

**Quality Daycare Centers for
Children's Development and Learning: A Perception Study of The Mothers**

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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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Brac University

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Declaration

It is hereby declared that

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

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Ethics Statement

Title of Thesis Topic: Quality Daycare Centers for Children's Development and

Learning: A Perception Study of The Mothers

Student name: Amrin Ahsan

1. Source of population
2. Does the study involve (yes or no)
 - a) Physical risk to the subjects (no)
 - b) Social risk (no)
 - c) Psychological risk to subjects (no)
 - d) discomfort to subjects (no)
 - e) Invasion of privacy (no)
3. Will subjects be clearly informed about (yes or no)
 - a) Nature and purpose of the study (yes)
 - b) Procedures to be followed (yes)
 - c) Physical risk (n/a)
 - d) Sensitive questions (yes)
 - e) Benefits to be derived (yes)
 - f) Right to refuse to participate or to withdraw from the study (yes)
 - g) Confidential handling of data (yes)
 - h) Compensation and/or treatment where there are risks or privacy is involved (yes)
4. Will Signed verbal consent for be required (yes or no)
 - a) from study participants (yes)
 - b) from parents or guardian (n/a)
 - c) Will precautions be taken to protect anonymity of subjects? (yes)
5. Check documents being submitted herewith to Committee:
 - a) Proposal (yes)
 - b) Consent Form (yes)
 - c) Questionnaire or interview schedule (yes)

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Abstract

This qualitative study was conducted in Dhaka, Chattogram and Cox's Bazar to explore the similarities and differences in the perception of mothers (who work outside and inside their home) about the importance of quality daycare centers for children's development and learning. In-depth Interview (IDI) and Focus Group discussion (FGD) has been used to find out what mothers are considering for quality daycare centers, whether they are showing interest in sending their children to daycare centers for their children's development and learning or not and what they are thinking about it. This study will help to find out the reasons why some mothers are choosing daycare centers for their children and some mothers are against it.

This study shows that most of the working inside mothers and working outside mothers have basic understanding about the quality daycare centers and its importance for children's development and learning. However, mothers who work outside home are against sending their children to daycare centers but mothers who work outside home are not. Therefore, this study can be an eyeopener for everyone.

Keywords: Quality daycare centers, children's development and learning, Mothers perceptions

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Chapter I: Introduction & Background

Introduction:

Early childhood is the most important and crucial years of a child's life when a child's brain is most flexible and 80% of brain development happens within three years (UNICEF, n.d.). During this period, children need support, proper care and age-appropriate activities to make them ready for their formal education. Children can receive this care from a parental way where parents take all the responsibilities or a non-parental way where relatives, non-relative hired persons, family-run day-care homes and center-based cares provide support (Zhang et al., 2020). Nowadays, demand for non-parental child care is increasing. According to Bangladesh Labor Force survey 2013, 1.68 crore women over the age of 15 are engaged in different professions (Parvez, 2017) and 90 percent of the workers in RMG are women (Islam & Khan, 2015). Women's labor participation and migration flows from the rural to urban areas in search of better employment opportunities are causing the fast-growing demand for formal child care in Bangladesh (Parvez, 2017). Again, both parents are joining the workforce and the numbers of nuclear families are increasing (Parvez, 2017). So, there is no one left in the family for children to provide proper support and care. It creates a challenging situation for working parents to continue their jobs, especially for mothers. In this situation, a daycare center plays an important role as an institutional setting to ensure early childhood care, learning and development. However, absence of professional and quality daycare services in the centers is creating a challenge not only for children in their development process but also for their parents' career development process.

Statement of the Problem:

According to a report of Daily Star 2019, there were only 63 low-cost government daycare centers and among those 35 were situated in Dhaka which are providing facilities for only 2800 children (Malik, 2019). Situation became a little better from that time and recently the Government has committed to allocate TK. 271.82 crore for a project which will offer 8,000 community-based childcare centers for the children at their early childhood education stage (Shaon, 2022). These centers will provide play-based learnings, psychosocial support and also swimming lessons.

However, the quality of the available daycare centers remains questionable. A recent report of Prothom Alo on daycare centers shows a miserable situation of the daycare centers with zero coronavirus protection, hygiene facilities, CCTV cameras, children development activities and with lots of mosquitoes (Hossain, 2022). Again, children need proper nutrition and food charts according to their age. However, in daycare centers different aged children are getting same meals (Hossain, 2022) and facing problems with severe malnutrition (Islam & Khan, 2015). There is also a shortage of staff and trained teachers and in some centers, staff are not getting paid timely (Hossain, 2022). Around two-thirds of the child caregivers did not receive any training, especially on Critical areas such as socio-emotional development, inclusion and special needs, guidance and discipline, physical activity and play, so caregivers have poor knowledge about quality daycare services (RAHMAN et al., 2022). Again, a mid-level daycare center charges between Tk 10,000 to Tk 15,000 for admission and a Tk 8,000 to Tk 10,000 monthly charge which is expensive for the middle-class families in Bangladesh (Hossain, 2022).

The Bangladesh Demographic and Health Survey found that drowning is responsible for 58% of deaths among children 12-59 months of age which can be minimized by providing daycare centers in the absence of the parents or caregiver (Shaon, 2022). However, if the parents do not feel comfortable to keep their children in daycare centers, they have to leave their job to give their children proper security. Some parents have negative perceptions on the quality of daycare and they think that these daycare centers use sedatives to make children sleep (Parvez, 2017). All these factors are making a barrier to women's increased participation in economic activities. Our RMG sectors totally depend on women and our country's GDP depends mostly on these RMG sectors (Islam & Khan, 2015). Because of the absence of quality daycare services, not only parents and children but also the government and the whole county will suffer.

Purpose of the Study:

The purpose of this study is to explore the similarities and differences in perception of working outside mothers and working inside mothers about quality daycare centers. This study will focus on finding what mothers are considering for quality daycare centers, whether they are showing interest in sending their children to daycare centers for their children's development and learning or not and what they are thinking about it. This study will help to find out the reasons why some mothers are choosing daycare centers for their children and some mothers are against it.

Significance of the Study:

Children are the foundation of our country. Families give their full attention to their children's wellbeing and always try their best to apply the best methods in their

children's development process. In the past, children used to develop their social, emotional, cognitive, language skills with the help of their family members. Children used to learn cultural and traditional values from their families. They used to have a play space for physical skill development activities. However, the numbers of nuclear families are increasing because of urbanization and migration. It is not always possible for them to provide the support for their children and so they look for a suitable caregiver or daycare centers to look after their children and provide their children the same care and support that parent received in their childhood. So now it is very important to know parents' understanding and perspective about quality daycare centers to improve the situation of the available daycare centers.

Again, daycare centers are not only for providing safety but also for providing support in children's learning and development. This study will help to know what the mothers are thinking on this topic, are they only considering proper security as a quality of a daycare center or they are expecting proper learning, education and development support from the daycare centers.

