus group discussion in the government centre. Hence, instead of focus group discussions in government daycare centres, a total of five in-depth interviews have been conducted to collect the relevant data. Primarily, this study's plan was to conduct one focus group discussion and two IDIs in

private and one focus group discussion, as well as two IDIs in government daycare centres, which was not possible. Besides, the data had to be collected during working days in government daycare centres as the participants were on duty. So, this situation might affect the data. In addition, this study solely depends on participants' information. Broad participation, such as the inclusion of parental understanding, could add value to the results. Further, this study aimed to investigate daycare learning that could help children's self-regulation so there was no scope to directly measure a number of children's improvements in self-regulation characteristics.

Chapter IV Findings & Discussions

This study investigates caregivers' viewpoints regarding children's learning self-regulation in the daycare. Data were collected through seven in-depth interviews in both private and government daycare centers and one focus group discussion conducted in a private daycare centre. The findings are organized thematically, with four overarching themes and corresponding sub-themes. The study aims to gain insights into caregivers' perception on 3-5-year-children learning self-regulation in the daycare, explore parents' involvement from the caregivers' perspective. This study has also identified challenges faced by the caregivers in daycare settings while practicing/teaching self-regulation to the children.

Demographic information

The study included 13 participants from two private daycare centres and two government daycare centres. The participants ages range from 24 to 55 and majority of them were female and only one of the participants was a male. One focus group discussion and two in-depth interviews were conducted in private daycare centres, while five in-depth interviews were conducted in government daycare centres, which are government-funded and run two types of

daycare programmes throughout Bangladesh. The participants' job experience at the selected daycare centres ranges from two months to 18 years. The participants' educational backgrounds ranged from higher secondary school to master's degrees in child development and other subjects. The number of children in four daycare centres ranged from 10 to 35. Only one of the four daycare centres have children with special needs.

Findings

Theme 1: Teachers' understanding of self-regulation

The early-year self-regulation of children has many components. The children's appropriate self-control grows with participants understanding of their own self-regulation along with other scopes and strategies. All participants described self-regulation as a method of controlling oneself. For this, the majority of the participants mentioned several character traits that will help them control their feelings and behaviour when working with others. A participant shared that, *“Self-regulation means self-control. Concentrate on a particular task without thinking too much about it. When working with children, be patient and work with the child, and work through building a relationship with him. Children will do many things but the caregiver will work with the child by controlling his/her feelings”* (Pri. IDI-1, 17th February, 2024). Majority participants also illustrated that self-regulation is more than just controlling their own behaviour; as one participant explained, *“As a human being and according to the rules of official work, not to be jealous, not to be angry, not to be stubborn, to manage the work properly, to work with other colleagues in the office, with mutual respect or without hurting anyone's feelings - this is my own self-control”* (Gov. IDI-1, 21st March, 2024). Self-regulation is also identified as seeking help from others and behaving according to place. As one participant said, *“I control myself. Control myself from anger, jealousy, etc. Doing my duty properly, taking the help of others if I do not feel okay or if there is any problem, these things are called self-control”*. (Gov.IDI-3,25th March, 2024). Another participant recognized that,

“When we get angry for any reasons then we have to control ourselves. What we do at our home we can't do that behaviour outside”. (Pri.FGD, 24th February,2024).

Sub theme 1.1: Characteristics of Children's self-regulation

When asked about the characteristics of children's self-regulation, most of the participants pointed out that socialisation, sharing things, and working on the same thing are identified as self-regulatory behaviours. A participant explained, *“My job here is to take care of the children, and the main responsibility is to teach them primary knowledge. Their behaviour, socializing with classmates, sharing toys, eating at the same table, and sharing food can be called self-control”. (Gov.IDI-1,21st March, 2024).* Controlling impulsive behaviour is another aspect of a child's self-regulating nature, according to another participant. *“For children, self-control means not throwing food on the table, not throwing toys that could hurt someone else”. (Gov.IDI-2,25th March, 2024).* Participants also reported that students occasionally lost focus on reading and got impatient when working or sitting in one place, which was attributed to other self-regulation traits. *“Children often lose their attention when they go to read, they become impatient and they have to be called and made to sit”. (Gov.IDI-5,27th March, 2024).* According to one participant, self-regulation aids in children's understanding of the consequences of their present actions. *“It helps children to be able to see future outcome of the present action and aware them to of their own action. They will be more aware about regulating themselves.” (Pri.FGD, 24th February,2024).* Many children spend a set amount of time at daycare centres. A participant valued the fact that children control their behaviour and emotions and stay here without their parents, which is also identified as self-regulation. *“Every child stays here and separates from their parents for a certain time by control their behaviour and emotion and interact with other children, this is part of self-regulation which is effective for their later life”. (Pri.FGD, 24th February,2024).*

Sub theme 1:2 The way children learn self-regulation

The majority of the participants noted that children can acquire self-regulation when provided with alternate activities and diverting their attention by emphasising their choices. *“We will teach the children. One child may not share a toy, another may want to play with a toy that does not share, in this case teach the child to share, give them star on their hand or teach them self-control by connecting the child with another child or giving them another toy”* (Pri. IDI-1, 17th February, 2024). Most participants realized that children's attention can be captured through activities or play that they enjoy, and participants always prioritized the children's preferences. A female participant explained, *“In the middle of a task, the children may have left the task and gone in another direction. So, let them do some activity to keep focused on the work. The children love the colour. We do 1 or 2 activities of painting that are done by hand or fingers for 1-2 days in a week. And, then there's some motor work. I think it helps them to self-regulate.”* (Pri. IDI-1, 17th February, 2024). Participants also believed that children's choices should be kept within a certain limit and gradually reduced. A participant provided, *“Explain to the child first, if he does not understand, give him a toy according to his choice, but within a limit, then gradually reduce it”* (Pri. IDI-1, 17th February, 2024). Sometimes children can be self-regulated by not paying attention to them. A respondent shared, *“Children's self-regulation is sorted according to their needs. For example, a child is very hyper, and a child feel lethargic and does not want to do anything. At first, the child might not listen to anything. Slowly they'll get used to it that they have to wait. For example, if the child waits, he understands that he will get something according to his/her choice. Again, if it is not possible to manage the child in any way, then leave him as he/she is for a while. Not paying attention to him or distracting him with something.”* (Pri, FGD, 24th February, 2024). A participant discussed how positive and negative reinforcement can help children learn self-regulation, *“Children develop many behavioural issues when they demand something and don't get it. Then, we give the child positive reinforcement, like if the child is working, then he is*

given something according to his choice, like, let him/her watch cartoons up to a certain period of time and that is related to his learning. Now, if the child snatches the toy from his friend and does not want to give it even after telling him, then he will be given negative reinforcement. For example, if a child does not like orange juice, he will be given it. He wouldn't do it again for fear of drinking orange juice. It is given according to the need of child. This reinforcement has to be given to the child within a limit and has to be reduced gradually". (Pri, FGD, 24th February, 2024).

Some participants agreed that children require time to adjust to their new situation. That is why participants don't force children to do anything. A participant faced a circumstance that *"Focus on the child's choice. For example, when a child first came here, he did not want to sleep in bed. He's sitting on the bed. We didn't force him. I tell him, you don't want to sleep, okay. A few days later, he was sitting on the bed. But after a few days, he went back to sleep. Here, the child is not forced to do anything, children need time to adjust with new environment, his/her choice is given importance. In this way, the child gradually adapts himself"* (Gov, IDI-4, 25th March, 2024). Some participants realised that children imitate adults and learn by observing what others do. A respondent recognised *"If the caregiver works patiently with the children, behaves well, then the children learn these things in that way. Again, children don't always have to pay attention what we say. In a word, we are the mirror or reflection of children, they are learning by watching us. Children learn from adults"* (Pri. IDI-2, 1th February, 2024). It is also understood by most of the participants that children even learn from their peers. Participants had experienced and explained *"There are many children here. If one hits the other, the other child says don't hit him. Children learn from each other. There are many children who do not want to share, then we make them understand about it"* (Gov, IDI-4, 25th March, 2024).

Giving children verbal explanations of things through love and affection is another way to help them develop self-control. A participant stated, *“Children of 3-5 years cannot be taught in another way; they can only be told verbally. Verbally explain what is right and what is wrong. It was seen that 2 children fought over toys while playing, then to control their behaviour, they were taught to explain through affection”* (Gov. IDI-1, 21st March, 2024). When verbal explanation is developed as a method for teaching children self-regulation, participants can help children understand other people's emotions. A participant shared, *“there are many children who want one apple after eating another. Then, we have to explain to him that it is someone else's, if he does not get it, he will be hungry”* (Gov.IDI-3, 25th March, 2024). Two participants recognised that having a routine can help students gain self-regulation skills. Daily routines help children understand their fundamental behaviours, which are set into their brains. A participants explained that, *“Children are not like us; they learn a slowly. It's a habit for them. Sharing from a young age, asking someone for help, these things will get into their brain. And then they'll be dealing with these things for the rest of their life.”* (Pri.FGD, 24th February, 2024). Children, particularly those new to daycare, may refuse to listen at first. In this situation, a participant believes that developing relations with children will benefit participants in a variety of ways, *“Children learn through their work. For example, I tell children to help me do this or that. When, children will go home and they help his parents the same way they do it here. Children don't listen at first. So, by creating a relationship with the child, the children will listen to the caregiver.* (Pri. IDI-1, 17th February, 2024). Some participants have also discovered that children learn through socialisation and reading books, which will help them behave appropriately for their environment, *“Here children are learning how to control themselves when interacting with other children through socialization. In this daycare, children learn this through storybook and puzzle book. Children often want to take things without saying anything when they go to the mall with their parents. Learn these things*

from now on. Children see how to buy things in the shopping mall, pay bills; that is, the child sees how to behave properly according to the place. This will help him to learn later in life.” (Pri, FGD, 24th February, 2024). There are various ways that children can acquire self-regulation, like through rhymes and story listening. Few participants acknowledged this and shared *“Kids love to play in the play zone, again there is dining where everyone gets together. Then, one child can learn about self-control by listening to other stories or rhymes.” (Pri. IDI-1, 17th February, 2024).* Participants also identified storybook and picture book activities that can help children learn self-regulation. One said, *“Children can learn self-control by drawing a picture based on a story. (Pri. IDI-2, 17th February, 2024).* Another shared, *” there is a picture book activity where there are pictures of food and toys. Children will say what they see in the picture, if they want to. This way the child understands that he has to ask for something, he has to say”.* (Pri, FGD, 24th February, 2024).