It is commonly experienced that working mothers are keeping their children in daycare centers and show concern about the quality of daycare centers. But it is also important to know what mothers who work inside home think about the quality of daycare centers. This study will help to explore whether the house making mothers are showing interest in daycare centers for children's learning and development or not. This study will be an eye opener for everyone by exploring the similarities and differences in the perspective of mothers regarding this issue.

Nowadays, not only parents but also the government understands the importance of early childhood education. They understand that a proper age-appropriate stimulation can bring academic success for the children. Eventually, it will help to increase the country's educational rate. In this journey, quality daycare centers play a very important role as a first institution. Parliament has passed Child Daycare Center Bill 2021 which mainly focuses on safety issues, health, nutrition, license, and registration ("Parliament Passes Child Daycare Center Bill 2021 in Bangladesh | Undefined," 2021), but giving a very little focus on quality of caregiver-children interaction (Helmerhorst et al., 2021). To revise the policies, it is important to explore parents' perspective and options on daycare centers. Again, according to Bangladesh Labor Law 2006 "if an organization has more than 40 workers, there must be a suitable room for children under six years. The rooms, according to the law, must be easily accessible to mothers." (*Bangladesh-Labor-Law 2006*, 2015) But if authorities or the government do not know about parents' understanding of quality daycare centers, they may not be able to take proper steps to fill the gaps. So, this study will be helpful for parents, families, researchers, policy makers and different organizations working with daycare centers.

Research Questions:

The research objective is to explore the similarities and differences in the perception of mothers (who work outside and inside their home) about the importance of quality daycare centers for children's development and learning. For this study to research questions have been developed which are given below -

1. What do mothers who work outside the home understand about the importance of quality daycare centers for children's development and learning?

2. What do mothers who work inside the home understand about the importance of quality daycare centers for children's development and learning?

Operational Definitions:

Mothers who work inside home: Mothers who work inside home means the stay-at-home mothers who do not have to go out for work, manage her household and stay home to look after her children (Duncan, 2021). In this study, mothers who work inside home can do their work from home, do not have to go out to earn, manage her household and stay home to look after her children.

Mothers who work outside home: Mothers who work outside home means the women who have gone outside to maintain an effective career and be financially independent with the added responsibility of raising a child (Poduval & Poduval, 2009). In this study, mothers who work outside home are working in the public and private sector for long hours.

Daycare Center: In Bangladeshi scenario, daycare center for children is a place where caregivers take care of the children in absence of their parents in exchange of money (Islam & Khan, 2015). However, there are some communities based and government daycare centers available for giving free services for low-income families. Usually, daycare centers provide services for children from infants to preschool age (Islam & Khan, 2015).

Importance: According to the Oxford dictionary (n.d.), importance refers to "the state or fact of being of great significance or value." In this study, the importance of

quality daycare centers refers to the value of the features, significance of sending their children to daycare centers for children's development and learning.

Chapter-II: Literature Review

Literature review has been conducted to find out the features and characteristics of quality daycare centers, importance of quality daycare centers for children's development and learning, impact of the poor-quality daycare centers and the scenario of daycare centers in Bangladesh. This literature review will help to explore the similarities and differences in the perception of mothers (who work outside and inside their home) about the importance of quality daycare centers for children's development and learning by finding a foundation of knowledge on this topic, findings, gaps and open questions left from other studies.

Children's learning and development journey start from the age 0 and it depends on environmental stimulation, care, proper interaction and support (UNICEF, n.d.). At this age need proper care and support to develop their full potential. Children with proper care from their caregiver at this age develop physical, cognitive, language, emotional and social skills with a higher self-esteem (UNICEF, n.d.).

According to The Lancet Series 2017, at least 200 million children under the age of 5 worldwide are unable to realize their potential because of facing poverty, multiple biological and psychosocial risks that are eventually affecting their cognitive, motor, and social-emotional development (Black et al., 2017). Research shows that appropriate intervention can be an effective way to solve these problems. For example, Richter et al (2017) found that interventions can significantly moderate risks, promote protective factors, and positively affect child developmental outcomes, as well as reducing mortality, disease, and undernutrition during the early years and

among the interventions, Center based programs show a positive effect on cognitive and non-cognitive developments. So, improving the quality of a daycare center can be an effective way to promote children's development and learning process.

Different researches and studies have found out different features of a quality daycare center. According to a research report from the Center for the Developing Child at Harvard University, high quality daycare services have following features: highly-skilled staff, small class sizes and small adult-to-child ratios, a language-rich environment, age-appropriate curricula and stimulating materials in a safe physical setting, warm, responsive interactions between staff and children (Center on the Developing Child at Harvard University, 2007). Another study shows that research on daycare quality focuses on two domains of interest—structure and process (Shpancer, 2017). Structure characteristics of childcare include caregiver-child ratio, group size, noise level, and caregiver education and process characteristics of childcare includes caregiver sensitivity, responsiveness, and warmth (Shpancer, 2017). Again another study says that quality daycare center should have a structured curriculum that includes time for physical, emotional, cognitive, social development activities, planned time for daily story book sessions for groups and individuals and planned meal routine (White et al., 2010). A quality daycare service is not only for giving security or taking care of children in the absence of their parents, but also providing support for children in their holistic development process. Again, a study mention about quality caregiver-children interaction in a daycare center which is important for children's wellbeing and development (Helmerhorst et al., 2021). According to ILO and WIEGO Policy Brief, a good quality daycare center should be affordable and accessible, should have flexible opening hours that can provide services for the

parents with irregular working hours, should encourage parental participation in the activities in daycare center, should offer development and learning materials, should ensure a proper health services, should provide basic infrastructure, good hygiene and adequate number of skilled staff, should offer nutritious food, should ensure that childcare workers receive a living wage, training and decent working conditions (Moussié et al., 2020). Moreover, daycare service quality is important to maintain to meet children's educational needs as well as parents' employment needs (Tayler, 2021) such as affordable and flexible service hours for the parents working in informal sectors.

Research shows that that children's holistic development and quality of daycare services have a direct connection (Vandell et al., 2010). A quality daycare center can positively impact children's cognitive, social, emotional, physical and language development. According to another study, structural and process characteristics of childcare quality and developmental outcomes for children have a strong link (Shpancer, 2017). Study shows that maintaining the features for a quality daycare center can lead to higher reading recognition scores and higher mathematics scores (Caughy et al., 1994). Another study in the Carolina Abecedarian Project showed that children who received quality daycare services, improved their IQ, reading, and math scores (Downer, 2010, 5). This study also shows that daycare centers with trained educated caregivers, state standard licensing compliance, minimal staff turnover, smaller teacher-child ratios, appropriate curriculum, regular child assessment system and caring child care providers, promote social, language, emotional, and cognitive development in children (Downer, 2010). Again, these factors are linked with each

other. For example, minimal staff turnover, smaller teacher-child ratios and teacher training are important to make a warm child caregiver relationship.