Sub theme 1.3: Teaching self-regulation

All participants agreed that learning self-regulation at a young age is important and beneficial to children in the long run. Also, some participants recognised and agreed that children's brain function at this stage allows them to pick up everything they see around them. A respondent shared, *“By the age of three, a baby's brain grows three times. Since then, development has begun and it continues to 5 years and 8 years. At this time, he/she has a lot of learning ability. It will gradually decrease thereafter. So, children between 0-5 years should be taught more because they are capable of taking it. This learning will stay with them for the rest of his life. (Pri, FGD, 24th February, 2024)* Children are compared to the plants and clay that two participants described. A participant stated, *“The way the plant is taken care of, its fruit will be very good, the same is true for children. The values that are taught to the child throughout their formative years are therefore passed on to the adult.” (Pri, FGD, 24th February, 2024).* All participants believe that young children's self-regulation learning helps them interact with

others by sharing, understanding, and controlling their anger, which will have an impact later on. This was shared by a participant. *“Early-stage group work helps children later in life, such as working together with others, controlling anger, etc. I can't do here what I do at home. Here I have to work with everyone with a cool head, with patience. A professional approach is required. we have to help one another, because here we are all one team.”* (Pri.IDI-2, 17th February,2024). Very few participants noticed that the children stayed here for a long time and interacted with other children. It supports children to be courageous and take on leadership roles in adulthood. “A participant reflected her thought that, *“Of course, self-regulation at young age helps children in their later life. Associating with others, being friendly, sharing - all these helps the child in the future. There is a difference between the home environment and the outside environment. Children learn how to get along with others. Then he/she will have the courage and leadership to work in the future”*. (Gov.IDI-1, 21st March, 2024). Given the children's young age, a participant emphasised the importance of instilling positive attitudes in them. *“Children have the ability to learn many things at this stage and it is better to provide the positive thing as much as possible. After 5 years, children can develop the control of their emotions and behaviour according to the situation”*. (Pri, FGD, 24th February,2024). Some participants believe that if children do not learn self-control at a young age, they will struggle in adulthood. As a respondent explained, *“Just like boys start eve teasing at the adolescence period, girls suffer from mental disturbance due to their period problems. If we could talk to them about it, they could control their behaviour, what should or should not be done. And it will help him in his life.”* (Pri, FGD, 24th February,2024). Another participant identified our society's current situation and shared one of her experiences with the children's parents. She emphasised that, *“Children learn what we teach them. “What we are seeing now is that children are becoming reckless, getting intoxicated. This technique of self-control keeps children away from this. And we talk to parents about it”*. (Gov.IDI-3, 25th March, 2024). A

participant also recognised the negative impact of not learning self-regulation and shared, *“the negative sides are children hurriedly jump into conclusion, cannot go too deep, and do not want to give importance to the opinion of others”*. (Gov.IDI-2, 24th March, 2024)

Although the majority of the participants recognised the benefits of self-regulation learning at a young age, some had differing perspectives on children's futures. A participant said, *“if children do not learn self-control now, they will not be affected. Some of these social problems, such as eve-teasing, are not related to self-control. This is because they are influenced by heredity or family. Because, there are many children here whose parents do not live together, so even if we want, we cannot teach everything to the children here. It has to be left to God.* (Gov.IDI-1, 21st March, 2024). Family role is crucial to regulating children, as a participant explained her view, *“Now, this teaching can be used later in life to work with others with patience or giving importance to the opinion of others. However, this childhood education may or may not have an impact in some way. Because, what the child has learned now can be influenced in a different way due to another environment or association. The family environment also plays a role.* (Gov.IDI-2, 24th March, 2024).

Sub theme:1.4: Self-regulation and Gender

The Majority of participants believe that girls' sense of self-regulation is more developed than boys. Participants believe it comes naturally. A participant stated, *“Yes, girls have more control, they are quieter. Boys are a bit of a nuisance by nature”*. (Gov.IDI-2, 21st March, 2024). Another participant said, *“Yes, I do believe that. The boys can't. The girls are quiet, calm, it's nature.”* (Gov.IDI-3, 25th March, 2024). Many participants agreed that social and familial influences should also encourage girls to develop greater self-control. One participant was acknowledged *“Yes, there is. Girls tend to be quieter, less angry and more patient. In this case, the family influence is on her, he learns by watching his mother and sister. And there's a social impact. Our society wants girls to be less angry. Because of the fickle nature of boys,*

they pay less attention to family, they pay more attention to the outside. Boys aren't meant to be responsible that much". (Pri.IDI-2, 17th February,2024). Additionally, a participant noted that, due to genetics, girls have greater levels of patience and self-regulation, "Yes, girls have more control, they are quieter. Boys are a bit of a nuisance by nature. Girls are also patient, which has a hereditary effect. However, the social impact is greater." (Gov.IDI-2, 21st March, 2024) Some participants explained from their experiences, since children learn best through observing other people or families. A participant stated, "Children learn from their families. Children will learn what parents do among themselves in the family, such as if parents shout and talk, quarrel". (Gov.IDI-3, 25th March, 2024). Another respondent believes girls have more self-control because of their mothers' influence. "Women are very self-reliant. They share things like food and toys. It seems to be given by God. Again, there may be family influence, the girls may have seen, the mother has given, helped everyone in the family". (Gov.IDI-5,27 March, 2024)

Just one participant clarified that there are variations in self-regulation between boys and girls. The participant also talked about her observations from her time working at this daycare. "Boys understand some things, and girls understand some things. It's a mix-up, because I've seen girls share and boys have some self-centeredness. But boys have more self-control in group work. Again, family care has an effect on the upbringing of children. I have often seen that in this daycare centre, the boys often leave the chair of the girls' choice. Boys are very sensitive to these things. The way parents will take care of the children, the children want to get treated the same way in other places such as daycare and so on". (Pri.IDI-1, 17th February,2024)

Themes 1.5: Promoting self-regulation in children at different ages

There is no special child in the four daycare centres except the PV1 daycare centre. However, in one daycare, there were some issues among children, such as speech delay and socialisation problems, that have been improved by admitting them to the daycare. In the case of PV1 daycare, their services are for

all types of children. Children are admitted to the PV1 daycare according to their age and developmental condition. In the PV1 daycare, there are three levels to which a child gets admitted after evaluating their age and cognition aspects: advanced play, ECD, and basic play. They provide different services for children, for instance, group therapy, occupational therapy, hydrotherapy, and brain-boosting activities. Currently, there are two special children in the PV1 daycare centre. As the other daycare centre has no special children, however, a participant talked about how to promote self-regulation in children of different ages, and for this, communication with children is needed. Also, the play is helping carers encourage the self-control ability of children. *“Young children cannot be controlled too much; they need to be talked to. You have to increase contact with the children by caressing them a little, singing, talking a little. Children can be controlled. In this case, the caregiver can encourage the children of 3-5 years through various activities and games. For example, when we play with children, such as passing the ball, children can also see us how we are doing it, and we can encourage them by involving them in some other work”.* (Pri.IDI-2, 17th February,2024). One participant has observed that elder children occasionally assist younger children, and that by staying here with children of different ages, a natural bond is formed among the children. *“I see that older children sometimes care the younger ones, or if a younger child likes the older ones, they do what the older one say. For example, an older child sits next to a younger child. Because the little child likes him and listens to him. he doesn't have to be with him all the time. We also have to explain to the younger child that the older brother has to play and eat. Try to give the older child his own space. Children stay here for 8 hours, seeing each other every day, a kind of bond is formed between the children to stay like this. Thus, creates a bond between the children”.* (Pri.IDI-1, 17th February,2024). Some participants recognise that children have different abilities and needs according to their age. A participant said, *“Children of 2-3 years are less interested - do not want to know or learn anything. 6-year-olds are interested. To grow interest in 2-3 -year-old children, we show them pictures, write something. Children of 2-3 years, more often imitate adults. We allow children*

to play in age groups”. (Gov.IDI-3, 25th March, 2024). By identifying children’s emotional and physical strength according to their age, a participant said, “every child’s needs are different. 3-year-old children are younger, they have more emotional feelings. Their minds are soft. I was very comfortable working with them at that age. 6-year-olds are physically stronger. Mentally it’s tough. And then I work with them. Sometimes when a child is stubborn, he does not want to eat with everyone, he wants to eat alone. Then, let him eat alone. We don’t force him. Giving importance to children’s words reduces them stubbornness” (Gov.IDI-4, 25th March, 2024). Two participants clarified how children are encouraged and when exactly participants can talk to children about their work. A participant clarified, saying, “If a 2-year-old child is given something to draw, he draws something scribble. Then, I encourage him/her to do it more. If I tell a 5-year-old child to draw a round shape thing, he/she will try do to it. Even a four-year-old child can do the same. When a 5-year-old child is encouraged by praising his/her work, he should be told that doing so will make your work better” (Gov.IDI-5, 27th March, 2024).

Theme 2: Opportunities of practicing self-regulation in the daycare

When children stay together, some behave in the same way, some differently, and work in groups or as individuals. Majority participants observed that children have some common behaviours that they exhibit; for example, some children share, some do not want to share, some children play together, some children hit others, someone screams in anger, some children notice other children’s work, etc. A respondent shared her experience that “Some children don’t want to share. Again, if a child wants to give a toy, others will not take it. There are also many children who play together in the ball house or on the slide. Children play together most of the time. Children like to play some games alone and some games in groups” (Pri.IDI-1, 17th February, 2024) Some participants observed that the older children at the daycare behaved kindly towards the newcomer. The situation was explained by a participant, “Fight with a toy,

try to work on something by seeing others, when one child falls another one comes and caresses. When the new baby is admitted, he cries for his mother, then the old children who are already here say that your mother will come.” (Gov.IDI-3, 25th March, 2024). Children make friendships, deal with interpersonal conflicts, and find solutions to problems. A participant described her experience in this way: “When the children are playing together or sitting side by side, they talk, talk, do this and that – each pushing the other to do this. Then change the seat. Again, the person with whom he/she did this from a distance behaves a little differently with him/her, and again when the daycare time is over, the two go out and go home together. They don't remember the fight”. (Gov.IDI-5, 27 March, 2024)

The different behaviours that are observed in children by the participants need to be directed in a positive way. In this case, participants teach children how to exhibit appropriate behaviour and the ability to calm down in difficult situations and be patient. The majority of the participants shared that when children hit others, push, or throw things, the first thing they need to do is calm them down first, then talk to them. A participant shared that, “*If the child hits someone or, screaming, does not want to share, then first separate them, then give them time to calm down, sit him/her for a while with his/her favourite things. Then talk to the child and he/she will understand”.* (Pri.IDI-2, 17th February, 2024). Another participant acknowledged that participants can get solutions from children for their own behaviour, provide alternate options to children, or make children feel different circumstances. The participant stated, “*The child may upset, he/she does not want to work or is throwing something, in this case we have to understand the reason behind his/her upset. Now, if I tell the child why you did it, the other friend is hurt, say sorry; it will make the child more aggressive. So, talk to the child first, know from him/her the reason for his behaviour and know the solution from him/her. For example, if the child is upset about wanting a toy, I can explain to him or give him options. If the child*

hits someone, how will the child feel if someone hits you? Talk about these things. Then tell the child that you did it and it could hurt". (Pri.IDI-1, 17th February,2024)

Few participants shared that as children have to stay here, they go through a routine life here. When children wait for something, they have to wait, such as washing hands for something. Then, the participant shows them logically when their turn will come, and then they can do what they need. *"Being in a routine, the children here realize that their meal time is over. If the child wants to paint or is in line to wash his hands, he has to wait there. It develops patience in children. For those who don't understand, tell them when your number will come then go and show them by counting like- look, 1, 2, 3, and you are in 4 serials. So, you have to wait". (Pri.IDI-1, 17th February,2024).* Some participants believed that children enjoyed playing games, listening to stories, and rhyming. In this instance, caregivers interact with children and take on certain roles throughout the story. Children can acquire patience, acceptable behaviour, and the ability to stay calm under pressure through practicing these. Children who listen to stories over a long period of time gain patience and the capacity to remain still. A participant said, *"With toys like magic slates, picture books, I carry the child in my arms so that they remain calm. During the train game, children are arranged from small to large, in this way they are asked to hold the line. Children are encouraged to listen to stories and be patient. Children want to listen to stories. They have to sit for a long time. If no one listens, I'll bring him/her to myself. To express the character of the story, sometimes I make sounds like the characters of the story, like if there is a story of a tiger, I say halaum, they also do it with us". (Gov.IDI-3, 25th March, 2024).* One participant shared that if children get into fights and are stubborn to take something, then they allow children to see mobiles or give chocolate and balloons.