For maintaining the quality of a daycare center it is important to have trained and educated caregivers and staff. Study shows that, Children whose care providers are educated trained and more involved and invested in them, enter kindergarten with fewer behavior problems, show improved standardized cognitive test scores, language skills, task completion, and school preparation (Vandell et al., 2010). An investigation on the importance of training on language facilitation strategies of child care providers in day care centers shows that trained caregivers easily helped children to talk more, to produce more language combinations, and to talk to peers more often (Girolametto et al., 2003). Another investigation on the importance of training for caregivers shows that trained caregivers were less authoritarian in their childrearing attitudes, more engaged in positive and attached interactions with children (Arnett, 1989). So, a daycare center with trained and educated caregivers and staff will be helpful in children's holistic development process. Moreover, trained caregivers can increase positive caregiver-child attachment which also helps children in their holistic development process.

Study shows that secure caregiver-child attachment is more influential than attachment to the mother which can create higher cognitive levels of play among children (Cassibba et al., 2010). Another study shows that good caregiver-children attachment can lead to a higher engagement in activities which will eventually lead to more peer interactions. (Howes et al., 1992). When children develop an attached relationship with their caregivers, they can easily interact with their caregivers. It

makes the process easier for caregivers to involve the children in different activities for their development process. Moreover, a good caregiver-children attachment can help the caregivers to involve children in peer or group activities.

Research shows that staff turnover or unstable caregivers in the daily routine of daycare can create stress among children which will eventually harm children's development process (Barnas & Cummings, 1994). This research also shows that staff turnover or unstable caregivers in the daily routine of daycare can cause poor attachment between caregivers and children. Children will not be able to trust new caregivers easily and fail to develop an attachment with the caregivers within a short period. Eventually this poor attachment will lead to poor development among children.

Low adult-to-child ratios and small group sizes increase the chance of one-on-one attention from an adult and fulfill every child's unique needs (*Ratios and Group Sizes*, n.d.). Experts have suggested some adult-to-child ratio for daycare centers: 1 trained adult should not care for more than 3–4 infants, 1 trained adult should not care for more than 3–6 young toddlers, 1 trained adult should not care for more than 3–6 young toddlers, 1 trained adult should not care for more than 4–6 older toddlers, 1 trained adult should not care for more than 6–10 preschoolers (*Ratios and Group Sizes*, n.d.).

According to the experts, daycare centers' designs should be made in a planned way to create a positive learning experience among children. Rooms in a daycare center should be clean, safe, adequately lighted and heated (Maxwell, 1994) so that children

will get a safe environment to play and learn. Then classroom decorations should be age appropriate and walls should be decorated with interesting pictures that reflect the diversity of children's abilities and skills (Maxwell, 1994). So walls should be decorated with different informative pictures by considering children's age, interest and culture.

Meal time in daycare centers is not only for providing nutritious food but also for developing social and cognitive skills (Rockwell & Endres, 1969). Caregivers can make the meal time interesting and adventurous. Through this process children can learn proper eating behaviors, develop their language and motor skills (Rockwell & Endres, 1969).

According to the British Council, fun activities such as Word games, Songs, Tongue Twister, stories, riddles and rhymes can be helpful for children's language learning process. (*Fun Activities That Help Develop Language Learning in Children* / British Council, n.d.). Again, study supports that caregivers have to be very responsive, trained and supportive to help children to develop their language skills (Girolametto et al., 2003). Moreover, a study on physical activity in daycare centers shows that dance, creative movement programs and physical play activities can promote children's physical development (Cashmore & Jones, 2008). So, a planned and age appropriate activities in a daycare center can promote children's cognitive, social, emotional, physical and language development.

Different researches and studies have focused on the importance of having emergency features in a daycare center to protect children in emergency situation. Eight major

standards have been recommended by Save the Children's policy 2010 for protecting children from emergency situations : developing and maintaining a written emergency plan that includes policies and procedures; maintaining the information needed to protect children's and staff's health and safety; developing and implementing plans and procedures and backup plans and procedures for communicating with families; preparing to evacuate the child care facility or family child care home, take shelter-in-place, or lock down the facility or home; having and maintaining the equipment, supplies and materials; preparing and training staff members, assistants, substitutes and volunteers and, in family child care homes, family members; protecting the health and safety of children and adults with special needs and chronic medical conditions; taking the actions needed to protect program information and assets to help ensure the child care program can continue to provide child care after an emergency (NACCRRRA & Save the Children, 2010). These measures will be helpful to protect children from emergency situations such as health emergencies or COVID-19 situations.

Again, a quality daycare center plays a role as a safe place for children in absence of their parents. Report shows that more than 30 children between the ages of 1-4 die every day from drowning in the absence of their parents and a Bloomberg Philanthropies-funded study shows that it can be reduced by providing quality daycare centers (SYNERGOS, 2019). Parents can keep their children in daycare centers when they are not around.

A study conducted on the impact of daycare program on child health, nutrition and development in developing countries shows a clear positive impact on child

development, though the impact on child nutrition and health were not clear (Leroy et al., 2012). This study shows that program in Colombia had a generally positive effect on child interaction, verbal ability, mathematical reasoning and general knowledge (Leroy et al., 2012). This study shows that daycare programs can be helpful for the development of children in low-income and middle-income countries.

On the other hand, poor quality daycare services can negatively affect children's physical, socio-emotional, and cognitive development. Research shows that poor quality can show rule-breaking, irritability, belligerence, and negative interactions characteristics among children (Shpancer, 2017). In this study, research also finds a strong link between poor quality services in daycares and communicable illnesses, ear infections, and the flu. Again, it is one of the main reasons to increase stress hormones which eventually affect the brain development of children (Shpancer, 2017). These situations can hamper children's school readiness and overall performance.

Several decades ago, in Bangladesh daycare centers were not very common. But now the scenario is changing and daycare centers are now becoming popular day by day. However, the quality of these daycare centers is not satisfying. A study on child daycare centers in Bangladesh showed that the majority of daycare centers are only for poor women and there are huge price differences between private and public daycare centers (Islam & Khan, 2015). This study also showed the unavailability of child daycare centers within the offices where numbers of working women is significant and thus many women are forced to resign their job due to unavailability of child care centers. Again, this study showed that available daycare centers have poor services, children under these daycare centers face severe malnutrition problems,

children have been developing new inappropriate behaviors from the caregivers in daycare centers, proper and appropriate design which includes the building, colors, interior finishes, outdoor spaces, selection of equipment and room arrangement are unavailable in 98% child daycare in Bangladesh (Islam & Khan, 2015). In the in-depth interview of this study, mothers shared about the unavailability of daycare centers in mothers' own workplaces and the nearby office, and also shared that in the daycare centers there are lack of security for toddlers, hygienic and healthy environment, trained employees, pre-schooling facilities, appropriate group mate and enough space for playground (Islam & Khan, 2015).

Chapter III: Methodology

Research Approach:

Qualitative study was conducted to understand the perception of parents about the importance of quality daycare centers for children's development and learning. According to Creswell (1994), qualitative research is "...an inquiry process of understanding a social or human problem based on building a complex, holistic picture, formed with words, reporting detailed views of informants, and conducted in a natural setting." So, the qualitative study has been helpful to collect the in-depth information in this research to understand the perception of parents.