The majority of participants reported that in addition to these methods for controlling children's behaviour and attention, other activities are necessary to educate children on how to remember

multiple directions, make simple plans, and minimise their feelings of anger, frustration, and sadness so they can concentrate on their work without interruption. Most participants recommended giving children simple directions so they could follow them. Participants also give a demonstration of it in addition to this. One respondent said, *“Here the children are told to keep the ball of this colour in this basket. These tasks are also very helpful in keeping their instructions in mind. In this case, first give simple instructions and then gradually add smaller ones”*. (Pri.IDI-1, 17th February,2024). Another respondent shared, *“We give simple instructions so that children can remember. We do not give many instructions to the children at the same time. For example, if a child is asked to bring a pencil or scale from the drawer, then first give 1 instruction and then another, say like this”*. (Gov.IDI-3, 25th March, 2024). Participants offer various activities with the students to help them focus more and follow instructions. Another participant related his experience, *“There are colour activities where the primary colour of the children is identified. According to the colour, the children will insert different things. Along with this, children’s hand-eye coordination is also increased. The children will place the colourful balls or sticks according to the colour instructions. To do this, children have the strength to sit in one place for some time, work with attention and work according to the instructions.”* (Pri, FGD, 24th February, 2024). The thoughts of self-regulation were also increased by many different activities and a participant said, *“We have many kinds of activities here so that the child can do a task with attention. For example, the act of popping bubbles helps them to stay focused. Because to burst the bubble, he has to think and work well. Pin Board Activity, Pull the ball out of the colouring rice and put it in the basket”*. (Pri.IDI-1, 17th February,2024). Participants occasionally make an effort to make instructional games easier for young children. As one participant stated, *“there are instructional games, like children play train. I make them point from small to large in different places, they see the points and then follow it”*. (Gov.IDI-3, 25th March, 2024). Regarding

planning, the majority of participants mentioned that children of this age don't usually do so, so they either assist them or create plans on their behalf. Participants ask for the assistance of supporting staff in this as well. One participant shared, *“When we work in a group, three children sit at a table. Then I first went to a table and told the three children like-first you can draw a line, or colour the picture. That's what I tell everyone. In this case, there are supporting staff who help children”*. (Pri.IDI-1, 17th February,2024). It is also observed by a participant regarding group play that children do not make plans and there is no option for choosing a team leader for the group. They plan activities for children or act as team leaders. Sometimes they choose a team leader from a different age group. *“Some games like Phool Toko, Mela Go - in these games we share everything. I'm a team player. There is a big girl here, who we sometimes call a team leader to work with other children”*. (Gov.IDI-5,27 March, 2024). A participant also thinks it is easy for children to make simple plans by following one method through small games.

If children are sad or upset for any reason, most participants agree that they should encourage or help them. A participant stated, *“If the children work in groups, we can tell them and share the responsibility, you do this, and they will do that. But if all children want to do the same thing, then it's better if you do it by diverting him to what he/she can do better. Then encouraging the child by saying that if he is upset, he will be given a star, or play with something else”*. (Pri.IDI-2, 17th February,2024). Another participant said, *“When children get angry or frustrated - I help them, I do it myself. Or give the child something else”*. (Gov.IDI-3, 25th March, 2024). Participants also believe it is a way to keep children calm without forcing them. A participant provided that, *“In case of distress, food, toys or TV are provided. Calm the child as needed. If a child is angry or upset about something, we help him or her do it without forcing him”*. (Gov.IDI-1, 21st March, 2024). Children do a lot of things together at a daycare centre so they need therapy and other options to help them control their anger. A participant

explained that, *“One child can push another, and the child wants the other child's toys, in this case they are given group therapy. The children will learn how to play with others through turn taking. In group therapy, there is a kind of socialization of the child and the child learns to see others and understand that they are also playing in this way and toys cannot be taken away. Some kids don't want to wait. Then I keep alternative options for them; like - a sensory toy that is in the hands of the child according to the child's choice. Thus, children not to hit others and no need to take food from anyone”*. (Pri, FGD, 24th February, 2024)

Sub Theme 2.1: Parents involvement in learning self-regulation

Participants believe that parents play a critical role in helping children develop self-control. Since a participant sharing, *“Parents need to know what their children need and what they don't need. If they can control this, the child will learn to control himself. And if the parents do not understand this, then the children grow up to be stubborn and do not want to understand anything”*. (Pri.FGD-1, 24th February,2024). A number of participants believe that parents' involvement in daycare learning is critical so that children do not become confused. A respondent shared, *“Parents give their children what they want. But here it is not given what they want, here the children have to wait and this is also need to practice by the parents at home. Through parent meetings and training parents are able to know how they create balance between daycare and home for their children's learning”*. (Pri.FGD-1, 24th February,2024). Another participant recognised that children's learning is hampered if parents are not involved in daycare learning. *“It is important for parents to be involved in the daycare learning process. If parents are not involved, there will be no understanding between the caregiver and them, which will affect the child's learning. It will be seen that the children are learning in one way here and in another way at home, so they will be confused”*. (Pri.IDI-1, 17th February,2024). For the benefit of their children, a participant emphasised that parents should control their behaviour. *“We tell parents to value what their children want, but keep it under control. We*

had a child here who was very pushy. Then I talked to his mother and found out that the child's father kept him under very strict control, which made the child angrier. So, I told them, "Listen to the words of the child and give him importance, speak to the child with affection". If we can't control ourselves, we can't control our children." (Gov.IDI-3, 25th March, 2024). Parents try to learn about daycare learning on their own; they also communicate with participants via online platforms such as WhatsApp regarding their children's needs. Another participant explained that daycare learning can be sustainable with parental involvement." *What the children will learn from here, if they get it after 6 years in other place then their `self-control will be developed that way. We don't know how parents interact with their children. However, if parents work with children like us, they can develop better self - control as they grow older.* (Gov.IDI-5, 27 March, 2024).

However, in private daycare (1), there are numerous methods of parental involvement that have been discussed by participants who are already working in the daycare. The parent meeting is held every three months, and in the event of an emergency, parent training is scheduled on the same day as the meeting in the private daycare. The male participant for PV1 shared, *"There is a meeting with the parents once in 3 months and for any emergency. On the day of the meeting, the parents were shown the works by hand. Children often forget what they are doing. Whatever reinforcement is given immediately, if it is stopped, the children will forget it"*. (Pri.FGD-1, 24th February, 2024). Home management is another way to involve parents, as it allows participants to better understand the children's home environment. A female participant explained that, *"Through home visits, parents' engagement, home environment, activity list, these are monitored. What are the activities for the child at home, how is the child being groomed, what is his room like, what else has been done to increase the child's cognition level. We have a daily top sheet, which tells parents what the child is doing every day, what he/she is eating"*. (Pri.FGD-1, 24th February, 2024). Parents can learn about their children's

developmental status and what they can expect from PV1 over the next three months by sharing reports. This was shared by the male participant, *“Through report sharing with parents how much a three-month-old child has improved, where his development status was three months ago, and what percentage has improved now. And before the meeting, an evaluation form is given to the parents. There are 10 questions that parents answer about how their child has improved. She also shares what her children have learned from the daycare and what they hope to accomplish in the next three months. A report is being prepared in this regard. The report was shared with the parents for about an hour”*. (Pri.FGD-1, 24th February, 2024). Parents are invited to quarterly meetings at government daycares. All participants agreed that if a child requires assistance, we talk to their parents mostly directly. A female participant explained it, *“There is no option for parents to join. They are asked to come on a special day or if the child has a problem. For example, if children want to be alone, can't socialize, don't behave the way they do every day, then it is reported to the parents. For 3–5-year-old children, there is not much communication between parents and participants. We meet with the parents every day, and if there is any need, we inform them”*. (Gov.IDI-1, 21st March, 2024). One participant thinks their duty is to educate children and shared that *“Yes, there are monthly meetings with parents. Then we tell the parents what the child has developed, how they can help - we discuss this with them. For example, if the child learns these letters today, we tell the parents that you will teach them at home. It is our duty to educate our children. The rest is their personal matter. Could we talk about that”?* (Gov.IDI-5, 27 March, 2024).

Theme 3: Practices in the daycare centres

Promoting self-regulation in daycare settings through emphasizing on some aspects plays a vital role in children's early lives.

Sub Theme 3.1: Environment and Curriculum in the daycare centres

The majority of the participants felt that in order to engage children in learning self-regulation, it is essential to value children's choices so that children can connect with this environment. It was explained by a participant, *“Of course, it is important. We all have different jobs here. One person can't do everything here. A child is taken care of by all of us. In this case, first of all, for a new child, actually building a relationship with him/her, we have to give importance to his choice or his words. First, we need to act in such a way as to children get acquainted with this new environment. Then he/she can slowly get involved in the learning process”*. (Gov.IDI-1, 21st March, 2024). Also, some participants thought children learned from adults. One participant shared that, *“Children stay with us for a long time, they will see and learn what we do. We will have an impact on their behaviour. Children will behave in the same way at home or when interacting with others, such as family, friends, or participants. They will give us back what we gave them. (Pri.IDI-2, 17th February,2024)*. Another participant explained that participants might have problems, but they should control their behaviour and seek help from others to ensure that children are safe. *“Babies can pick up on things very quickly. Children learn both good and bad. That's why the care of a carer is so important. Children imitate the caregiver in how they are behaving. Children will learn if the caregiver behaves aggressively. The carer may also have many problems, there may be a family or financial problem, then you have to keep yourself in order. If the carer has anxiety or anger for any reason, it should be controlled and then work with the child. If the children see that the caregiver has behaved in a different way, then the children will be afraid and such behaviour will also be created among them. In this case, the carer will give himself time, while someone else takes responsibility for the children”*. (Pri.IDI-1, 17th February,2024). A few participants think that when children feel safe and loved by participants, they will listen to teachers.

Curriculum and successful teaching methods are essential. Every daycare has its own distinctive curriculum. Private daycare providers have their own curriculum for teaching

children, and they modify it based on the needs of the children. A participant who stated, “we have our own curriculum which is activity based. We work on a variety of topics in addition to our regular work. The focus is on how to make children happy. For example, we have February 21 in front of us, so we will work on it throughout this week. We work with them on the language as much as we can so that they understand this. It’s happening in our daycare. And the curriculum is changed according to the needs of the children”. (Pri.IDI-1, 17th February,2024).

In the case of government daycare, all of them follow the same curriculum structure and their purposes are the same. There is a term called "PP," where all the daycare curriculum rules are written. A participant explained that, “according to the PP, children should be taught reading, writing, mathematics such as 1-20. Our main focus is to prepare children for school”. (Gov.IDI-3, 25th March, 2024). Besides, there are different books that are provided for the children; colour, animals, stories, rhymes and drawings books.

Sub Theme: 3.2: Teacher-child interaction system

In this instance, the majority of the participants have identified the crucial components that are required for learning self-regulation: participant -child interactions, scaffolding, and modelling appropriate behaviour. A participant mentioned that, “It is crucial to understand child's favourite things and to connect with him through.” (Pri, FGD, 24th February,2024). Some participants believe that by appreciating the children's work, a connection can be made. The perspective of a respondent “Relationships with children can be built through appreciation. I really appreciate the way the kids draw pictures. It stimulates the child. It will get better with time. If I don't appreciate it, he'll lose interest”. (Pri, FGD, 24th February,2024). Since every child learns differently, most participants allow the children to do whatever they want. This is how one participant put it, “Sometimes when children want to be participants like me, we let them do it. There is a child who can say a lot, there is someone who can write, then we let the

children do these things. Then, when other children see it, they want to do the same. I tell children we can't do it all in one day, so I tell them do it today or the next day". (Gov.IDI-5,27 March, 2024) Some participants recommended demonstrating appropriate behaviour to children so they could learn about it. That was mentioned by a participant, *"When children come in the morning, they bring packets of chips or chocolates, when they finish eating, they throw them down in the floor. Then, we have to tell the children to put the packet in that basket. The first child who comes here has to show it first. There's a kid here who doesn't want to be put in a packet like that. Then we tell the other child, you drop this packet in the basket. Then again, the child who did not want to throw in the basket wanted to pull the packet from him who was told to throw it and put it in the basket himself". (Gov.IDI-5,27 March, 2024).* Several participants mentioned that we ought to correct children when they make mistakes, but we should do so with appreciation. According to how a participant described it, *"If the child makes a mistake, such as saying something wrong while telling a story, the participant can help by telling the child. In this case, you can help the child tell the story with simple words. This has to be done by complimenting the child that you are right, but we can also say like this". (Pri, FGD, 24th February,2024).* Another participant emphasised that we should not say that children are wrong. *"A child should never be wrong. We don't say to child you're wrong. We use the word as little as possible."* (Pri, FGD, 24th February,2024). In addition to these strategies for offering young children early care, participants emphasised the need to provide a comfort zone for them and avoid forcing them to do anything.

Sub Theme 3.3: Teachers' training

All participants received child management training in order to support the learning of young children. By controlling their own behaviour and emotions, participants are better able to help children develop self-regulation. A participant talked about it, *"There's training. In working with a child, how we will talk to him, what will be our behaviour, this is known from this*

training. Again, there are different types of children and how to manage them can be learned from here. There is also training in child development. The training shows the caregiver how to control his or her behaviour. If the caregiver is upset or has any problem, in that case he can stay a little apart for a while. Then we can fix ourselves and come back. Children cannot be told about this upset, because they will ask questions again and again. Mental relaxation like yoga and meditation is done in the morning by children. And it's in the curriculum, which helps them properly manage their health and everything else". (Pri.IDI-2, 17th February,2024).

In another private daycare, participants received different trainings such as daycare management, behaviour management, child development, governance management, self-management, gender, communication, and leadership. A participant shared that, *"There is a chart of how much sleep a child needs according to age. He has to do everything according to the routine which helps the child. These things can be known through daycare management".* Another female participant brought up the point that the daycare's participants all received training that is crucial for assisting children, *"Participant 's training is provided based on the children developmental domain. All the training that a participants need for helping a child are provided by the training. Speech training is also provided". (Pri, FGD, 24th February,2024).* Both the male and female participants concluded that behaviour management training is the most beneficial for fostering in children a sense of self-control, *"Through behaviour management participants are able to know how to behave, how to talk with children. Such as -If a child becomes very adamant or restless then first attempt is made to calm him/her. For this reason, if you give him/her sensory activity, he becomes calm down, then give him/her warm water fish toy or pick up a toy from the water or with soapy water let them make bubbles which will help children gradually calms down". (Pri, FGD, 24th February,2024).* Another participant is also adding to this training on how to set children's brains, *"Whatever work is*

done for the children, talk to them first. Communicating with them sets the subject in the child's brain". (Pri, FGD, 24th February, 2024).

Only one participant reported having received purification training, *"An instruction has been given on purification. Awareness of the use of language. We have been trained to keep our speech pure when we speak and to teach children moral behaviour. If I do not follow the rules of the office, such as the rules, the children will not be able to learn anything from me". (Gov.IDI-1, 21st March, 2024).* However, most of the participants of government daycare shared that they did not receive any training for a long time. One female participant said, *"I trained before the pandemic. The training I received before that was on the development of children from the womb to 6 years. There we learned about children's physical and mental development. We learned about normal and special children in that training. We know what a 1 year old does and how a 3-year-old does it. These things help me a lot". (Gov.IDI-5, 27 March, 2024).*

Theme: 4 Challenges

The challenges that participants faced in daycare learning that affected the self-regulation development of children aged 3 to 5 were primarily related to toy materials and storybooks. Other issues encountered by participants included special child management, dealing with children for balancing their developmental levels, and lack of training. Most participants agreed that toys, materials, and storybooks are insufficient for children to learn more. In addition, children are given screen time to keep them active. A participant shared that, *"There are toys here, but children do not like to see same toy again and again. Then, they have to be connected via TV or something else. We don't make toys here. We are running with the toys provided by our subsidy. Parents give toys to their children and take the toys with them when they go back to their home". (Gov.IDI-1, 21st March, 2024).* Another participant shared that, *"the material*

here is not enough. Children get bored by reading the same story book. From toys, stories or rhyming songs - children get interested in getting new things. We write the authority according to their needs. That's how we are given". (Gov.IDI-3, 25th March, 2024)

Some of the challenges that the participants faced were addressed by higher authorities and the daycare in charge. One participant reported that children's storybooks were changed because they were inappropriate for the child's age. Also, when working with children, nannies should avoid using words that two participants recognize. This was shared by a participant, *"nannies who stay here with children often behave in the same way as they do at home. They are less aware of the using words. Therefore, separate training has been arranged for them, through which they can learn about the management of children". (Pri.IDI-2, 17th February,2024)*. One participant shared, *"Working with children is always a challenge. Every day a new problem comes up. We need to learn new things. It's more challenging for me because I'm the only male participant here. Typical and special children live together in our daycare. These children have physical needs for a long time. I didn't know anything about it at first. And then I received training in those topics. When children develop physical needs, they show it. Physical needs of children with neurodeficiency come in 6-7 years. At the same time, Body rubbings, sensory stimulation work can reduce children physique needs. So as a participant, I have to learn these things all the time". (Pri.FGD-1, 24th February,2024)*. Dealing with children can be difficult for a new participant; however, spending quality time with them assisted a participant in developing rapport with children, *"When I came here, a child did not want to come near me, did not want to sit. It didn't even work with reinforcement. He doesn't want to sit without a handful of participants. Children have some of these traits. So, I started spending time with him. I listened to him and tried to play. I slowly built a relationship with him. It happens to kids when they don't want to do anything else. They need to be given time. I have to tell the child that I have a place for him. I love and respect him a lot". (Pri.FGD-1, 24th February,2024)*.

Discussion

Theme 1: Teachers' understanding of self-regulation

A research study showed that self-regulation enlightens one to understand their own nature, the environment in which one works, and the manner in which one must engage with the environment in order to accomplish one's own goals. (Turgut & Sop, 2023). Participants mostly identified that anger, sadness, stubbornness, helping each other, working in a team, focusing on work, patience, respecting other people's opinions, and not hurting others are all included in self-regulation. It is also noted that most participants use self-control to define self-regulation. Although there is a difference between the two terms, Self-regulation, traditionally defined as controlling behaviours and emotions, has evolved to encompass individual and social aspects, including behaviours, cognition, and emotions, in achieving goals (Braund & Timmons, 2021). On the other hand, according to the researchers' findings, self-control is a short-term strategy (Braund & Timmons, 2021). So, the participants identified the signs of stress and some appropriate self-regulation behaviours. Although their statements indicated all the skills of self-regulation that are mentioned in the operational definition, it is also noted that participants said that as human beings and members of other parts of society, their feelings, behaviours, and actions should be controlled by not hurting others, managing one's own behaviour, acting as per place, holding focus, and patiently working with children. Participants views of the self-regulation nature and engagement with the environment, like when they work in the daycare with children, supported the above research statement.

Sub theme 1.1: Characteristics of Children's self-regulation

In this section, all of the participants mostly recognized the children's various dispositions of self-regulation skills, such as socialization, sharing, doing things together (like eating food together), controlling their impulsive behaviour (not throwing food), paying attention to tasks,

and knowing their output of the current action. Participants spend an important hour of children's daily lives so they have good recognition of their self-regulation nature. Identifying children's important feelings by participants about staying in daycare without their parents really adds a different dimension to children's self-regulation aspects. That also indicates a positive idea about participants understanding of self-regulation. The identification of children's characteristics of self-regulation was also found in a research study that emphasised that self-regulation is crucial for children's socialisation, which includes motivational, cognitive, and behavioural components and enables individuals to freely act, manage themselves, and interact according to social standards without adult supervision (Day & Smith, 2013). However, in daycare, the carers supervision is a must at this young age to properly regulate children's self-control and participants also shared that children's behaviour and emotions are controlled by staying in daycare, which will help them in their later lives.