Research Site:

The proposed study was conducted in Dhaka, Chattogram and Cox's Bazar considering the time and context. Most of the daycare centers and old daycare centers are situated in Dhaka so some participants were from Dhaka. After Dhaka, Chattogram is the second largest city in Bangladesh (*Chittagong / History, Population, & Facts / Britannica*, n.d.) and so participants have been selected from Chattogram. Moreover, the need for daycare centers has increased in Cox's Bazar after the influx in 2017 of Rohingya migrants as the new job opportunities have increased (Haque & Rahman, 2020) and so some participants were also chosen from Cox's Bazar.

Research Participants:

Participants have been selected according to the research need. Participants have been selected from working mothers and stay at home mothers who have at least one child aged 6 months to 5 years. All the mothers were educated and came from upper middle-class families. All mothers were 26 to 35 years old.

Participant Selection Procedure:

This study was conducted with 16 mothers. Among the participants, 8 were mothers who work outside and 8 were mothers who work inside the home. Convenience sampling has been used considering the time and context to collect data from potential participants to understand the specific issue as with help of this method researcher can choose the sample from those to whom they have easy access (Cohen et al., 2007). So, this method made the process speedy, easy, readily available, and cost effective (Fleetwood, n.d.).

Data Collection Methods:

For this study, In-depth Interview (IDI) and Focus Group discussion (FGD) has been used for collecting data and information. In FGD, a group of a chosen sector of the population interact with each other and discuss a particular given theme or topic in an unnatural setting which leads to data and outcomes (Cohen et al., 2007). Again, the IDI allows the researchers to make a one-on-one interaction almost like a conversation with individual participants, but with a degree of systematization (Marshall & Rossman, 1999). So FGD was helpful to collect the collective view, IDI

was helpful to collect the individual view of the participants. IDI guideline and FGD guideline have been developed. Research topic, demographic information and questions have been included in the IDI guideline. IDI questions were semi-structured. FGD guidelines have research topics, name of the moderator, location, date, demographic information of the participants and areas of discussions. For trying out the tools, 2 IDI were taken from two participants.

Data Collection Procedure:

Total 16 participants have participated in this research work. Among those participants, 4 IDI were taken from 4 participants to collect data. Total two FGD were taken from two groups and each group consisted of 6 participants. One FGD group consisted of mothers who work outside and one had mothers who work inside home. Before taking the interview from all participants and starting the discussion, their consent has been taken. For building a rapport with the participants, brief information and the reasons for this interview was shared with the participants. All the ethics have been followed. Interviews and discussions were recorded by taking the permission of the participants. Date, time and other information were noted carefully. Finally, all the participants were acknowledged properly for cooperating and giving their time.

The table below presents information about IDI and FGD participants:

IDI/FGD	Participants	Number of participants	Time per Interview/ Discussion
IDI 1	Mothers who work inside home	1	45 minutes
IDI 2	Mothers who work inside home	1	42 minutes
IDI 3	Mothers who work outside home	1	45 minutes
IDI 4	Mothers who work outside home	1	40 minutes
FGD 1	Mothers who work inside home	6	1 hour
FGD 2	Mothers who work outside home	6	1 hour

Table 1: Data Collection Procedure and Number of IDI and FGD Participants

Data Management and Analysis Plan:

All the data has been classified using the recordings and notes that have been taken during the interviews and discussions. Data has been checked several times to understand whether all the essential data has been collected or not. All the transcribed data has been saved in the computer as a pdf form. Transcripts have been checked many times to comprehend the meaning of the data and perceive the themes. Content Analysis technique was used to analyze the data. Themes were arranged and analyzed by using content analysis techniques.

Validity & Reliability:

To ensure validity of the tools, detailed descriptive have been collected and detailed descriptions of the context has been developed. Data and information were collected from authentic and original sources.

Ethics:

Parents were not forced to participate and their participation was voluntary. Brief information was shared with the participants. They were informed that their participation is important. The parents were assured that no information will be released or published outside the study. They were assured to use valid and accurate information. Finally, all the participants knew of their right to service.

Limitations:

There is a time limitation in this research which creates a situation to take interviews from a limited number of participants. It would be better for the study to take more than 4 IDIs and 2 FGDs for collecting more information. Again, FGD guideline was not tried out because of the time limitation.

Chapter IV: Results & Discussion

Results:

The research questions were asked about the features of a quality daycare center, their preference to send children to daycare centers, their daycare center visiting experience in Bangladesh, their understanding of the relationship between the quality of a daycare center and children's development and learning. Mothers were also asked about the importance of staff quality, caregiver-child relationship, physical settings and daily meal routine in a daycare center for children's development and learning. Mothers were asked to share their opinion on the measures which need to be taken in a daycare center for children's language, cognitive, socio-emotional and physical development.

Important information associated with the research objective was highlighted and three themes were found out which have been described in this findings section. The findings were presented into the following three themes:

1. **Perception of mothers on quality daycare centers.**
2. **Perception of mothers on sending children in daycare centers.**
3. **Perception of mothers on the importance of quality daycare centers for children's development and learning.**

Perception of mothers on quality daycare centers: This theme reflects parents' basic knowledge on quality daycare centers. Most of the mothers have a basic idea on daycare centers and the features of a quality center. In the interviews and discussions

mothers have talked about the safe environment, structure and process characteristics, affordability and having features for emergency situations. Mothers also have talked about the features for cognitive, social-emotional, physical, language and as well as religious knowledge development activities for children in a daycare center.

According to the participants, a quality center has to create a homely environment for the children so that children can easily adjust there. According to the mothers, a quality daycare center will be a safe place like home for children by providing proper security in absence of their parents. A participant said, “As it is for children, a daycare center is a second home or family for them. Just like our family, daycare centers take care of the children and give security like home” (IDI#3, 28.09.22). Another mother shared, “Parents cannot keep their children alone at home and so they send them to daycare centers for children’s safety. So, daycare centers must ensure proper safety by providing guards, CCTV cameras and enough staff” (FGD#1, 29.09.22).

Majority of mothers have a basic idea on the structure characteristics of childcare in a daycare center. Mothers have mentioned about maintaining hygiene in daycare centers, giving age-appropriate food, providing enough space to play and learn, giving moral education, giving training on time management and to do own task (FGD#1: 29.09.22, FGD#2: 30.09.22). Mothers have talked about the proper adult-child ratio of the daycare center. Mothers shared that it is even hard for them to handle their children so they suggest that there should be enough caregivers to handle children (IDI#1: 27.09.22, IDI#3: 28.09.22). Mothers shared that there should be enough staff so that children do not feel left out and said, “For maintaining a quality a daycare should have a proper number of guards, doctor, cleaners, caregivers and teachers. They

should not keep a single person for doing everything” (FGD#1: 29.09.22, FGD#2:30.09.22).

Mothers also talked about the process characteristics of childcare in daycare centers in the interviews. Mothers talked about children-caregiver relationship. Mothers shared that teachers and caregiver have to very responsible, trained and friendly (IDI#3:28.09.22, IDI#2:27.09.22). According to the mothers, caregivers have to be friendly, supportive and patient to handle children properly. (IDI#1: 27.09.22, IDI#2: 27.09.22, IDI#3: 28.09.22).