Sub theme 1:2: The way children learn self-regulation

Research showed that children experience their surroundings, and if children learn early-year self-regulation in an appropriate manner in the pre-school and elementary years, that helps them achieve success in later life (Executive Function & Self-Regulation, n.d.). The findings showed that all participants experienced how children learn self-regulation in daycare. Although, in this study, it was seen that all daycare centres have their own routine about their daily activities from morning to evening. In the daily routine, the formal learning duration is 1 hour, and the play time is half an hour. However, the majority of the participants observed that children learn self-regulation not only at that particular time but also in several other ways when they stay in daycare. Children may not share, lose their attention in the middle of a task, or not listen to the participant first. Participants identified that through teaching, they can assist children in learning self-regulation. Besides, by providing alternative things, diverting children's attention, capturing their attention through activities or play that children enjoy, and

giving positive and negative reinforcement, all those things slowly manage children's behaviour, feelings, and thoughts. Positive and negative reinforcement is a key component of "operant conditioning." It is a therapeutic method of learning in which behaviour is primarily controlled by its consequences, as defined by American psychologist B.F. Skinner. (Operant Conditioning, 2002) This was one of the key findings among the various ways that children can learn self-regulation that a participant mentioned and supported this study's findings. A research study found that positive reinforcement is a method that enhances specific behaviours by providing motivation and clear expectations, helping children understand adult expectations and behave appropriately. If the participant punishes negatively the children about not doing her work, then children refuse and not listening to him. A research study also identified negative discipline, which, on the other hand, teaches children to abide by rules and refuse punishment. (Sari & Indianti, 2019) So, the participant shared both positive and reinforcing methods that were used in that particular daycare centre to regulate children's behaviour. The negative reinforcement helps to discipline children, as the participant mentioned how it was done by giving children a little bit of orange juice. That said, the negative reinforcement should be given in such a way that it prevents children from doing a particular behaviour that is not expected. In operant conditioning theory, Skinner suggested that children are not punished simply by ignoring their desirable behaviour (Smith, J., 2006), which is mentioned by a participant if children are not managed by doing everything and not paying attention to them. Furthermore, a good number of participants shared that in daycare, children need time to adjust to a new place. All participants mostly emphasised that they do not force children to adjust to a new environment and that is reflected in a circumstance that a participant encountered in the daycare. They only focus on children's preferences but that should be within limits, which also indicates that children slowly learn appropriate behaviour without adult supervision, as emphasised in the Day & Smith (2012) study. Participants also pointed out that children learn

from what others are doing. The “others” defined participants, peers, and family members. In daycare, all participants emphasised working with children patiently because they believe children learn how others behave with them. The social learning theory explains that humans acquire new behaviours by observing what others do (Smith, J., 2006), which is practically experienced by daycare participants. A few participants also stated that love, affection, and making children understand other people's emotions—all those help children understand right and wrong behaviour, and it will gradually instil in children's minds that will help them deal with the rest of their time. Additionally, a few participants mentioned that children learn by listening to stories and doing book activities, which helps them apply it in their daily lives, and it was also identified from a study that at this time, children need care that includes opportunities for play and learning, as well as stimulation, stress management, proper healthcare, and nutrition (Gromadai et al., 2020). A participant mentioned that daily routines help children set things into their brains, and children do not learn like us; they slowly absorb it, which explains early-stage brain function. Because it was shared in a study that children’s brains develop faster and a million or more new connections are made in the first five years of life, they are capable of taking on everything. (In Brief: The Science of Early Childhood Development, n.d.)

Sub theme 1.3: Teaching Self-regulation

As one study showed, skills including motor control, working memory, cognitive flexibility, and expressive and receptive language are developed by children as they grow up and build their ability to self-regulate (Turgut & Sop, 2023). So, most of the participants also agree that self-regulation learning at a young age is beneficial for children in the long run. Participants said children's brain function allows them to pick up everything that they see around them. Three participants shared that children between 0 and 5 years old are crucial as they are capable of taking learning and passing it on to adulthood. Participants compared children with plants

and clay, emphasising the importance of nurturing their values throughout their formative years. According to Tao et al.'s (2014) and Turgut & Sop's (2023) studies, children's poor self-control system is stable between 3 and 9, as well as between 4 and 10. And after 5 and 6 years, children's self-regulation gets better. (Turgut & Sop, 2023).

So, participants recognised that young children's self-regulation learning helps them interact with others, share, understand, and control their anger, which will impact their later lives, which is relevant to the above research statement. Considering this study statement, in a well-supervised group environment, children's social, emotional, and behavioural development can improve, benefiting both their inner and outer lives and preparing them for school (Gromadai et al., 2020). It was learned through participants that group work and long-term interactions in daycare and school environments encourage children's to be in leadership roles in adulthood. Instilling positive attitudes in children at a young age is crucial, as they can learn many things and develop control over their emotions and behaviour. That said, in daycare, children are under the supervision of carers, so their self-regulation developed in a way that related to the research findings (Gromadai et al., 2020). Participants thought that children who lack self-control at a young age will struggle in adulthood, as it can lead to mental disturbances and reckless behaviour. This is related to a study finding that pointed out that preschoolers need to learn self-regulation because it is linked to mental health (Ayu Widiastuti, 2017). Some participants also highlight the negative impact of not learning self-regulation, such as hurried conclusions and a lack of consideration for others' opinions, as explained in the Ayu Widiastuti (2017) study, which shared that less skilled children face a risk of being less competent and having behavioural issues that support the participant statement. Considering a study finding that family roles are crucial, education may not have a significant impact on children's futures due to the influence of other environments and associations. (Claussen et al., 2021). This statement is relevant to participant discussion as some acknowledge the importance of self-

regulation learning in children's development, but some have different perspectives on children's futures. Some believe that social problems like eve-teasing are not related to self-control but are influenced by heredity or family. The family plays a crucial role in regulating children's behaviour and learning, as their experiences can be influenced by other environments or associations.

Sub theme:1.4: Self-regulation and Gender

According to research, gender disparities in the ability to self-regulate emerge at a young age. (Rademacher et al., 2022). In this study, participants believe girls have a more developed sense of self-regulation than boys, as they are quieter and possess more control. Participants have also agreed that social and familial influences should encourage girls to develop greater self-control. Girls tend to be quieter, less angry, and more patient, which is influenced by their family and societal expectations. And these findings of this study also support research finding that shared, the ability to self-regulate is more developed in girls than in boys, which may cause early socialisation and role acceptance that direct girls to adopt self-regulated behaviour in social interactions (Rademacher et al., 2022). Brain circuits are formed by genes, but their development also depends on repeated use and responsive parenting. Learning and behaviour differences resulting from inadequate care may be inherited or the result of a combination of experiences and genes. (*Brain Architecture*, n.d.). Considering the information, it was identified from the participants' discussion that genetics and greater social impact also contribute to girls' greater patience and self-control, as they are quieter and more patient. Research found that preschool-aged children's self-regulation performance does not vary by gender. Findings also showed that gender is not the only factor influencing children's ability to self-regulate (Turgut & Sop, 2023). And considering the facts, the following facts also inspire girls and boys to be self-regulatory in some cases. Participants suggested that children learn best through observation and family influence. Parents' actions and family interactions influence children's behaviour. Girls, for example, exhibit self-control and self-reliance due to their mothers' support and guidance. This suggests that family influence plays a significant role in children's development.

Additionally, a participant at a daycare noted variations in self-regulation between boys and girls, with girls having more self-centeredness and boys having more understanding. Sometimes, boys exhibit greater self-control in group work and are sensitive to family care, often leaving chairs of girls' choice in daycare centers. Most of the participants highlighted that children want to be treated and want to help others in the same way that they have been treated by their family.

Themes 1.5: Promoting self-regulation in children at different ages

In this study, PV1 daycare offers services for all types of children. They admit children at advanced play, ECD, and basic play levels, based on age and developmental condition, and provide group therapy and brain-boosting services. It was identified from a study that looking at self-regulation in children—including children with disabilities, kids who are at-risk, and kids who are developing normally—found that these skills have a big impact on how much they participate in school. (Coelho et al., 2019). In the PV1 daycare centre, all types of children participated in learning that supported the research findings.

The levels of involvement and self-regulation are lower in children with developmental delays and impairments. A study underlined how important it is to support self-regulation in preschool settings in order to enhance child development and engagement. It recommends identifying children who are low-functioning early on and putting in place an organised model for evaluation and intervention techniques (Coelho et al., 2019). Two government daycare participants said that they did not have any students with special needs, but one or a small number of them did have some behavioural and developmental problems, such as pushing, socialisation difficulties, speech delays, and a lack of response to questions. The children's problems have improved since they were admitted to the daycare facility that supported the research (Coelho et al., 2019).

A female participant discussed promoting self-regulation in children of different ages through communication and play. Carers should increase contact with children through activities and

games to encourage them. Elder children may occasionally assist younger children, creating a natural bond between them. By allowing older children to play and eat and allowing them to have their own space, a bond is formed between the children. This approach helps children develop self-control and encourages them to engage in activities that foster self-regulation. In this instance, the participants applied strategies such as support, encouragement, and modelling the appropriate behaviour with the help of elder children, which reflects one study that said to teach children about self-regulate, it can be helpful to have meta-cognitive conversations and use Martinez-Pons' strategies: support, encouragement, verbal rewards, and modelling. (Day & Smith, 2013).

In government daycare, participants understand that children have different abilities and needs based on their age. For instance, children aged 2–3 years are less interested in learning, while those aged 2–3 years are more interested in imitating adults. Participants also identify children's emotional and physical strengths based on their age. For instance, 3-year-olds have more emotional feelings and are more comfortable working with them. Participants also emphasise the importance of children's words and encourage them to engage in activities they find enjoyable. A study showed that to develop self-regulation in children's meta-cognitive conversations and use Martinez-Pons' strategies, which are helpful for children (Day & Smith, 2013), participants use support that involves offering suggestions and providing feedback. However, the study pointed to encouragement that involves engaging in internal conversation to assess one's own performance, which is not found in the participant's discussion.

Theme 2: Opportunities of practicing self-regulation in the daycare

Children in daycare exhibit common behaviours such as sharing, playing together, hitting, and noticing others' work. Some children prefer to play alone or in groups, while others prefer to play alone or in groups. Older children at daycare tend to be kind to newcomers. Children also develop friendships, deal with interpersonal conflicts, and find solutions to problems. Most of

the participants have observed that children may push each other to do things, but when they return home, they may not remember the fight. Overall, children's interactions at daycare can vary greatly. Participants observe children's behaviours and direct them positively by calming them down and then talking to them when the situation is difficult, like when children are screaming. A few participants also think that if they ask children about their negative behaviour right after the incident, it will make them more aggressive. So, the best way to give children time to be calm. Then talk to them about the situation and try to find a solution from children about the issues. Research showed that participants and adults play an important role in helping children regulate their behaviours by identifying stress signs, determining what causes them, working to reduce them, reflecting on them, and teaching them how to manage and alleviate stressors, ultimately restoring their bodies to a state of calm (Braund & Timmons, 2021), which supported the participant 's statement. Another study explained that language helps children develop self-regulation abilities so they can stop negative behaviour and satisfy their own needs. (Claussen et al., 2021). And in this case, a few participants supported children to talk about their feelings and thus create an opportunity for learning where children could evaluate themselves and make decisions about their own behaviour. Most of the participants believed that children enjoy playing games, listening to stories, and rhyming. They interact with children and take on roles throughout the story, helping them develop patience, acceptable behaviour, and calmness under pressure. Participants encourage children to listen to stories, hold lines, and express characters through sounds. So, Montroy et al.'s (2016) study emphasised the importance of spontaneous conversation and engaging activities in preschool settings. The study also proposes that the participation framework is efficient for assessing children's self-regulation in an educational environment (Montroy et al., 2016). So, in this case, the participant encouraged children to participate in an activity by engaging them. Very few participants share that children are allowed to see mobiles or that participants give treats like chocolate and

balloons when they get adamant and into fights. The chocolate, balloons, and screen time that are given to children by participants could have been referred to as reinforcers that should be given only after positive behaviour. Also, the reinforcer can be effective when the desired behaviour is fulfilled, which is beneficial for strengthening the behaviour found in the Sari & Indianti (2019) study. However, considering the facts here, children did not show positive action. Children's tantrums or hyper behaviour might have been controlled for temporarily but in the long run, it will not produce effective self-control behaviour in children. A study found that, when preschoolers struggle with self-regulation, it can be challenging for them to focus, follow directions, form and maintain positive relationships with participants and classmates, and participate effectively in both small and large group activities (Turgut & Sop, 2023). In this study, participants recommend teaching children to remember multiple directions, make simple plans, and minimise anger, frustration, and sadness to focus on work.

Participants recommended giving simple directions and demonstrating them, such as keeping a ball in a basket. They also suggested gradually adding smaller instructions to help children remember. Most participants suggested avoiding giving many instructions at once to help children maintain focus and attention. Showing demonstration and giving instruction to children can be explained through the Vygotsky scaffolding idea, as one study showed that co-regulation is a social regulation and scaffolding technique where participants take on the role of "more capable" people to assist students in developing their self-regulation abilities (Braund & Timmons, 2021). Here, participants did not do the work directly and they helped children through verbal interaction. The (Braund & Timmons, 2021) study supports this male participant statement, who shared his experience with colour activities that help children identify their primary colours and improve hand-eye coordination. These activities also help children focus according to simple instructions. So, in one activity, there are various aspects of developing elements that aid in regulating attention and thought management in children.

Participants also make instructional games easier for young children by pointing from small to large points in different places. In planning, most participants assist or create plans on behalf of children, often involving supporting staff. Children often want the same activity to be done, but participants can either distract them or allow them to choose their own activity. So, in most daycares, children learn through action that helps them do work by interacting with others and exchanging their needs. This also supports Vygotsky's scaffolding idea. (Braund & Timmons, 2021)

A participant explained that during group play, children don't make plans or choose a team leader. Participants plan activities or act as leaders, sometimes from different age groups. If Vygotsky's theory is considered in this case, which says that if any tasks are so challenging that children are unable to do them, then adults should offer direct solutions (Smith, J., 2006), But, in the group play, the participant directly makes decisions for the children, which could be done by the children or by the participant's indirect guidance so that the children make their own group. Also, the Vygotsky view is that independent thinking is the ultimate goal of teaching and in this way, children solve their problems independently (Smith, J., 2006), which is not relevant the mentioned case.

Most participants agree that when children are sad or upset, they should be encouraged or helped. Participants help children by diverting to their strengths and offering rewards for their upsets. Here, participants use rewards and encourage children by praising their strengths. It was found in a study that preschool participants who provide regular emotional support to their students have been shown to enhance their social skills and academic performance (Montenegro et al., 2019). Also, when it comes to ECE and the social and emotional growth of children, the study found that emotionally and behaviourally supportive classroom experiences are vital (Broekhuizen et al., 2017). So, the participants' strategies for creating a supportive environment are evident. Respecting children's opinions and helping them when they get angry

or frustrated is also important. Participants believe that providing food, toys, or TV in case of distress is a way to keep children calm without forcing them. In this situation, instead of forcing children to be offered material things, the frustration or distress of children is not properly managed. A study showed that traditionally, carers assist infants in regulating their emotions and distress through techniques like soothing or distraction. The ability to reduce emotional distress develops rapidly in the toddler and preschool years. This ability can be improved through effortful control and this control is regulated by including different tasks, which is not evident in what participants shared.

The quality of the carer-child relationship is a crucial factor for children's well-being and development, and countries with high and low incomes, like Bangladesh, recognise this (Helmerhorst et al., 2023). In one daycare, it offers therapy and other activities to help children control their anger. Group therapy helps children learn to play with others through turn-taking, socialisation, and the understanding that toys cannot be taken away. Alternatives like sensory toys are provided to help children avoid hitting others and taking food from anyone. Apart from the different techniques such as therapy like occupational therapy, hydrotherapy is indicated as a quality care for the children in daycare that helps children develop emotional and behavioural skills in the early years. It was noticed that among the four daycare centres, two private daycare centres have different activities and opportunities based on children's developmental domains that help develop their self-regulation. In this instance, the budget, participants' experiences, alternative ways to arrange different play materials and training are crucial for the private daycare centres. Worldwide research shows that children's cognitive and social-emotional development are significantly influenced by the quality of their daycare (Helmerhorst et al., 2023). A study found that high-quality care protects children from undesirable conduct and helps them develop emotional and behavioural skills like self-control, peer relationships, and conflict resolution in their early school years. On the other hand, poor child care increases

behavioural issues in mid-elementary schools. (Votruba-Drzal et al., 2010). So, one private daycare service indicated the quality of care that the study statement shared.

Sub Theme 2.1: Parents involvement in learning self-regulation

Self-regulation facilitates the development of close relationships with peers, instructors, and parents. (Ayu Widiastuti, 2017) So, the private daycare participant emphasised the importance of parents in helping children develop self-control and understand their needs. They believe parents' involvement in daycare learning is crucial to preventing confusion and ensuring children learn to control themselves. Broekhuizen et al. (2017) shared that the development of self-control depends on the ecological approach and setting. The Bronfenbrenner ecology approach shows that the immediate relationships of the child have a direct impact on their development. The daycare centre is one of those immediate elements that have a great impact on children after their parents. And for this, the private daycare centres (1) and (2) both have effective communication with parents that influences children's self-regulation. In one private daycare centre, they have parents' meetings and training that help parents create a balance between daycare and home for their children's learning. A participant suggested parents should control their behaviour to ensure their children's well-being. They emphasised the need for self-control and affection when teaching children.

A study recognised that while severe and punitive parenting styles decrease the use of independent self-regulation, positive parent-child interactions and loving parenting styles foster self-regulation (Rademacher et al., 2022). Furthermore, child care alone did not predict certain developmental outcomes.

Parenting styles that are consistent, well-organised home surroundings, and healthy parent-child connections all have an impact on self-regulation skills ('Organisation for Economic Co-Operation and Development, OECD.', 2020). Private Creche (1) employs various methods of parental involvement, including monthly meetings, emergency training, and home management. Participants conduct these meetings to ensure that children remember their activities. Home visits are conducted for all children,

parents engage with children, and activity lists help participants understand the child's home environment and find ways to improve children's cognition. A daily top sheet provides parents with daily updates on the child's activities and eating habits. In private daycare, participants think parents actively participate in daycare learning, communicating with participants via online platforms like WhatsApp. Parents can also learn about their children's developmental status and expectations for the next three months by sharing reports, as PV1 participants shared. A male participant shared that there is a report detailing a three-month-old's improvement in children's development status and the percentage of improvement that they shared with parents. An evaluation form is provided, and a report is prepared for parents to share.

In Bangladesh, there are government daycare facilities along with private daycare centres. Government daycares invite parents to quarterly meetings, where participants primarily communicate with them directly if a child needs assistance. However, the participant said there is limited communication for 3-5-year-old children. Compared to the other two private daycares, government daycare has limited parental involvement in this case. As one study shared, there are several challenges found in terms of low quality, accessibility, and affordability, as well as a lack of awareness about daycare centres and other issues (Jahan Tahseen, 2023). So, parental involvement is not evident in daycare centres, which could be one of the other issues. Besides, participants meet with parents daily when parents come with children and inform them if anything is needed. Monthly meetings focus on educating children and discussing how parents can help. Government daycare participants think daycare learning can be sustainable and enhance children's self-regulation if it is developed over six years in another environment, promoting better self-control as they grow older. Because one participant thinks the participant's duty is to educate children, while the rest is their personal matter. But, considering the ecology approach, it's important to interact with parents for children's development, as found in the Smith, J. (2006) study, and another study showed that those fundamental behaviours can be measured by children's discipline habits at home (Sari & Indianti, 2019), so it's indicated that children's needs should be identified through interaction with their immediate carers.

Theme 3: Practice in the daycare centers

Promoting self-regulation in early care settings through emphasizing on some aspects such as at daycare centre plays a vital role in children's early lives.

Sub Theme 3.1: Environment and Curriculum in the daycare centres

According to Montenegro et al. (2016), who examined the pedagogical factors that influence the development of self-control in preschool children, directive interaction between participants and students, on the other hand, resulted in less independent and spontaneous discovery, and limited cooperative learning resulted in conflict, which undermines children's ability to regulate themselves (Montroy et al., 2016).

In this study, the participants also explained how the directive interaction system developed. Valuing children's choices is crucial for engaging them in daycare learning. They emphasised the importance of building relationships with children and allowing them to gradually participate in the learning process. Some participants believe that children learn from adults, as they will exhibit similar behaviour at home and interact with others. This approach helps children connect with the environment and learn from their direct experiences. Participants can be a significant role model for children's daily behaviour because participants may spend more time with the children than their parents. (Sari & Indianti, 2019). In this study, participants believed that children imitate carers' behaviour and may learn from their aggressive or family-related issues. If a carer has anxiety or anger, it should be controlled, and then they should start working with children. If children see the carer's behaviour, fear may develop. Participants should give themselves time while someone else takes responsibility for the children. Also, participants emphasised the importance of other carers and participants in ensuring children's safety and learning. Children learn from their parents' actions and consider their actions ideal.

Participants believe that children who feel safe and loved by their participants are more likely to listen to them and share their things with them.

According to Turgut & Sop, when it comes to helping children learn to control their impulses, the need for effective educational strategies and curriculum is crucial. In addition, the United States of America and other countries promote self-regulation via curricular or curriculum extension strategies. Researchers conducted a study to determine how different educational approaches foster self-regulation in preschool institutions, including Montessori, private, and state schools. In this study, curriculum and teaching methods are different in government and private daycare centres. Both types of daycare centres have the same main goal: to prepare children for school. Private daycare centres have their own unique methods, modifying them based on children's needs. In a private daycare centre (2), they have three levels of admission for children and Montessori is one of them. The other private daycare (1) has different activities but in its curriculum, it's not solely promoting self-awareness and social problem-solving abilities.