One of the mothers talked about the affordability of daycare centers. She said, “Most of the daycare centers with a good environment are too expensive so it needs to be affordable for everyone” (FGD#2, 30.09.22).

In the focus group discussions and in-depth interviews mothers shared about the features that a daycare center should have for emergency situations. A mother shared that, “My child has some medical problems and so she needs to take medicine timely. Daycare centers need to take notes for this type of cases so that in case of emergency they can take immediate action” (IDI#2, 27.09.22). Another mother shared, “...a mother leaves a child in a daycare for 7-8 hours. A child may not always be in good health. There should be a pediatrician so that mother will feel safer that if the child gets sick suddenly or faces any problem the daycare can give a basic treatment” (FGD#1, 29.09.22).

Majority of the mothers shared that a quality daycare center should have features for cognitive, social-emotional, physical, language and as well as religious knowledge development activities. According to the mothers, a quality daycare centers should have creative games, age-appropriate toys and books along with trained teachers for the cognitive, social-emotional, physical, language and as well as religious knowledge development activities (FGD#1: 29.09.22, FGD#2: 30.09.22).

Perception of mothers on sending children in daycare centers: This theme reflects the perception of mothers on sending their children in daycare centers. Mothers who work inside home and outside home have mixed perceptions on sending children to daycare centers and the reasons behind their perceptions are also different. Mothers who work inside home and outside home shared some similar experiences, situations and thoughts on sending children in daycare centers. Though mothers who work inside home were against sending their children to daycare centers, mothers who work outside home were not.

Most mothers think that daycare centers are only for parents who work outside and mothers who work inside the home do not need to send their children to daycare centers. Not only mothers who work inside think in that way but also mothers who work out also think in the same way. While describing a daycare center, a mother who work inside said, “I think daycare center is a place where parents who work outside can leave their children if they do not have anyone in their home to take care of the children” (IDI#1, 27.09.22). Another mother said “And as I do not work outside, I can take care of my child by myself. I think daycare centers are important for the parents who work outside” (FGD#1, 29.09.22). Again, a mother who works outside shared, “I

would never think of sending my child to a daycare center if I do not have to go to work” (IDI#4, 28.09.22).

Some mothers shared that they have heard lots of negative news about daycare centers in Bangladesh but heard very little positive feedback. A mother shared that, “I will never send my child to daycare centers. I read from a newspaper that sometimes they give medicine to make the children sleep in daycare centers” (FGD#2, 30.09.22). Another mother added her opinion on this topic that, “I also do not feel safe keeping my child in these daycare centers. I never heard anything positive about the daycare centers in Bangladesh” (FGD#2, 30.09.22). Again, in the interview a participant shared, “I saw a video in social media that a child was being tortured by a caregiver in a daycare center. I do not know if the video is real or fake but I do not trust the daycare centers in Bangladesh” (IDI#2, 27.09.22).

All the mothers are concerned about the safety of children in daycare centers as the daycare center concept is new in Bangladesh. A mother shared, “In abroad daycare centers are very common and parents keep their children there. But in Bangladesh it is still a new thing and so I feel like in Bangladesh daycare centers are not that safe” (IDI#2, 27.09.22). Another mother shared that, “It is not common in Cox’s Bazar and I do not know if we have any here. So, I do not like the idea of sending children to daycare centers” (IDI#1, 27.09.22).

Some mothers have talked about the pressure from their surroundings for not to send children to daycare centers. Mothers shared in the discussion that their family members do not like the idea of sending my child to daycare centers

(FGD#1:29.09.22, IDI#2: 27.09.22) and one participant said, “I heard my mother once calling a woman irresponsible because the woman was sending her child to daycare centers” (FGD#2, 30.09.22). Another mother shared that she selected a daycare center for her first child but she could not send her child there. She said, “But later we decided not to as in the Bengali society mothers who send their children in daycare centers have to face shame” (FGD#1, 29.09.22).

Some mothers shared that children will learn better at home than daycare centers. A participant shared, “My children can learn lot of things from her grandparents and aunts so I would never prefer to send my children in daycare centers because in that case my children will miss that love from family” (FGD#1, 29.09.22). Some mothers showed their concern that children may learn bad things from other children and share that daycare center will never take care of the children like their family or mother (FGD#1: 29.09.22, IDI#1: 27.09.22). However, all the participants did not agree on this point and said, “They will be able to make friends even before going to school and can learn new things”.

Majority of mothers who work inside were against sending their children to daycare centers because they shared that they cannot stay away too long from their children and they will feel bad to send children to daycare centers (FGD#1:29.09.22, IDI#2:27.09.22). A mother was sharing her feelings on sending her child to daycare center and said, “I have learnt a lot of things from my mother which I will try to teach to my child. Sending my child in a daycare center means taking away that right to learn from family or taking away the love that she deserves from her mother” (FGD#1, 29.09.22). Another mother shared that, “Mothers keep their children in

daycare centers for 6-8 hours which is impossible for me. I can stay away maximum for an hour from my child and even within this short period of time I cannot stop being anxious” (IDI#2, 27.09.22).

However, some mothers who work outside want to send their children to daycare centers but fail to find any suitable daycare center near to their office. A participant shared, “I was looking for a daycare center and also found one. But it was far from my hospital” (IDI#4, 28.09.22). Another mother shared her need to have a daycare center in her work place and said, “I am a school teacher but the sad thing is that I cannot take my child to my school because when I have to take classes, I found no one to take care of my child. I wish my school at least had a child corner with a caregiver” (IDI#3, 28.09.22). Some of the mothers also shared that they do not have any daycare center in their area or city (FGD#1: 29.09.22, IDI#1: 27.09.22).

Perception of mothers on the importance of quality daycare centers for children’s development and learning: This theme reflects the perception of mothers on the importance of quality daycare centers for children’s development and learning. Most mothers believe that a daycare center can create children's development and learning opportunities if the daycare centers can maintain their quality. However, most of the mothers shared that they do not trust daycare centers in Bangladesh for their children’s development and learning.

According to some mothers who work inside the home, children in daycare centers learn new things easily from other children and learn to make friends. She said in the discussion, “A child growing up alone and a child growing up at a daycare with many

others definitely has huge learning differences. Most of these children become very friendly and learn to adjust with new people and places easily” (FGD#1, 29.09.22). Another mother added to this discussion that, “We see some kids facing trouble at school making friends which they will not have to face if they learn making friends at the daycare center” (FGD#1, 29.09.22). Another mother who works outside the home shared that at this early age children can easily learn to become self-dependent, to share and develop their leadership skills (FGD#2, 30.09.22). Parents were comparing Bangladeshi daycare centers and developed countries’ daycare centers and said, “In developed countries children learn basic manners and develop their basic life skills from these daycare centers. They are very careful about their quality” (FGD#2, 30.09.22).