Government daycares follow a common curriculum structure known as "PP," which focuses on reading, writing, and mathematics. Different books, such as colour, animals, stories, rhymes, and drawings, are provided to children to enhance their learning experience. But the government curriculum also does not focus on self-disciplined activities. Another study shared that preschool participants recognise the value of discipline since they frequently prioritise the interests and creativity of children before planned activities. The study also emphasised spontaneous discussion and everyday activities to support children's learning for effective self-discipline (Montenegro et al., 2019). In this instance, private daycare (1) has different activities with developed materials adapted to children's needs. In private daycare (2), compared to government and PV (1), they have numerous activities, therapy, and learning facilities, as the daycare has both typical and special children. So, this centre prioritises the interests and

creativity of children who value self-regulation through their activities. In government daycare, most of the participants prioritise the children's interests and don't force them to do anything; however, creativity is not prompted that much before planned activities.

Sub Theme 3.2: Teacher -child interaction system

According to Broekhuizen et al. (2017), children's sense of safety and ability to control their behaviour are enhanced by participants who are insightful, welcoming, and foster a positive learning environment in the classroom. In this study, participants emphasised the importance of understanding a child's favourite things and connecting with them through appreciation. They believe that appreciation builds relationships with children, as it stimulates their interest and improves over time. Daycare participants often allow children to do whatever they want, allowing them to learn and grow and that reflects the research statement that welcoming and fostering a positive environment for children. Participants suggest demonstrating appropriate behaviour to children to help them learn. They suggest that by showing another child's act, like throwing packets of chips or chocolates in a basket, it will help another child learn the appropriate behaviour. This is also found in the Montenegro et al. study: early childhood participants have a profound impact on the behaviour and growth of their students by modelling appropriate behaviour that supports the participant's suggestion. (Montenegro et al., 2019).

Childcare quality and daily interactions significantly impact children's development (Shonkoff et al., 2000). Most participants from the private daycare centre suggest encouraging children when they make mistakes with appreciation, using simple words and compliments. They also emphasise that children should never be wrong and use the word as little as possible. Participants also emphasised providing a comfort zone for young children and avoiding forcing them into actions. These strategies aim to help children develop positive behaviour and learn from their mistakes. A study finding revealed that participants use a variety of strategies to help students regulate themselves, including providing instructions for their behaviour, providing a

solution verbally, and encouraging discussion of emotions that support the participants' statement (Braund & Timmons, 2021). Also, the interaction system that participants indicated is insightful, as pointed out in the Broekhuizen et al. (2017) study.

Theme 3.3: Participant 's training

The training course has an impact on kindergarten participants and students. Training programmes ought to combine cognitive learning strategies for the development of cognitive skills, emphasise the long-term advantages of self-regulation training for preschool participants and kindergarten students, and include practical applications. (Perels et al., 2009). In this study, it was found that participants have received child management training to support young children's learning. This training helps carers control their behaviour and emotions, allowing them to manage different types of children. Mental relaxation techniques like yoga and meditation are also included in the curriculum to help children manage their health and other aspects. This training helps carers understand and address children's concerns. However, it's not specifically focused on cognitive learning strategies but on managing children and their different developmental issues.

In private daycare (2), participants received training in various aspects such as daycare management, behaviour management, child development, governance management, self-management, gender, communication, and leadership. Both male and female participants found that daycare management training is crucial for fostering self-regulation in children. Behaviour management training helped participants understand how to calm children down through sensory activities and communication. Additionally, participants emphasised the importance of setting children's brains by talking to them first and focusing on their needs. That's not specifically, however; it mostly reflects the cognitive learning strategies through their activities.

In government care, however, most government daycare participants have not received such training for a long time. One participant mentioned they received training before the pandemic on child development that covered the physical and mental aspects of a child's situation from the womb to 6 years old. This knowledge helps participants better understand children's needs. A participant also reported receiving purification training to maintain language purity and teach the moral behaviour of children. So, the training is an important tool that was mentioned in the Perels et al. (2009) study and in this government daycare centre, it was not found that much.

Theme: 4 Challenges

In a government daycare centre, participants faced challenges in promoting self-regulation in children aged 3 to 5 due to insufficient toy materials and storybooks. They also faced issues dealing with children, balancing their developmental levels, and a lack of training. Participants found that children preferred to be connected via TV or other media, but the material was not enough, and children became bored by reading the same story books. They needed to adapt their teaching methods to meet the needs of their students. In a study, it was identified that the lack of novelty in preschool content makes preschoolers less interested than children who are not in preschool (Aboud, 2006). So, the participants from this study identified children who become bored seeing the same toys and materials and they emphasised having more toys for children's learning.

A study found that the preschool programme's structure was insufficient and that the children underperformed in specific areas, such as activities. The primary cause was found to be adults' failure to provide engaging materials, sufficient scaffolding, and action support for personal growth. (Aboud, 2006). In this daycare learning, parents give toys to their children when they come to daycare, later taking them back home. Participants also shared that they do not make any toy materials. They engage children through TV and other media. Participants shared that they reported to the higher authorities about the materials and books and the higher authorities

tried to address these. So, the findings of this study reflect two issues identified by About (2006): engaging materials and proper scaffolding techniques are needed.

A study found that in two types of daycare centres, they initiated their own training facilities for carers, and the training showed positive results other than the structure and other things. (Helmerhorst et al., 2023). In this study, it was identified from a private daycare centre (1) that a male participant faced difficulties when working with children, particularly those with physical disabilities and this is a little different in terms of the training facilities that were found (Helmerhorst et al., 2023). Because, in a private daycare, they had training facilities that were arranged regularly, and he learned about these issues through training, which also included body rubbings and sensory stimulation. Another participant from PV2 stated that children's storybooks were altered due to their age and that nannies should be aware when using words. They were advised to seek separate training to improve the nanny's child-management skills. In a private daycare centre, a female participant discovered that spending quality time with children aids in the development of rapport. She discovered that children who exhibited certain characteristics, such as refusing to sit without reinforcement, required time and love to develop relationships. According to the study, the quality of the carer-child relationship is a crucial factor for children's well-being and development, and countries with high and low incomes, like Bangladesh, recognise this, which supports the findings of this study.

Furthermore, participants also faced challenges with CCTV monitoring, but the daycare in charge addressed them. Parents were kept informed about their child's safety, but some parents were overly concerned about their child's crying, which was addressed by the daycare in charge.

Conclusion

This study focuses on carers' perceptions of the impact of daycare learning on children's self-regulation. In this sense, this study emphasised the understanding of carers about self-

regulation, parents' involvement in the daycare learning process and carer's challenges that they face in aspects of daycare learning. The carers have a general understanding of self-regulation, the way children learn it and the opportunities they have in daycare learning. The most important aspect of learning self-regulation in the daycare through the participant's view is that children learn without being imposed. Parallel to other techniques, rapport built up through love and affection and given children's importance also shed light on motivate children to involve and participate in learning. Also, early learning has an impact on later life that reflects the personal and professional experience of caregivers. The opportunities for self-regulation learning in daycare are not equal according to children's needs but identification of the need without in-depth knowledge about the particular skills reflects the practical knowledge of participants working with children. The purpose of the research has been achieved because the other numerous studies related to this study support its findings and add valuable dimensions to this area. A study found that participants play a key role in helping students acquire self-control through activities (Broekhuizen et al., 2017). In this study, the participant's positive understanding of giving children words of importance, appreciating their work, providing alternative options, all strategies create a supportive environment that assist children learning self-regulation. In order to enhance learning self-regulation, it is crucial to increase the availability of resources and cost-effective materials, expand the curriculum by recognising aspects of child development, and involve children in a variety of activities. With various techniques and opportunities for dealing with children at this early age, the one thing that I learned from this study is that the need for special children comes very early and then children show different behaviours and signs that are managed by different techniques. Also, dealing with children is a team effort that shared by the participant and that reflects the Bronfenbrenner ecology system. It is most important for policymakers to encourage the development of self-regulation skills by improving the curriculum in daycare centres.

Recommendations

Some recommendations are necessary in light of the study's findings. The aim of the research was to determine whether daycare learning fosters self-regulation in children by looking at the participants' perceptions of this, the parents' engagement in the programme, and the challenges that the participants encounter in implementing it. In certain areas, such as the general understanding of children learning self-regulation in the daycare centers, the gender differences in children's development of self-regulation, and the significance of participant -student interaction, the anticipated outcomes have been attained. However, it is advised that certain educational environments need to be improved in order to help children develop self-regulation in some areas. First and foremost, it is critical that Caregiver should use appropriate reinforcement, verbal explanation, and reading behavioural management storybooks to children for handling behavioural issues in the daycare centres. In order to teach children how to interact in cooperative activities, the right scaffolding method for learning should then be used, one that encourages independence and increases group activities. Furthermore, increasing parental involvement in government daycare learning would help to increase children's self-regulation in a systematic way, such as by putting children in the same routine that they learn at a child care centre. Aside from academic learning, participants should share their knowledge of how to help children develop self-regulation skills with parents. For this, the communication system should be improved, such as the ability to connect with parents via an online platform for example, WhatsApp. In addition, the development of self-regulation skills and abilities is needed in all daycare centers for all types of children by aiding the inclusion of necessary skills and abilities in the curriculum. Aside from that, more training on child development facts with scientific explanations, as well as self-regulation training, should be arranged on a regular basis to manage the new challenge. The materials should be created in collaboration with other

organisations or specialists who are knowledgeable about children's specific skills, and participants can expand their knowledge of handmade toy materials through training.

So, more research is required because the study only examined the elements, processes, and opportunities of creche learning if it is aided in developing self-regulation solely through the participant's perspective. Parents' perspectives and direct assessments of children's abilities are required to gain a better understanding of this study. Finally, policymakers should align the child development learning aspects across all early learning settings to ensure that children learn equally.

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Appendix A

Participants Demographic Form (IDI)

Date:	Education:
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Duration:	Profession:
Participant Code:	Caregiver's work of experience:
Age:	Type of Institution: Public/ Private
Sex:	Location:
Number of children in the Daycare:	Number of Special Needs Children in the Daycare
General and ethical Instructions	
<ul style="list-style-type: none"> • Introduce with the topic and IDI and its purpose • Explain the Confidentiality • Share that notes and recording will be taken to understand the topic appropriately • Ensure that participation is voluntary; s/he can withdraw at any time or decide not to answer a question • Listen to participants actively with respect and explain the question patiently • End of the interview and thanks the participants for his/her time 	

Appendix B

IDI Guideline (English)

IDI Guideline
1. What do you understand by children's self-regulation? Which characteristics of children's behaviors are called self-regulation?

Note: If the participant is unaware about self-regulation, the definition will be given.

Self-regulation is the ability to control's one's thoughts, feelings, attention and behaviors.

2. How can children learn self-regulation?
3. How does daycare learning promote self-regulation in children? What kinds of activities does this daycare center have that promote self-regulation in children?
4. Does teaching children self-regulation at a young age help them later in life? Could you explain the positive and negative aspects of developing self-regulation in children at an early age?
5. Do girls have a better developed sense of self-regulation than boys? Could you share your experience and thought in this regard?
6. Is the caregiver's role in daycare learning crucial for early-year children to develop their self-regulation?
 - If yes, how?
 - If no, why?
7. Do you observe how children behave when they play and work with other children? Could you share how caregivers' help children to exhibit appropriate behavior, the ability to calm down in difficult situations, and patience?
8. How does this self-regulation learning in daycare help children to remember multiple directions, make a simple plan, and focus on tasks without distraction by minimizing anger, frustration, sadness, or distress?
9. Is there any curriculum developed for this daycare learning?
10. Does this daycare train carers to assist early-year children's? Could you share with me which parts of that training help you to promote self-regulation in children?

11. How does this daycare focus on the different developmental levels of children in order to foster their self-regulation?
12. Does parents' involvement in the learning of children's self-regulation help to grow it? If yes/no, how have you come to this conclusion?
13. What are the challenges you face in daycare when practicing self-regulation with children aged 3 to 5, considering their varying developmental stages? How would you address these issues?

Appendix C

IDI Guideline (Bangla)

১. আত্ম-নিয়ন্ত্রণ বলতে আপনি কি বোঝেন? আপনি কি বলতে পারেন কোন আচরণগুলোকে আত্ম-নিয়ন্ত্রণক হিসেবে চিহ্নিত করা যায়?
দ্রষ্টব্যঃ অংশগ্রহণকারীরা যদি আত্ম-নিয়ন্ত্রণ সম্পর্কে অবগত না হন, তবে সংজ্ঞাটি দেওয়া হবে। আত্ম-নিয়ন্ত্রণ হল একজনের চিন্তাভাবনা, অনুভূতি, মনোযোগ এবং আচরণ নিয়ন্ত্রণ করার ক্ষমতা।
২. শিশুরা কিভাবে আত্ম-নিয়ন্ত্রণের বিষয়গুলো শিখতে পারে?
৩. শিশু দিব্যত্ন কেন্দ্র কিভাবে শিশুদের আত্ম-নিয়ন্ত্রণকে উৎসাহিত করতে পারে? এই দিব্যত্ন কেন্দ্রে কী ধরনের কার্যক্রম রয়েছে যা শিশুদের মধ্যে আত্ম-নিয়ন্ত্রণকে উৎসাহিত করে?

৪. প্রাথমিক পর্যায়ে শিশুদের আত্মনিয়ন্ত্রণ এর শিক্ষা কি পরবর্তী জীবনে তাদের সাহায্য করে? শিশুর প্রারম্ভিক পর্যায়ে আত্ম-নিয়ন্ত্রণ বিকাশের ইতিবাচক ও নেতিবাচক দিকগুলি কি কি হতে পারে?
৫. আপনি কি বিশ্বাস করেন যে ছেলেদের তুলনায় মেয়েদের আত্ম-নিয়ন্ত্রণের বোধ আরও ভালভাবে বিকশিত হয়? এই বিষয়ে আপনার অভিজ্ঞতা এবং মতামত কি জানাবেন?
৬. আপনি কি মনে করেন যে, প্রাথমিক পর্যায়ে শিশুদের আত্ম-নিয়ন্ত্রণের বিকাশের জন্য দিবাযত্নের শিখন প্রক্রিয়ায় পরিচর্যাকারীদের ভূমিকা অত্যন্ত গুরুত্বপূর্ণ?
 - যদি হ্যাঁ হয়, কিভাবে?
 - যদি না হয়, কেন?
৭. শিশুরা যখন অন্য শিশুদের সঙ্গে খেলে এবং তাদের সঙ্গে কাজ করে, তখন তারা কেমন আচরণ করে? দিবাযত্নের পরিচর্যাকারীরা কীভাবে শিশুদের উপযুক্ত আচরণ, কঠিন পরিস্থিতিতে শান্ত হওয়ার ক্ষমতা এবং ধৈর্য প্রদর্শন করতে সাহায্য করে?
৮. কীভাবে এই শিশু দিবাযত্নের শিখন শিশুদের একাধিক নির্দেশনা মনে রাখতে, একটি সহজ পরিকল্পনা তৈরি করতে এবং রাগ, হতাশা, দুঃখ হ্রাস করে বিভ্রান্তি ছাড়াই কাজগুলিতে মনোনিবেশ করতে সহায়তা করে?
৯. দিবাযত্নের শিখন প্রক্রিয়ার জন্য কি কোনও পাঠ্যক্রম তৈরি করা হয়েছে?
১০. এই দিবাযত্ন কেন্দ্র শিশুদের শিখন প্রক্রিয়া বিষয়ে কি পরিচর্যাকারীদের প্রশিক্ষণ দেওয়া হয়? প্রশিক্ষণের কোন বিষয়টি আপনাকে শিশুদেরকে আত্ম-নিয়ন্ত্রণ এর বিষয়গুলো শেখাতে সাহায্য করে?
১১. কিভাবে এই শিশুদিবাযত্ন কেন্দ্র বিভিন্ন বয়সের শিশুদের চাহিদা অনুযায়ী শিশুদের স্ব-নিয়ন্ত্রণকে উৎসাহিত করে?

১২. শিশুদিবায়ত্ন কেন্দ্রে শিশুদের শিখন প্রক্রিয়ায় পিতামাতার যুক্ত হওয়া কি তাদের স্ব-নিয়ন্ত্রণ বাড়াতে সাহায্য করে? যদি হ্যাঁ/না হয়, তাহলে আপনি কীভাবে এই সিদ্ধান্তে এলেন?

১৩. ৩ থেকে ৫ বছরের শিশুদের বিভিন্ন বিকাশের পর্যায় বিবেচনা করে তাদের শিখন প্রক্রিয়ায় আপনি কী ধরনের চ্যালেঞ্জের মুখোমুখি হচ্ছেন যা শিশুদের স্ব-নিয়ন্ত্রণকে প্রভাবিত করতে পারে? আপনি কীভাবে এই সমস্যাগুলি সমাধান করবেন?

Appendix D

Focus Group Discussion (English)

Serial	Name	Age	Profession	Educational Qualification Class 5/5 to SSC/HSC/Hons/MS/other	Caregiver's work of experience	Type of Institution	Number of children in the Daycare:	Number of Special Needs Children in the Daycare
1.								
2.								
3.								
4.								
5.								
6.								

1. Could you share your idea about self-regulation in children?
2. How does teaching children self-regulation at a young age helps them later in life?

3. What are the opportunities of practicing self-regulation in daycare settings that help children focus on work, remember multiple directions without distractions, do appropriate behavior and participate in cooperative play patiently with other children?
4. What strategies do you use in learning self-regulation in this daycare to help children learn how to control their behavior when they don't want to share, work together, or behave properly?
5. Does parental involvement in children's learning self-regulating help foster children's self-regulation?
 - If yes, how?
 - If not, why?
6. Does this daycare train carers to assist early-year Childrens'? Could you share with me which parts of that training help you to promote self-regulation in children?
7. What kinds of challenges do you face in this daycare when practicing self-regulation with the children? And how would you address these issues?

Appendix E

Focus Group Discussion (Bangla)

- ১। আত্ম-নিয়ন্ত্রণ সম্পর্কে আপনার ধারণা কি?
- ২। প্রাথমিক পর্যায়ে শিশুদের আত্মনিয়ন্ত্রণ এর শিক্ষা কি পরবর্তী জীবনে তাদের সাহায্য করে?
- ৩। শিশুদের বিভিন্ন কাজে মনযোগের ক্ষেত্রে, একাধিক নির্দেশনা মেনে চলতে, যথাযথ আচরণ করতে এবং অন্যান্য শিশুদের সাথে ধৈর্য সহকারে সহযোগিতামূলক খেলায় অংশগ্রহণ- এই আত্ম-নিয়ন্ত্রণমূলক আচরণগুলো অনুশীলন করার ক্ষেত্রে শিশুদিবায়ত্নের শিখন প্রক্রিয়ায় কি কি সুযোগ রয়েছে?
- ৪। শিশুরা যখন ভাগ করে নিতে, একসঙ্গে কাজ করতে বা সঠিকভাবে আচরণ করতে চায় না, -শিশুদের এই আচরণগুলো শেখাতে আপনি কোন কৌশলগুলি ব্যবহার করেন?

৫। শিশুদিবাযত্ন কেন্দ্রে শিশুদের শিখন প্রক্রিয়ায় পিতামাতার যুক্ত হওয়া কি তাদের স্ব-নিয়ন্ত্রণ বাড়াতে সাহায্য করে?

-যদি হ্যাঁ হয়, কিভাবে?

-যদি না হয়, কেন?

৬। এই দিবাযত্ন কেন্দ্র শিশুদের শিখন প্রক্রিয়া বিষয়ে কি পরিচর্যাকারীদের প্রশিক্ষণ দেওয়া হয়? প্রশিক্ষণের কোন বিষয়টি আপনাকে শিশুদেরকে আত্ন-নিয়ন্ত্রণ এর বিষয়গুলো শেখাতে সাহায্য করে?

৭। শিশুদের সঙ্গে স্ব-নিয়ন্ত্রণ অনুশীলন করার সময় এই ডে-কেয়ারে আপনি কী ধরনের চ্যালেঞ্জের মুখোমুখি হন? আর এই সমস্যাগুলো কিভাবে সমাধান করবেন??

Appendix F

Consent Form

Master's Programme in Early Childhood Development at BRAC University

We kindly request your cooperation in this research attempt, whose aim is to understand the perceptions of daycare carers' regarding the 3 to 5-year-old children's learning self-regulation as well as the difficulties they encounter at their place of work while practicing it. The study will also involve the gathering of knowledge regarding the incorporation of parental involvement in daycare for children learning self-regulation. In order to carry out the study, we need to collect data on daycare carers through interviews and focus group discussions during the period of...

The study is a compulsory part of the master's program, and one of the supervisors is assigned from the Dept. of Early Childhood Development, who will ensure that students adhere to all the necessary rules. At the end of the course, the resulting thesis is assessed and graded by an examiner. For this study, we ask for your approval to collect data from your center. Participation is always voluntary. In order to collect data from the caregivers of your centers

for the study, we need your signed on the second page of this form. Even if you sign the form at this point, it is still possible for the caregivers who will participate in this study to withdraw their participation at any time without giving a reason why. Your personal information will be secured and not revealed to unauthorized parties throughout the duration of the student's studies. All recordings and other information will be securely stored. During the initial phase, all audio, video, and photographic data collected will be encoded, transcribed, and transformed into text. We will transcribe any photographs, videos, or audio recordings as text that will be gathered during the initial phase in order to eliminate any possibility of identifying your involvement.

The thesis outcome will be shared in a manner that prevents disclosure of the identity of the participant. The investigation follows to the protocols of research ethics and common law.

Your consent is really valuable for us to successfully conclude the study.

Kindly, contact us if you require any additional information.

Supervisor's name

Email:

Telephone:

The student's name:

Email:

Telephone:

Consent Form (Authority of Day Care Center)

My caregivers will be participated in the study and I will accept that the material is recorded and stored for use in the master's thesis.

Yes

No

The name of the informant, date and signature.....