Mothers were aware that staff quality and caregiver-child relationship is important for children's development and learning. A mother shared her experience on how a trained caregiver can help children to learn and said, “The daycare center that I have visited has trained caregivers. I noticed that children on that daycare center were playing with the caregivers but learning different things at the same time” (IDI#4, 28.09.22). According to the mothers, caregivers have to be friendly, supportive and patient to handle children properly. (IDI#1: 27.09.22, IDI#2: 27.09.22, IDI#3: 28.09.22). In the group discussion mothers shared that to handle children properly caregivers have to support children similar to parents (FGD#1: 29.09.22, FGD#2: 30.09.22). On the other hand, another mother shared how bad behavior from a caregiver in a daycare center can ruin a child’s life and said, “My cousin used to send her 3 years old girl to a daycare center where caregivers tortured her and that child is still struggling to become normal (IDI#1, 27.09.22).

All the mothers have the basic knowledge on the importance of a proper physical setting of daycare centers. Mothers shared that a daycare center should be colorful, walls should be painted with different informational cartoon painting, should have colorful and age-appropriate learning materials, clean room and materials, room should have enough space for different activities (IDI#1: 27.09.22, IDI#3: 28.09.22, IDI#4: 28.09.22) so that children can learn new words and information while playing (FGD#1: 29.09.22, FGD#2: 30.09.22).

All participants share their perception on appropriate meal routines in daycare centers for children's development and learning. All the mothers shared that children should eat healthy, timely and children's food should be interesting. A mother said, "They can tell children that, today we will eat all the red foods and, in this way, children will learn the name of color and find their meal interesting" (FGD#2: 30.09.22). Mothers also showed their concern for the children who have specific food allergies and said, "Parents have to inform them, caregivers have to take notes carefully and have to be careful about it" (FGD#1: 29.09.22).

Mothers have talked about how daycare centers can help to develop children's cognitive, social-emotional, physical and language skills. Mothers suggested that daycare centers should give children creative games for their cognitive development, tell children moral and cultural stories for their language development, give them age-appropriate toys and books (FGD#1: 29.09.22, FGD#2: 30.09.22). Mother also shared that daycare centers should have big space for physical activities or dance and movement activities (IDI#3: 28.09.22, IDI#4: 28.09.22). A mother also said, "They

should teach children social manners such as giving salam, tell them how to act in front of the elderly people” (IDI#1: 27.09.22).

Lots of mothers have talked about social and religious education for children and practices in daycare centers. One of the participants shared, “Education is not only learning English or Mathematics but also learning your own religion” (FGD#1, 29.09.22). Another participant added in that discussion, “And with every other educational activity, social and religious educational activities should be performed in daycare centers. They should have teachers and books for religious practices for children from different religion” (FGD#1, 29.09.22). Then a mother shared that, “Teachers can teach them to give salam and greetings which will help children to become social” (IDI#3, 28.09.22).

However, they also believe that in Bangladesh daycare centers cannot support children for their development and learning process like their parents. A participant shared, “I can give my child 24 hours of quality time but it is not possible at the daycare center. In Bangladesh most of the daycare centers have poor facilities, so children will not learn anything there” (FGD#1: 29.09.22). Another mother shared that, “Daycare centers in Bangladesh need more improvement so now children’s development will be hampered if parents send their children there” (IDI#2: 27.09.22).

Discussion:

4 IDIs and 2 FGDs have been conducted among 16 mothers to explore the similarities and differences in perception of working outside mothers and working inside mothers about the quality daycare centers, quality daycare centers for children’s development

and learning and their preference to send children in daycare centers. The following discussion part will be based on the findings.

Result indicates that most of the working inside mothers and working outside mothers have basic and similar understanding about the features of quality daycare centers and its importance for children's development and learning. However, they have mixed perceptions on sending children to daycare centers and the reasons behind their perceptions are also different.

Participants have compared daycare centers as second or family for children in absence of their parents. So according to the mothers, daycare centers have to be the safest place after their family or home which supports the studies in the literature section that daycare center plays a role as a safe place for children in absence of their parents. Mothers not only talked about the structure characteristics of childcare such as maintaining hygiene, arranging classroom space, moral and life skill education, giving training for teachers, but also about the process characteristics of childcare such as caregivers friendly and responsible behavior. Besides these mothers also have knowledge on emergency features such as doctors, medicines and necessary steps that caregivers should take for any emergency situations. Mothers have also shared their concern to keep the daycare centers reasonable and accessible for everyone. Most of the mothers shared their concern about the features for children's religious educational needs in daycare centers. So, mothers who work inside and outside have almost the same basic knowledge and understanding about the quality daycare centers and the features of it.

Finding shows that most mothers understand the importance of maintaining the quality of daycare centers for children's development and learning. All mothers have basic ideas on the importance of maintaining staff quality, caregiver-child relationship, adult-child ratio, physical setting, appropriate meal routine and proper curriculum with lots of activities for children's language, cognitive, physical and socio-emotional development. However, mothers also believe that in Bangladesh daycare centers do not maintain the quality and so they do not trust these daycare centers for their children's development and learning. Literature review also shows that in Bangladesh quality of the available daycare centers is not satisfying.

Mothers who work inside and mothers who work outside have some similar perception on sending their children to daycare centers. Not only mothers who work inside home, but also the mothers who work outside the home think that daycare centers are only for the children whose mothers work outside and mothers who work inside home do not need to send their children to daycare centers. Then mothers shared that they heard more negative news than positives about daycare centers. All the mothers shared their concern about the safety measures of the daycare centers in Bangladesh. Finally, all the working inside and working outside mothers shared about the pressure from their surroundings or society to not send their children to daycare centers.

Mothers who work inside and mothers who work outside have some mixed perception on sending their children to daycare centers. Some mothers think that children will learn better at home from their family members and parents. They also shared their

concern that children might learn bad words from other children. On the other hand, some mothers think that children can learn lots of new things from other children.

Mothers who work inside and mothers who work outside also have some different perceptions on sending their children to daycare centers. Mothers who work inside were against sending their children to daycare centers because some of them felt separation anxiety and some of them felt guilty to send their children to daycare centers. Findings shows that, new mothers feel anxious to stay away from their children for too long and their surroundings or social structure make them believe that it is wrong to send children to daycare centers. However, mothers who work outside home were not against sending their children to daycare centers. Only some of the mothers who work outside home wanted to send their children to daycare centers but failed to do it because they did not have any daycare center in their office or could not find any daycare center near to their office. Different studies in the literature section also showed the unavailability of daycare centers for children within the offices where numbers of working women is significant.

Daycare centers are still a new concept in Bangladesh. Very limited numbers of daycare centers are now available in Bangladesh and most of them are situated in Dhaka (Malik, 2019). Some cities and areas do not even have a single daycare center. Finding shows that most of the mothers never visited any daycare centers and they knew about daycare centers from videos, news or movies from where they were only getting negative information. Moreover, they were hearing lots of rumors about daycare centers. Again, sending children in daycare centers is a very new concept for older generations and they are also stopping mothers from sending children in daycare

centers. Therefore, findings are showing the need to create awareness among the society about the importance of quality daycare centers for children's development and learning. Not only finding section but also literature section shows the need to improve the quality of daycare centers and bring transparency to check the quality so that parents and family of the children can trust them.

Again, according to Bangladesh Labor Law 2006, there should be a suitable room for children under six years in an organization with 40 workers (*Bangladesh-Labour-Law 2006*, 2015). However, all the mothers who work outside home shared that they do not have any daycare center in their workplace. Even some mothers shared that they do not have daycare centers in their area or city. Different studies in the literature section also indicate the unavailability of daycare centers for children within the offices where numbers of working women is significant. It shows that many of the organizations are not following it. Again, finding shows the need to bring laws to have daycare centers for the organizations that have few workers because they also have the right to keep their children near to them or somewhere safe. Moreover, the result shows the need for quality daycare centers in different cities and areas.

Mothers' expectation on caregiver-children relationship and interaction from daycare centers has been found in the finding section. Mothers shared their opinion, expectations on caregiver-children relationship and also its importance for children's development and learning. Mothers have discussed how a good relationship and interaction can make children comfortable in daycare centers and make their learning process easy. Different studies in the literature section also support it and show the importance of a good caregiver-children relationship and interaction for children's

holistic development. However, parliament has passed Child Daycare Center Bill 2021 which gave a very little focus on quality of caregiver-children interaction (Helmerhorst et al., 2021).

Majority of the mothers who work inside and outside have shared their concern for their children's religious educational needs in a daycare center as they believe it is aligned with social values in Bangladesh. So, they expected to have a proper arrangement for children's religious education along with other holistic development activities. However, very limited numbers of research and a proper curriculum have been found and developed on religious education for daycare centers in Bangladesh.

Mothers' perceptions should be considered while making any curriculum or policy for children to make it effective. Mothers have shared their concern for children's religious knowledge and emergency needs. Finding shows that absence of these two factors made some of the mothers less interested in daycare centers. Giving priority to the opinion of mothers and improving the required features can be helpful to increase the interest among mothers to send their children to daycare centers. Moreover, a policy or curriculum based on parents' perception and expectations will be more culturally appropriate and socially acceptable.

Conclusion:

This study shows that most of the working inside mothers and working outside mothers have basic understanding about the quality daycare centers and its importance for children's development and learning. However, they have mixed, similar and different perceptions on sending children to daycare centers and the

seasons behind their perceptions are also different. Therefore, this study can be an eye opener for everyone.

Nowadays, maintaining the quality of daycare centers is not only a concern for parents and children but also for the government. This research will be helpful to improve the quality of daycare centers. As it is a new concept in Bangladesh, policies, laws and curriculums for daycare centers need to be developed. Though the findings from this study cannot be generalized, it can create a scope for further detailed explanation on the perception and expectations of mothers on quality daycare centers for children's development and learning. Those detailed explorations will be helpful to modify the policies, laws and curriculums based on the perception and expectations of mothers. In this way, with the help of this research, policy, laws and curriculums will be more culturally appropriate.

Recommendations:

- Counseling: Counseling needs to be arranged for parents, especially for new mothers to overcome their separation anxiety.
- Awareness sessions: Awareness sessions can be arranged for not only mothers but also for the family member and other caregivers about the importance of quality daycare centers for children's development and learning. Again, society needs to be aware that daycare centers are not only for children of working outside mothers but also for the children of working inside mothers and mothers should not feel guilty about it.
- Improve the quality: Government and non-government organizations need to work together to improve the quality of daycare centers.

- Creating a positive image: To gain the trust of parents and society, daycare centers have to improve their quality and as well as maintain transparency. Newspapers and medias can be used to show the positive sides of daycare centers.
- Daycare centers in every work place: Number of daycares should be increased in work places and every area.
- Giving priority on the perception of mothers: Mothers' perceptions should be considered while making a socially and culturally appropriate curriculum or policy for children.
- More research: As daycare centers are still a new concept in Bangladesh, more research needs to be done on it to improve the situation.

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Annex-1

Research Topic: Quality Daycare Centers for Children's Development and Learning:

A Perception Study of The Mothers

Date of Interview:

Demographic information

Name:

Age:

Gender:

Education:

Occupation:

Number of children:

Boy and Girls:

Child Age:

Theme A: Perception of mothers on quality daycare centers

- How do you describe a daycare center?
- According to you, what features should a quality daycare center have?

Theme B: Perception of mothers on sending children in daycare centers

- Have you ever visited a daycare center? If yes please share your experience
- Do you have any other members in your family to take care of your children?
If yes then will you still send your children to daycare centers for their development and learning? Why and why not?

Theme C: Perception of mothers on the importance of quality daycare centers for children's development and learning

- Do you think the quality of a daycare center and children's development and learning have any relationship? Please share your opinion.
- According to you, what quality should a staff have in a daycare center? And why? Please share your opinion
- According to you, what types of relationships should a caregiver in a daycare center build with the children for children's development and learning? And how? Please share your opinion
- According to you, what should be the adult-to-child ratio for a quality daycare center for children's development and learning? Why? Please share your opinion
- According to you, what measures need to be taken in a daycare center for children's language development? And why? Please share your opinion
- According to you, what measures need to be taken in a daycare center for children's cognitive, social-emotional, physical development? And why? Please share your opinion
- According to you, what types of physical settings a daycare center should have for children's development and learning? Please share your opinion
- According to you, how should a daycare center arrange children's daily meal routine for children's development and learning. Please share your opinion

Annex-2

গবেষণার বিষয়: শিশুদের উন্নয়ন ও শিক্ষার জন্য গুণগত মানসম্পন্ন ডে কেয়ার সেন্টার:

মায়েদের উপলব্ধি অধ্যয়ন

সাক্ষাৎকারের তারিখ:

জনসংখ্যা সংক্রান্ত তথ্য

নাম:

বয়স:

লিঙ্গ:

শিক্ষা:

পেশা:

সন্তান সংখ্যা:

ছেলে এবং মেয়েরা:

শিশু বয়স:

থিম ক: মানসম্পন্ন ডে কেয়ার সেন্টার সম্পর্কে মায়েদের উপলব্ধি

- আপনি ডে কেয়ার সেন্টার বলতে কী বোঝেন? বর্ণনা করবেন কী?
- আপনার মতে, একটি মানসম্পন্ন ডে কেয়ার সেন্টারের কী কী বৈশিষ্ট্য থাকা উচিত?

থিম খ: ডে কেয়ার সেন্টারে শিশুদের পাঠানোর বিষয়ে মায়েদের উপলব্ধি

- আপনি কি কখনও একটি ডে কেয়ার সেন্টার পরিদর্শন করেছেন? যদি হ্যাঁ আপনার অভিজ্ঞতা শেয়ার করুন

- আপনার সন্তানদের যত্ন নেওয়ার জন্য আপনার পরিবারে কি অন্য কোন সদস্য আছে? যদি হ্যাঁ হয় তবে আপনি কি এখনও আপনার বাচ্চাদের ডে-কেয়ার সেন্টারে তাদের বিকাশ এবং শেখার জন্য পাঠাবেন? কেন এবং কেন নয়?

খিম গ: শিশুদের বিকাশ এবং শেখার জন্য মানসম্পন্ন ডে কেয়ার সেন্টারের গুরুত্ব সম্পর্কে মায়েদের

উপলব্ধি

- আপনি কি মনে করেন একটি ডে কেয়ার সেন্টারের মান এবং শিশুদের বিকাশ ও শিক্ষার মধ্যে কোনো সম্পর্ক আছে? আপনার মতামত জানাবেন.
- আপনার মতে, ডে-কেয়ার সেন্টারে একজন কর্মীর কী গুণমান থাকা উচিত? এবং কেন? আপনার মতামত জানাবেন
- আপনার মতে, বাচ্চাদের বিকাশ এবং শেখার জন্য একটি ডে কেয়ার সেন্টারে একজন কেয়ারগিভারের বাচ্চাদের সাথে কি ধরনের সম্পর্ক তৈরি করা উচিত? এবং কিভাবে? আপনার মতামত জানাবেন
- আপনার মতে, শিশুদের বিকাশ এবং শিক্ষার জন্য একটি মানসম্পন্ন ডে কেয়ার সেন্টারের জন্য প্রাপ্তবয়স্ক-থেকে-শিশু অনুপাত কত হওয়া উচিত? কেন? আপনার মতামত জানাবেন
- আপনার মতে, শিশুদের ভাষা বিকাশের জন্য একটি ডে-কেয়ার সেন্টারে কী ব্যবস্থা নেওয়া দরকার? এবং কেন? আপনার মতামত জানাবেন
- আপনার মতে, শিশুদের বুদ্ধিবৃত্তিক, সামাজিক-মানসিক, শারীরিক বিকাশের জন্য একটি ডে কেয়ার সেন্টারে কী ব্যবস্থা নেওয়া দরকার? এবং কেন? আপনার মতামত জানাবেন
- আপনার মতে, শিশুদের বিকাশ এবং শেখার জন্য একটি ডে কেয়ার সেন্টারের রুম গুলো কিভাবে সাজানো উচিত? আপনার মতামত শেয়ার করুন

- আপনার মতে, একটি ডে কেয়ার সেন্টার কীভাবে শিশুদের বিকাশ এবং শেখার জন্য শিশুদের প্রতিদিনের খাবারের ব্যবস্থা করবে? আপনার মতামত শেয়ার করুন

Annex-3

Title of the study: Quality Daycare Centers for

Children’s Development and Learning: A Perception Study of The Mothers

Name of the Moderator:

Date:

Location:

Focus Group Discussion with mothers

No	Name of participants	Working inside /Working outside
2.		
3.		
4.		
5.		
6.		

Area of Discussion:

- Preference to send children to daycare centers

- Preference to send your children to daycare centers for their development and learning
- Do you have any other members in your family to take care of your children?
If yes then will you still send your children to daycare centers for their development and learning? Why and why not?
- Features of a quality daycare center
- Daycare center visiting experience in Bangladesh
- Relationship between quality of a daycare center and children's development and learning
- Staff quality in a daycare center
- Caregiver-child relationship in a daycare center for children's development and learning
- Measures need to be taken in a daycare center for children's Language, Cognitive, Socio-emotional, Physical development
- Physical settings of a daycare center for children's development and learning
- Children's daily meal routine for children's development and learning

Annex-4

শিরোনাম: শিশুদের উন্নয়ন ও শিক্ষার জন্য গুণগত মানসম্পন্ন ডে কেয়ার সেন্টার: মায়ীদের

উপলব্ধি অধ্যয়ন

মডারেটরের নাম:

তারিখ:

অবস্থান:

মায়ীদের সাথে ফোকাস গ্রুপ আলোচনা

	অংশগ্রহণকারীদের নাম	ভিতরে কাজ / বাইরে কাজ
১		
২		
৩		
৪		
৫		
৬		

আলোচনার ক্ষেত্র:

- শিশুদের ডে কেয়ার সেন্টারে পাঠানোর ক্ষেত্রে আগ্রহ পোষণ

- বাচ্চাদের ডেকেয়ার সেন্টারে তাদের বিকাশ এবং শেখার জন্য পাঠানোর ক্ষেত্রে আগ্রহ পোষন
- আপনার সন্তানদের যত্ন নেওয়ার জন্য আপনার পরিবারে কি অন্য কোন সদস্য আছে? যদি হ্যাঁ হয় তবে আপনি কি এখনও আপনার বাচ্চাদের ডে-কেয়ার সেন্টারে তাদের বিকাশ এবং শেখার জন্য পাঠাবেন? কেন এবং কেন নয়?
- একটি মানসম্পন্ন ডে কেয়ার সেন্টারের বৈশিষ্ট্য
- বাংলাদেশে ডে কেয়ার সেন্টার দেখার অভিজ্ঞতা
- একটি ডে কেয়ার সেন্টারের মান এবং শিশুদের বিকাশ এবং শেখার মধ্যে সম্পর্ক
- একটি ডে কেয়ার সেন্টারে কর্মীদের গুণমান
- শিশুদের বিকাশ এবং শেখার জন্য একটি ডে কেয়ার সেন্টারে কেয়ারগিভারের-শিশু সম্পর্ক
- শিশুদের ভাষা, জ্ঞানীয়, সামাজিক-মানসিক, শারীরিক বিকাশের জন্য একটি ডে-কেয়ার সেন্টারে ব্যবস্থা নেওয়া দরকার
- শিশুদের বিকাশ এবং শেখার জন্য একটি ডে কেয়ার সেন্টারের রুম-আসবাবপত্র সাজানো
- শিশুদের বিকাশ এবং শেখার জন্য শিশুদের দৈনিক খাবারের রুটিন

Annex-5

Consent Form for Parent

Research Title: Quality Daycare Centers for Children's Development and Learning: A Perception Study of The Mothers

Investigator: Amrin Ahsan

Organization: Institute of Educational Development, BRAC University

I am Amrin Ahsan, as a part of my degree requirements from the institute of Educational Development BRAC University, doing this study to conduct research on " Quality Daycare Centers for Children's Development and Learning: A Perception Study of The Mothers". The aim of this research is to explore the similarities and differences in the perception of mothers (who work outside and inside their home) about the importance of quality daycare centers for children's development and learning. As part of my research, I will conduct an interview with you. I will invite you to a Zoom Meeting at your suitable time to take your virtual interview by keeping the camera on. It will take 45 to 60 minutes for the question answer session. I hope that you will agree to participate in this session.

There is no risk for you by participating in this research. Your participation is totally voluntary. I expect that the findings from this study will help us to gain knowledge and will help planners and policy makers to form appropriate interventions for improving the quality of the daycare centers.

The participation of you in this research fully depends on your willingness. If you want to discontinue or if you want to withdraw from the research, I will respect your decision and you will not be questioned.

I can assure you that the information of you will be preserved with confidentiality.

The documents carrying the information will be kept locked. Nobody except the research related people will see this information.

If you feel that any fault has been done with you or if you have any question regarding this research, you can contact with Amrin Ahsan at IED, BRAC University, Bangladesh; Phone: 01968473377

Do you agree to participate in this research? Yes or No

(If yes)

Signature of Interviewer

Date

Signature of Participant

Date: