

# **Exploring Parental Perception on the Importance of Quality Time in Shaping Children's Wellbeing**

**By**

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

BRAC Institute of Educational Development  
BRAC University  
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## Declaration

It is hereby declared that

1. The thesis submitted here is my own work and it generated during my degree program at BRAC University.
2. The thesis shall not present information that has been published or co-authored by another person in the thesis, where this is not acknowledged through proper citation.
3. The thesis does not include material that has been published or submitted for a university or other academic degree or diploma.
4. To my knowledge all the main sources of help have been acknowledged.

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

A handwritten signature in black ink that reads "Sadia". The signature is written in a cursive, flowing style.

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## Approval

The thesis titled “Exploring Parental Perception on the Importance of Quality Time in Shaping Children's Wellbeing.”

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Fall, 2022 has been accepted as satisfactory in partial fulfillment of the requirement for the degree of Master of Science in Early Childhood Development on October 2024.

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## Ethics Statement

Title of Thesis Topic: Exploring Parental Perception on the Importance of Quality Time in Shaping Children's Wellbeing

Student name: **Sadia Tasnim**

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

### **Ethical Review Committee:**

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

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## **Executive summary**

For the purpose of examining more about the aspect of how parents in Bangladesh perceive quality time with their children and how the resulted perception positively impacts the children's wellbeing this thesis titled; "Exploring Parental Perception on the Importance of Quality Time in Shaping the Children's Well-being" responds to this relationship. The study reveals that parents have a focused understanding of quality time as meaningful minutes of interaction that go beyond being wherever with whom, and engaging in fun related activities like reading, playing and talking. These interactions really help in the development of proper social contacts, better facilities of thinking faculty and sound mental health. Different international studies endorse the significance of parental involvement evident in the results provided in chapter 7. Gauthier et al.(2004) refers that "parents' time with children has significant implications to overall children's quality of life and achievement". The study also indicates challenges such as time helm due to work commitments and gives suggestions to parents on how they should organize themselves to have quality interactions. It means that the quantity of time spent does not matter compared to intentional and good quality time that children need for their further development.

## **Key Words**

Parental perception, Quality time, Children's well-being.

## **Dedication**

This thesis is dedicated to the loving memory of my father. He promised me a lifetime to complete my master's degree – Here I am chasing my dream. As he is not with me, he left in me words such as encouragement, strength, and vision to continue on. He wanted me to excel at BRAC University which is why it is both a privilege and a painful task to write this for him. This I dedicate in appreciation of the love, sacrifices and the countless encouragement he gave me as always in pushing me through to achieve this feat.

I have you in mind every day and this accomplishment is dedicated to you.

## Acknowledgement

Making a dissertation paper has been my dream and it has now come to reality thanks to so and so. To start with it, I am very much thankful to BRAC IED, BRAC University, to help me to fulfill my dream to study on Early Childhood Development in this university.

I also would like to express a special thank you to my most exceptional thesis supervisor Farasha Khan. Although the above observation made, her input is too big to be captured by lexical units only. She was very supportive throughout the period encouraging and endorsing me to produce the dissertation paper. An extreme degree of patience she was willing to explain either the concept or the idea of the research as much as made my dissertation a piece of cake. Not only did she assist me in shaping my paper but also provided me with friendly advice. If I looked at her, maybe I wouldn't be able to make it any further with this paper, this stage.

I am also grateful to all the faculty members present in my university for their kind behaviors guiding all of us, making each and every session so and so interesting. To all ECD mates, thank you for the love and affection shown to me by everybody.

I appreciate the parents who agreed to be interviewed and who were willing to share ideas with me.

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## Table of contents

Declaration .....	ii
Approval .....	iii
Ethics Statement.....	iv
Executive summary.....	v
Dedication .....	vi
Acknowledgement .....	vii
Table of contents.....	viii
List of Acronyms .....	x
Chapter-1 Introduction & Background .....	11
Introduction- .....	11
Statement of the problem – .....	12
Purpose of the study-.....	14
Significance of the Study- .....	15
Research Questions- .....	16
Operational Definition.....	17
Chapter-ii: Literature review- .....	18
Chapter-iii: Methodology.....	28
Study Design/ Approach- .....	28



Research participants- .....	28
Research site –.....	29
Participant Selection Procedure – .....	29
Data collection method- .....	29
Data Analysis .....	30
Validity & Reliability of the Research Tool- .....	30
Ethical Issues- .....	31
Limitations of the study.....	31
Chapter- iv: Results/Findings & Discussion.....	33
Results .....	33
Discussion .....	43
Conclusion.....	53
Recommendations .....	57
References.....	62
Appendix- A.....	70
Appendix- B.....	71
Appendix C.....	73

## List of Acronyms

ECD	Early Childhood Development
IDI	In-Depth Interview
LMIC	Low and Middle Income Countries

## Chapter-1 Introduction & Background

### **Introduction-**

History and role of families are significant in Bangladeshi society and always carry great influences upon children. The concept of ‘quality family time’ which means spending quality, productive time free of normal interferences, has obtained increasing interest in the recent past. This is why analyzing family issues in Bangladesh is useful because of diverse cultural background and social practices. Cohesion has been the hallmark of the traditional families and extends a chance with challenges since urbanization and fluctuations in the societal setup. It means that quality is prescribed as the most important value when it comes to spending time with families. Meals, talks, games, and even just spending time together are things that give support and develop relationships, all of which: are critical for children.

It offers fun and scheduled time with family offers security, acceptance to the child and the ability to deal with adversities or stressors that may come along which is protective for children in countries like Bangladesh where children often encounter multiple stressors. For that reason, the present study aims at establishing the understanding that Bangladeshi parents have with regard to quality time spent with the children and their wellbeing. Talking to family members and spending time with family has been found to reduce mental illnesses by half, improve performance in class and decrease behavioral problems. It helps develop other/better ways of handling stress and anger, educates about conflict solving, and makes one feel better about oneself. Family obligations and relationships also can improve the people’s level of resistance and flexibility, which results in motivation for achievement. Decent nutrition, adequate exercise and other exercise or such things as the

preparation of home cooked meals also offer a positive impact on the various physical health. If equals spend time such facts increase life expectancy by 50%, meaning people will live longer and healthier happy lives (Demirkan & Agyemang, 2023).

Consequently, this study aims at narrowing this gap through assessing the contextual practices, faiths, and appearances in Bangladesh parents. The present research is planning to assess the level of happiness, the problem and the goals of the Bangladeshi families encouraging their children to get the supportive care through structured questionnaires and in-depth interview methods. The ultimate goal is one step closer to the society's understanding of child development and family modality to create healthier families for the future generations in Bangladesh.

#### **Statement of the problem –**

Socio demographic transitions have however taken root in Bangladesh and are having an impact on the nature of families. Bangladesh is an emotionally rooted country with rich cultural heritage and highly sprit socially cohesive familiar bonded. After these alterations, the concept of spending time with family becomes the valuable asset in deciding how a child will turn out which is a child's development or well-being which encompasses physical, mental, emotional, and social. First of all, traditional families in Bangladesh are very similar to each other and different generations live together. But extended families are becoming less common mainly because of the changes in the patterns of living arising from urbanization, migration and changes in the socioeconomic factors. This change makes many people wonder about how much and what kind of time a child gets with his or her family, and the impact on well-being.

Second, conditions that define the family and its ability to spend quality time together can also be influenced by the socio-economic issues which Bangladesh like many other developing countries continues to grapple with. Families are busy with the pressure of engagement in the modern world and challenges of lifting an economy, reducing the amount of time parents have for their children. These differences could exist because parents of children from higher performing schools, hence from higher social economic status, can afford more resources in terms of time and energy, or better opportunities for leisure activities, which lessens the impacts of quality family time to the wellbeing of children. In families of Bangladesh cultural norms and social pressure may influence how parents' approach and organize their spare time with their family. Family and/or leisure time may also be divided because of certain expectations related to proper parents' involvement in care giving and performing some house chores might be color by gender norms. For enhancing quality family time which is helpful to children, such cultural factors and realities of the present world should be understood. It is important therefore, to understand how parents in Bangladesh perceive time as a factor in the development of the wellbeing of the children. This may lead to specific-oriented activities and policies formulated to foster and generate cheerful and salutary families in Bangladesh.

Kids' quality of life was based on the experiences of parents' participation in the family and the children's necessity of a group (Maftai et al., 2020). An average family obviously portrays a pivotal role in children's and adolescents' physical and psychosomatic conditions and well-being. Children have need for nurture that would enable them to become resilient and successful, demonstrate proper behavior and acquire coping mechanisms and strategies, but poor parenting negates this (Mphaphuli, 2023). This poll is

designed to establish information on what parents ponder the amount of time they spend with their families and the impact on the happiness and well-being of their children. The outcomes of this study will assist in the formulation of actual strategies and procedures which may facilitate the nourishment of the children by the families.

**Purpose of the study-**

The determination of this research is to explore the awareness of Bangladeshi parents on meaningful family time beneficial for child's welfare. The research also seeks to understand the different perceptions that parents have concerning family functioning as well as how children develop. In the research study the family life scenario of Bangladesh has been analyzed based on the focus group discussion and semi structured interviews. It tends to focus on matters such as parenting responsibilities, income and job category, family organization, and ethnicity. The work also focuses on the benefits of family interaction and relationships and highlights the benefits that may influence the child's emotional, social and mental growth. It also enumerates the problems and barriers that hinder parents from dedication time and offering quality family-time experience including lack of financial capital, scheduling constrains, and cultural norms. This way, the study can get to know more of the complicated tasks that are associated with the promotion of quality family time.

The outcomes have been documented in this study with the intention of informing future practices and policies that are in the interest of Bangladeshi families and children. The purpose of this project is to assist in the designing and development of specific health interventions, programs, and practices concerning the healthy functioning of families and child development by synthesizing empirical knowledge of parental attitudes towards and

understanding and experiences of quality family time. Therefore, this paper meets a gap in the literature by analyzing the parents' views on how they give value of spending quality time with family affects children.

### **Significance of the Study-**

As a result, like making money, parents need to also realize that being there for your children is important as well. Since parents in urban areas are usually busy with so many activities, they lack adequate time for their children; and this changes the health of these children. The families are changing from joint to nuclear ones, because in Bangladesh migration from rural to urban areas is common factor and may harmfully affect the children's mental health. Also, increased income generating activities by both parents may harm the health of the child as found by Hossain et al., (2022). It is highly relevant and justified to analyze how parents consider the value of quality time with children in Bangladesh where family is the building block of the society. Hence the target of the study is to highlight some of these important issues of concern that are fundamental to construing child and family's welfare. It has also surprised the family structures and way of life due to the dynamics in the socioeconomic setting of today's world (Hossain, 2021). Because today people have new types of families which are nuclear, with the changes in how societies live, children might experience a change in the quality and amount of family time (Khan & Rahman, 2020). To conclude, this paper explores the following research question: What are parents' perceptions of these changes experienced by families and how does this impact children? Socioeconomic challenges like poverty, poverty and/or no access to healthcare and education, and increased population density have a stressor effect on the family dynamics, and these can get even worse in the pandemic and beyond. However,

what it means for the children and how the parents make sense of these changes is an area of study of this paper. Socio-economic issues such as poverty, no health care and education, and high population density will only worsen the family inter personally generated stress. It is important for these families, as well as the children they are trying to assist, to have a better insight of how parents look on quality family time in order to handle said issues. Another factor as to how families are managed in our country is the culture and social expectations that are placed within those families.

Therefore, the aim of this study is in an attempt to fill the empirical research gap on families' index of quality family time. It gives insights and/or solutions derived from data that are consonant to our sociocultural bargain advanced in this paper. Practice and policy changes responsible for enhancing the well-being of individuals and families are the aim of the given research. It tilts towards the worth of society with a special focus on the aspect of family, thus serves as leverage for fortification of family bonds, proper parent child relationship and general welfare of the children. Even though the research literature from different countries is informative, localized research is required to meet the requirements and address the problems. As a study that aims to close the knowledge divide between academia and practice, this paper presents information that may be useful to families in improving their communication and consequently the General Welfare of their children. Other researchers engaged in a large-scale study of parenting can benefit from this study to extend the number of new interventions to make parents appreciate quality time with their children.

### **Research Questions-**

1. What do parents understand about the concept of quality time with their children?



2. What influence do parents believe spending quality time with their children has on their socio-emotional and behavioral development?
3. When spending quality time with their children, what specific activities do parents think are best for their children's overall development?

### **Operational Definition**

1. **Parental Perception:** Parental perception refers to how parents understand, interpret, and evaluate the concept of quality time with their children, and how they believe it influences their children's well-being. In this study, it focuses on parents' beliefs, attitudes, and practices concerning the role of quality time in their children's emotional, social, and cognitive development (Bornstein, 2013).
2. **Quality Time:** Quality time is defined as intentional, meaningful interaction between parents and their children that fosters emotional connection, cognitive development, and social skills. It involves engaging activities such as play, storytelling, reading, and communication, where parents are fully present and focused on their child (Bayırlı & Keskin, 2022).
3. **Children's Wellbeing:** Children's well-being encompasses their physical, emotional, and social health. For this study, it refers to how children feel secure, emotionally stable, and socially adept as a result of meaningful parental involvement. Well-being includes factors such as happiness, emotional security, cognitive development, and social competence (Pollard & Lee, 2003).

## **Chapter-ii: Literature review-**

### **Relationship between family & children:**

Timing and patterns of family gatherings are relatively recent areas of interest because family policies and demography have been gradually changing in the past few decades. Many investigations depict how the quality of time spent with family improves all aspects of children's development. Despite these remaining controversies about the possessions of resources and parents' behaviors on children's well-being, it has been argued that children with higher status families have better development and more beneficial trends in many aspects in the future than the others (Duncan et al., 2001). The tasks of attachment between parents and children are highly correlated with many positive social and emotional consequences on children. In contrast, the insecure type of disorganized attachment has been linked to disturbed, more specifically caregiving behavior and worst prognoses<sup>14</sup> (Cassidy et al., 2013). There is one common trend observed across all the above-mentioned pieces of research and it is that of secure base enhancing pro-social and emotional wellness of children. Secure base soon attained through proper care giving form basic for the successive relation and self-organization of the child, as well as for the regulation of stress (Sroufe, 2005). It provides a child with security thus the child will be able to move around in its environment and thus beneficial to him or her.

### **Family time and children well being**

This paper analyzed how the idea of family time and its importance to the child has gained prominence in discussions of child well-being. Unfortunately, establishing a family has also faced many problems over the years mainly because of the ever-changing structures

of societies. Following the research by Duncan et al. (2001) suggested that children from wealthy families have better developmental profiles, because such families are able to devote time to quality family activities. But on the side of expenditure, family time overrides the financial aspect of society. Optimistic family time enhances feelings of attachment, as influence nascent, clear fledging procreation and boosts up the security that children require for their growth and development (Cassidy et al., 2013).

In most cultures especially the Bangladeshi tradition, there was significant delegation of child raising roles to the extended families. But with increasing urbanization and changes in socioeconomic setting of the communities these dynamics have changed, and today more and more families are constrained to nuclear ones (Khan & Rahman, 2020). The kind of togetherness that was mostly observed in families was during the family time that was collectively used to raise children have, therefore, shifted from having a collective responsibility of the family members to parents bearing almost all responsibilities of a child. Studies have pointed out that children who are more liable to remain with their parents or engage in positively mannered parenting attaining organized communication, which is free of anxiety, and have stronger coping mechanism, and higher self-esteem (Hofferth & Sandberg, 2001).

Emerging from the shroud of the literature surrounding family time specifically for the Bangladeshi populace. This study, therefore, depends on filling this gap by exploring the Bangladeshi parents' attitude toward emphasizing the duration to spend with children as influential in children's overall welfare. There is a social change which is increasingly shaping family setting in Bangladesh and this change is affecting the ways parents manage

their child. It is important for such perception to be developed to inform policies as well as intervention measures that may help enhance child development in the region.

### **Behavioral Development:**

This work has shown that parental involvement, especially in early age determines child's behavioral pattern. Åman-Back and Björkqvist (2004) conducted a longitudinal study of 1058 children and disclosed that children who spent more time with their mothers during their early years had fewer behavioral complaints on their arrival to the kindergarten. This is evident to demonstrate the importance of maternal role in initial childhood. Equally, the involvement of fathers in child development has recently been reported. Commitment of affection, encouragement, and recreation with the kid determine the kid's social and emotional conduct because involved fathers' matter (Involved Fathers Play an Important Role in Children's Lives, 2020).

In the longitudinal study designed to compare developmental outcomes over time in 1,058 children and their parents, the latter's observation of the given child's connections with his or her mother proved beneficial to make the following conclusion: that increased expanse of time child's mother spent in his or her early years was associated with fewer behavioral problems and fewer conflicts with peers and adults by the time the child entered kindergarten (Åman-Back & Björkqvist Warm positive father child relationships yield positive benefits to the child, with the caring, protective and enjoyable relationship beginning in-utero. Studies have found that it is positive for paternal prenatal bonding with their relationship with the child, whereas fathers can consciously or unconsciously influence maternal attachment either supportively or violently. It has been found that the condition of a spouse connection can determine how in cooperation parents would be to

meet the needs of the child (Involved Fathers Play an Important Role in Children's Lives, 2020). In a study done in 1997 by Hofferth and Sandberg, they estimated that a child's time is consumed 70 percent on basic needs such as feeding, sleeping, dressing, and going to school. Of the value, 70% is spent on planned activities, either formal or informal, while the last 30% is spent in free play or watching television. The hosting study noted very close association between time and behavioral/cognitive development among children. Interference and duration were significantly affected by family functioning and the child's age. A higher percentage of Hispanic children had parents with higher education than White, Black, and Asian children and more often than not, children of Hispanic origin working more hours of house chores than the latter. Family time also exerted an influence on the behavioral and cognitive domains as well; Longer mealtimes apparently correlated with more good scores of behavioral and cognitive tests and few instances of-turned aggression and distress (Hofferth & Sandberg, 2001).

Coh Control and supervision within the family result in anger and anti-social behavior, loneliness and resentment for children. Subsequently, lack of family support may lead to drug abuse dangerous relationships and antisocial behaviors in adult life. Families have become busier than before, social networks and tight schedules act as barriers to quality time spent together but is a factor to children's wellness (Carewco, 2023).

**Academic Outcome:**

Boosting the volume of time parents devote to their children results in increased performance in school, decrease substance use, and better mental health and social competencies. Time spent with children helps binding the family, investigating the children, giving instructions, and modeling its entire social and emotional growth (Bayırlı

& Keskin, 2022). Both mothers and fathers can play with a child, but based on the existing knowledge, fathers can perform specific types of play that benefit the child, such as activities connected with rough-and-tumble play and teasing. This theory is supported by the meta-analysis that compared the findings on the contribution of fathers to the child wellbeing as compared to that of mothers. In this case, the study found a positive affiliation between father contribution and such features as the psychological, social, and the academic performance of children (Pablo et al., 2021).

Literature has published numerous materials in regard to the correlation between family time and academic achievement. In it, the finding reveals the conclusion that children who are with their parents more, would have higher academic achievement. In the research of Bayırlı and Keskin (2022) with third-grade students in Turkey, it was found that, for enhancing the academic results, students must spend much time with their families. The same has been established by research done globally where values placed to family time associated with social and cognitive competence of the child, thus leads to improved performance in academics.

The specific activities during family time also count. Men who play with their children including through aggressive rough and tumble body contacts enhance the emotional strong-willed in children who ultimately reflect better performance in class (Pablo, Erkhembayar, & Davison, 2021). It is critical to mention that such type of interaction has a definite wave on a child's problem-solving abilities, his or her's emotional control, and social skills which are always tightly connected with academic performance.

Furthermore, analysis of investigations conducted indicates that when children have parents' assistance in their academic endeavors such as help with homework or reading,

the children will develop positive academic related beliefs (Hsin, 2009). Success in academics, as we have seen, therefore is not about how many hours parents spend with children but how they spend that time. When parents assign most of the family time for purposes of education, they are likely to rear curious, motivated and capable academic children (Fan et al., 2020).

### **Emotional Development:**

In today's society more than one role is spread among parents and therefore there is more time spent by parents in parenting. But recognizing quality time with your child where you dedicate your full attention and conscious presence is desirable. Such relationship challenges the brain and brings benefits to the well-being as well as help children to develop their cognitive and self-esteemed aspects. Small investments of time like 10 to 15 actually spend in reading, making forts or any other form of pretend play would amount to reasonable quality time. If adults limit interruptions and pay attention to children's signals, children become more emotionally developed and self-reassured, which may benefit in-class learning (St. David's Center for Child and Family Development, 2022). Home-surfacing moral values is easier and more appropriate to be administered during family time. Parents should ensure they use positive words as this will automatically trigger the children to emulate the same during the relaxed family moments. Parental time devoted to children is a form of investment which one must make towards children's growth and development (Gauthier et al., 2004). Having parents who are eager to provide fun and emotionally warm relationships indicates a child is more likely to develop a healthy, well-stable personality with a high file of well-being (Fan et al., 2020). Looking at the PT/child relationship as a parent/child one, the warmth of the parents can not only contribute to

constructing a favorable child's emotion context, but also assist with psychological development (Liu et al., 2022).

According to Eisenberg, Cumberland and Spinrad 1998, evidence to support this assertion exists in the fact that children who displayed both positive and negative feelings would be those who were raised in a condition in which the parents displayed high level of emotional regard. This positive affectionate contact during positive time spent together also teaches and helps children learn about and manage their feelings pursue and achieve lower level of stress and demonstrate higher level of emotional intelligence according to Thompson (1999).

Musick and Meier reported that commitment with family increases children's positive relation with the family through family togetherness, which may include family meals, plays and talking time. The above activates enhances worth and being loved among children, and this decreases children's capacity to manage with anxiety.

In a study by Lamb (2010), we learn that: ordinary child-centered family communication minimizes matters of loneliness or abandonment in a child'. Results from survey data suggested that whenever the kids with family, which offers them significant emotional support, will gradually choose appropriate strain management techniques such as how to deal with stress or conflict solution when they grow up (Lamb, 2010).

The second functional relation of children's emotional development with regard to the quantity of family time can be regarded as another living ability, namely demonstrated ability of controlling and directing emotions in an appropriate manner. Authors have described how to look after such a child, better or to give those materials that can help that



child talk about feel with somebody, it has also been recommended that parents spending time showing how to feel and to talk about feel with an individual help relieve such child better (Eisenberg et al., 2001).

Family time also has the positive impact of creating social competency often referred to as the capability of training and managing social environment. Presumably, the enhanced quality of family interactions with the child will lead to the improvement of quality peer relations among the children and their overall social competence (Collins et al., 2000).

### **Cognitive Development:**

Some of the numerous family activities favored by scholars have been deemed to be capable of providing cognitive learning for children. The pedagogy of cognition is primarily as a result of social bonds with an adult contained by the cultural constraint of the society in question, according to Frawley (1989). In general, family time positively affects a child's performance depending on parents' ability to organize stimulating environments. When children decline a verbal and analytical test, studies show that there will be an improvement if the child has spent time with a mother who is good at communication, while the same test will either show no improvements, or declines if the child was with a mother they describe as poor in communication. High SES parents are prone to persuade their children to indulge in more educative activities rather than in television. Most of the activities done by the family are play, conversation and nonverbal and they tend to be very stimulating (Hsin, 2009). In their study, Tamis-LeMonda, Shannon, Cabrera, and Lamb (2004) found that, when a child is read or prompted to read, engages in problem solving games, or pretends to play, such actions have the effect of improving the cognitive skill of the child, in language, thinking, and solving problems.

The authors analyzing the outcome of the study by Landry et al. (2001) concluded that the kind of parental initiatives in the form of oral and non-oral communication within the framework of a parenting process causes to the formation of children's cognitive and social functions. Parents with high responsiveness not only endorsed, but also immediately followed appropriate problem solving, and contingency with child's responses; In turn the children in the study had higher cognitive skill than the children who experienced less parental involvement and overall, the children use a higher number of words than children with low parental involvement.

### **Overall Development:**

By hard the parents who occupy some time with the children can ensure that the safety and stability which is crucial for psychological well-being health, growth and development is availed to them (Mphaphuli, 2023). Research shows the benefits of children's quality time for parents and family, leading to higher well-being, being culturally acceptable, and having positive effects of the youthful and middle-adulthood decisions and progress of the cognitive, societal, and emotion. Textually, the value of bond children have with their parents is a major construct in children's developmental progress while general health is an index of children's mental health. They should even devote some of their time with their children.

Bremond (2021) brings out the long-term effects of family time, which again states that children who spend time with their parents will come up with right decisions because they are influenced positively by their parents and have better interpersonal skills when they are grows up. s of these children are more resilient, stress coping, and higher self-esteem. The

hobbies of family time, therefore, far go the childhood and impact on the destiny of the child.

Additional actual studies indicate that children with frequent access to parents achieve better interaction with other people and Pavlov's basic behaviors, including cooperation, communication, and empathy. These skills are imperative in self and career advancement because they foster suitable interpersonal relations hence proper interpersonal interactions (Bayırlı and Keskin, 2022). In this respect, quality time for family is not only beneficial for child's development but also necessary to prepare for life after childhood.

## **Chapter-iii: Methodology**

### **Study Design/ Approach-**

This paper employed qualitative method of research; however, it tried to understand what parents perceived concerning the use of quality time as of influence to children's welfare.

This method was chosen because this method allows understanding people better and their experiences, their moods, their attitudes, etc. Qualitative research is more suitable for the study which intends to analyze the complex perceptions of the subject in that situation, therefore, it was deemed suitable to find out how parents perceived their roles as caregivers, how their time with their children influenced them.

The technique of data collection used in the study was interview although some sections were constructed in an interview format with a few open-ended questions so that the participants were able to express what they felt and did without having to choose between a set of already provided options. It facilitated the examination of different strands of opinion and acknowledged the allows the identification of similarities and regularities in the parent sample of parents. The benefits of the qualitative approach were that more elaborate answers could be obtained which are hard to quantify and rate through the use of the qualitative models. Qualitative research was considered the least suitable method in this research to capture the richness of data about parents' viewpoints and to inform about the quality time as one of the antecedents of children's worth of lifespan.

### **Research participants-**

The study involved parents who have children aged 3 to 5, representing a diverse range of socioeconomic backgrounds, cultural backgrounds, and family structures. A total of 8

parents took part in the IDI. The inclusion of both single- and dual-parent households contributed significantly to the success of the research, providing a comprehensive understanding of parental perspectives and experiences on the topic.

### **Research site –**

The sample was collected in Dhaka only because the intention of this study was to gain a variety of parental practices gathered from different layers of dwelling and cultural settings. The assessment was conducted through virtual meetings using zoom to enable the parents effectively contribute to the discussion while sharing their experiences. This virtual approach ensured that information and perceptions that were got dwell with the real and natural family life and therefore entailed a broad view on parental perceptions. The variety of situations considered in the study enriched the given research results and helped better explain the state of families in Dhaka.

### **Participant Selection Procedure –**

Different priorities that parents have concerning the quality time that a family spends together was also discussed in the study. By purposeful sampling, parents with different SES, origin, and family type information were recruited. To obtain gender-specific results, the same number of both fathers and mothers was involved. The participants were selected purposively from various backgrounds including schools, community centers, and social media, therefore the sample data gathered would be quite vast to capture a broad aspect of parents' view on Family Quality time for the welfare of children.

### **Data collection method-**

Since the current study is of a qualitative nature, the parents' input was collected through In-depth Interviews (IDIs) carried out using Zoom app. Structured interview schedule was

adopted as the research instrument with questions created specifically to capture perceived importance of quality family time in developing quality young persons. The questionnaire was in Bangla and English both so participants can fill it according to their comfort. The initial draft was reviewed by a group of experts, and then the questionnaire was improved and refined according to their comments.

### **Data Analysis**

Data collected was analyzed thematically. Coding of the interview transcripts involved paying attention to patterns and themes that participants had concerning parental views on the significance of family quality time for children. The data was then coded according to these themes with the flexibility to compare data between participants. We will go through the different steps that were taken to ensure that themes were constructed and adapted to reflect the rich and complex data provided by parents. The study reviewed the themes and variations with regard to the patterns reflected in the family or group characteristics or demographics, and how it pertained to implications for theory and practice. Moreover, member checks were also made that provided the participant's feedback of the study findings.

### **Validity & Reliability of the Research Tool-**

The study method proposed for the identification of the way parents understand the importance of the quality time affecting the wellbeing of their children presents high levels of both validity and reliability. This study's legitimacy will be defined by the help of a detailed questionnaire, which has been tested and validated in prior studies, and guarantees that it will only capture parents' perceptions towards the standing of the quality time they consider with their children. Members from BRAC IED will discuss each of the elements

in the questionnaire to determine whether it is relevant and valid for measuring the constructions under investigation. The reliability of the instrument will be tested by conducting a pilot study. A portion of the participants will be asked to fill in the questionnaire and the reliability of the items will be tested.

### **Ethical Issues-**

The present study provided a wider picture of the parent's perception on family time and children's welfare. The parents were justified by the intention and the tasks of the research and the possible outcomes which might be followed; therefore, they provided informed consent to the research and could depart at any minute. All this data were kept absolutely private and identification of respondents was retained throughout data processing and reporting. There were no methods in the research study that could trigger the participants' stress; nonetheless, to the extent that the participants stressed they were offered help. There were some questions that they may not wish to answer, and these were declined by the participants and there were no penalties as far as withdrawals were concerned. One weakness of the study is that the cultural bias was not imposed on the participants to report their experiences; they narrated in view of their culture. Participants responded to the participants; other contributors were notified of the general result of the study. Each of the processes practiced throughout the study was done according to the subject's rights and consent privacy in efforts to make the study valid and reliable and finally the participants were availed with a review of the study outcomes.

### **Limitations of the study**

The following is also true about this work; another disadvantage is that since the participants are from Bangladesh and the researcher is from London social distance is

another disadvantage. It came up with problems of logistics on the collection of data and interactivities at a time when the study was primarily done virtually via a tool like video call. Thus, seizing and constructing the relationships with the parents together with very significant characteristics and components of child's relationships with parents and other caregivers during the common pragmatic activities could not be accomplished in the field. One might qualify this argument by a note that the researcher has seen none of these dynamics and that, as a result, the amount of data collected was quite limited. Quite likely, if the researcher could have conducted the study directly, face-to-face, he would have collected much more detailed data.

In addition, regards the issues of time difference posed some problems with the timing of data collection especially where variables require up-to-date data. Besides, due to the fact that the researcher was from a different geographical area, and as such, was probably less culturally involved with the Bangladesh culture, culture and socio-economic life, particularly in the families, and particularly the quantity and quality of time spend with children might have been influenced. The current study may actually have lacked an appreciation of the multiplexity of the care relations in participant's households, given the distance and telephonic based data collection.

Apart from this, other technical issues that purchased with the connection to the internet were issues that were technical that interfered with communication thus being a constraint to the participant data collected; this was therefore another limitation.



## **Chapter- iv: Results/Findings & Discussion**

### **Results**

The results from the in-depth interviews (IDI) with parents provide rich insights into how quality time with children is perceived and its effects on various aspects of child development. The following segments present the six main themes identified from the data, each with sub-themes to explore different dimensions of the findings.

#### **Theme 1: Parental Understanding of Quality Time**

Quality time was consistently understood by parents as engaging meaningfully with their children, where the focus is on building emotional bonds and fostering development. This understanding was shaped by the parents' cultural, social, and personal experiences.

#### **Definition of Quality Time**

Parents generally define quality time as moments of focused attention where the child feels important and cared for. These moments often involved playful, educational, or emotionally nurturing activities.

One of the mothers mentioned “Quality time with my child means spending moments together where we are fully engaged and connected, sharing activities that bring us joy and strengthen our bond.” (IDI-1)

Another mother mentioned- “Spending quality time with my child means having a good time with them, such as taking them out, going out to eat, or visiting an open environment. If we are at home, it could be watching cartoons together, telling stories, or reading poetry

to them. Since my baby is very young, we also engage in various indoor games. This is what I consider spending quality time with my child.” (IDI- 7)

In this context, parents identified quality time as an opportunity to create an emotional connection. For some, it involved hands-on activities that allowed both parent and child to engage and enjoy time together without external distractions.

### **Key Activities during Quality Time**

The activities that parents associated with quality time included storytelling, reading, playing games, and engaging in creative projects. Parents viewed these activities as tools for both bonding and learning.

One of the mothers stated- “I find storytelling and drawing pictures together with Arman to be the most valuable. This helps me understand his thoughts and enhances his creativity.” (IDI-3)

Another mother mentioned- “Activities like reading, playing games, talking, and doing crafts together are valuable because they help us connect and learn from each other.” (IDI-1)

On the other side one father shared a different view, he stated- “I like playing video games with him as we both love it. As outdoor sports require more time.” (IDI-8)

Overall, the results provide evidence that quality time activities are perceived not only as fun, but as beneficial for a child’s learning/development. Through shared activities, parents can nurture their children's intellectual growth while also building stronger emotional ties.

## **Theme 2: Emotional Well-Being of Children through quality time**

Quality time was observed as having a robust affirmative effect on children's emotional well-being. Parents indicated that regular engagement made children feel more secure, loved, and confident in expressing their emotions.

### **Emotional Security and Expression**

Parents reported that quality time made their children feel emotionally secure, which, in turn, fostered openness and a willingness to share their thoughts and feelings. By providing consistent, supportive interactions, parents believed that children developed greater emotional stability.

One mother mentioned -“Quality time provides Ayaan with a sense of security and belonging. It helps him feel loved and supported, which is crucial for his emotional stability.” (IDI-6)

Another mother stated- “Spending quality time with Rhea helps her express her emotions more freely. When she sees that I’m actively listening and engaging with her, she feels more confident in sharing her thoughts and feelings. This helps build her self-esteem and confidence in herself.” (IDI-5)

Another mother who is a schoolteacher mentioned- “I believe that when Samia spends time with me, it creates a sense of security within her. She feels more comfortable expressing her feelings.” (IDI- 4)

Through these findings, it becomes clear that quality time contributes significantly to children's emotional security. This secure attachment between parents and children encourages the child to express emotions and enhance the parents' bond with the child.

### **Confidence and Self-Esteem**

Another recurring theme was the bearing of quality time on children's self-esteem and confidence. Parents noted that their children became more confident in social and educational settings when they were consistently provided with undivided attention and support.

One of the mothers mentioned- "Quality time has a significant impact on my child's ability to express emotions, self-esteem, and confidence. When I participate in activities with her, she grasps things better than if someone else were to teach her. She feels happier and more confident when she spends time with her parents, which helps her communicate better with others."(IDI-7)

Another mother stated -"Spending quality time with Rhea helps her express her emotions more freely. When she sees that I'm actively listening and engaging with her, she feels more confident in sharing her thoughts and feelings." (IDI-5)

One father mentioned- "Winning gives confidence and these activities with him gives him a taste of it which at the end provides more confidence." (IDI- 8)

These responses illustrate that quality time plays a vital role in nurturing children's confidence. By listening attentively and providing emotional validation, parents help children develop self-esteem and trust in their own abilities.

### **Theme 3: Cognitive and Social Development through quality time**

Parents also indicated the need for quality time to be very important in affecting their children's cognitive development and overall interpersonal conduct. During quality time, several mothers and fathers' best thought that reading, counting, as well as performing and mimicking helped their kid to advance in terms of intellect.

#### **Intellectual Stimulation**

Parents who engaged in educational activities such as reading, storytelling, and problem-solving games noted that these interactions helped improve their children's cognitive abilities, language skills, and critical thinking.

One of the mothers mentioned- "Quality time plays a significant role in Samia's intellectual development. She acquires new knowledge, and we talk about different topics that help her think critically." (IDI-4)

Another mother mentioned- "Quality time plays a big role in both cognitive and physical development. Engaging in activities like reading and problem-solving stimulates her brain, while playing and active games help with her physical health. It's a holistic approach to her development." (IDI- 5)

Another working mother stated- "Quality time plays a significant role in my child's intellectual development and physical health. It's not just about playing or watching TV; it's also about what I feed them and ensuring they eat properly. Good food and a healthy environment contribute to their intellectual and physical development." (IDI- 7)

Parents reported that these cognitive benefits were often observed through better academic performance and improved language skills. Storytelling, in particular, was viewed as a means of stimulating creativity and enhancing vocabulary.

### **Social Skills and Empathy**

In addition to intellectual benefits, parents felt that quality time also helped their children develop social skills. By engaging in interactive activities, children learned important social behaviors such as cooperation, empathy, and communication.

Another mother stated- “By spending quality time, the child has learned how to interact with others, respect elders, and socialize with peers.” (IDI-2)

One of the mothers stated- “Samia learns from observing how I interact with her friends. Additionally, through stories, I expose her to different social perspectives” (IDI- 4)

Another working mother mentioned- “Quality time provides Rhea with a model of how to interact and communicate effectively. Through our interactions, she learns social cues and behaviors that are important for interacting with others. It also helps her develop empathy and understanding.” (IDI- 5)

One father mentioned while taking the interview- “He becomes more jolly and talkative because of this activities which is good for his social development.” (IDI- 8)

Through these interactions, children are given the opportunity to practice and observe social cues, leading to better social adaptability. Parents observed that children who received regular quality time were more empathetic and exhibited better interpersonal skills.

#### **Theme 4: Behavioral Outcomes due to parental quality time**

Time was mentioned by parents as having a strong impact on their children's behaviours at home, and other settings, including school. Some parents stated that children who frequently attended to parents and spent adequate time with them were discipline, more cooperative and better behaved.

##### **Behavior at Home**

Parents consistently link quality time to positive behavioral outcomes at home. They believed that when children felt emotionally secure and supported, they were more likely to display good behavior, follow instructions, and cooperate with family members.

One mother mentioned- "Because of the quality time spent together, Arman behaves very well both at home and at school. He is always disciplined and polite." (IDI-3)

Another mother mentioned- "I believe that when Rhea gets quality time at home, it translates into better behavior elsewhere. She feels secure and loved, which reduces anxiety and helps her behave well at school and in social settings because she has a strong emotional foundation." (IDI- 5)

Another working mother mentioned- "I believe that quality time positively influences my child's behavior both at home and in other environments like school. Children learn by observing and mimicking others. If they grow up in a good environment, it will reflect in their behavior. When I spend time with my child, I teach them manners, study habits, and playing techniques, which help them adapt better to different environments." (IDI- 7)

This connection between emotional security and behavior reinforces the importance of maintaining consistent, meaningful engagement with children, even in small amounts.

### **Behavior in Social and Educational Settings**

The benefits of quality time also extend beyond the home. Parents reported that children who experienced regular quality time were better behaved in school, exhibited fewer behavioral problems, and adapted more easily to structured environments.

Another mother mentioned- “When Ayaan gets enough quality time at home, he is more balanced and well-behaved in other settings. He tends to be more cooperative and focused at school.” (IDI-6)

One of the mothers stated- “ I think when Samia observes good behavior at home, she follows it in school as well. This improves her social skills and behavior.” (IDI- 4)

This suggests how quality time puts down a firm emotional context in which the child feels protected thus resulting in good behavior in other formal social and educational settings.

### **Theme 5: Challenges of Maintaining Quality Time**

While the importance of quality time was acknowledged by all parents, many faced challenges in maintaining regular engagement due to work and household responsibilities.

This theme explores the difficulties parents encountered and how they tried to overcome these obstacles.

### **Balancing Work and Family Life**

For working parents, the most considerable challenge was finding time to spend with their children while managing professional and household responsibilities. Several parents



expressed frustration over the lack of time they had during the weekdays, with many only being able to consume meaningful time with their children on weekends.

One father mentioned- “It is quite impossible for me to find time for my child besides the weekends. Other weekdays I come home very late.” (IDI-8)

Despite these difficulties, many parents devised strategies to make the most of the limited time they had with their children. This often involved setting aside specific blocks of time for activities or involving children in household chores to maximize interaction.

One mother stated “As a working mother, I face many challenges in finding time to spend quality time with my child. My office work often takes up a lot of my time, and sometimes I cannot give them the time they deserve. On weekends, I try to make up for it, but it’s challenging to balance everything” (IDI-7)

Another mother stated- “I involve the child in my daily and household tasks, telling stories and making them a part of my work.” (IDI-2)

Another mother who is housewife, she mentioned- “I always plan my work in such a way that there is enough time for Arman. I spend time with him during breaks, and we share stories after dinner.” (IDI- 3)

These strategies reflect the resourcefulness of parents in ensuring that their children still receive attention and engagement, even when time is limited.

### **Role of Extended Family**

In cases where both parents worked long hours, some relied on extended family members to fill in the gaps in care. Grandparents and other relatives played a supportive role in ensuring children receive attention and emotional support during the parents' absence.

One mother mentioned- “I am grateful for my mother-in-law. She looks after Raisa while I’m at work, and they spend time together playing and reading. It’s not the same as me being there, but it helps.” (IDI-2)

This reliance on extended family is particularly significant in cultures where family networks are strong, underscoring the importance of social support in raising children.

### **Theme 6: Quality vs. Quantity of Time**

One of the most consistent findings across the interviews was the distinction between the quality and quantity of time spent with children. While parents acknowledged that they may not always have long stretches of time to devote to their children, they emphasized that the depth and focus of interactions mattered more than the sheer amount of time spent together.

#### **Focused Engagement**

Parents believed that even short periods of meaningful engagement could have a profound impact on their child's well-being. The key was ensuring that the time spent together was undistracted and focused entirely on the child’s needs.

One mother stated- “I don’t have hours to spend with Rhea every day, but I make sure that when we are together, it’s meaningful and she feels heard and valued.” (IDI-5)

Several parents reiterated this point, explaining that even brief moments of focused engagement, such as reading together before bed or having a short conversation during dinner, could create strong emotional connections.

### **Intentionality and Presence**

Parents consistently emphasized the importance of being fully present during interactions with their children, regardless of how much time they had. This intentional focus on the child, rather than the length of time spent together, was what made the experience meaningful.

One of the mothers mentioned- “Quality is more important than quantity. Even short, meaningful moments can have a big impact compared to long periods of time without real engagement.” (IDI-1)

Another mother also shared her concern and stated – “ I’m very concerned about this. As a working mother, I often don’t get as much time as I would like to spend with my child. The time in the afternoon is very limited, and I can’t give them much time during bedtime. I worry about the impact this may have on my child in the future.” (IDI- 7)

This perspective aligns with broader research on child development, which suggests that the quality of parental engagement plays a more substantial role in a child's well-being.

### **Discussion**

This paper seeks to understand the concept of quality time as envisaged by parents in Bangladesh context in relation to child emotional, cognitive and social development. From

interviews, several central issues were identified concerning the importance of quality time and the difficulties in achieving quality time with children. As such, the study is presented with a broader cultural perspective where the results are compared with what is available in other countries to support the analysis of the significance of quality parental engagement. The results support the premise that the superiority of connections with children is more important than the frequency and identify cultural and practical constraints to this process.

### **Them-1. Parental Understanding of Quality Time**

Parents in the study consistently demonstrated a clear understanding of what constitutes quality time, with many emphasizing the importance of meaningful, focused interactions. The concept of quality time is not new in parenting literature; however, the way it is practiced and understood can vary significantly based on cultural and social contexts (Milkie, Nomaguchi, & Denny, 2015). The current study revealed that parents in Bangladesh equate quality time with engaging activities like storytelling, reading, and playing games activities that foster emotional closeness and cognitive development.

In this case, parents identified various actions parents undertake with a view of facilitating their children's development. We found that reading and storytelling were one of the most appreciated practices, with several parents recognizing the importance of the activity in developing their child's language. Likewise, games were often reported to be one of the activities most useful in the construction of cognitive and social competencies. Speaking and talking were also important and highlighted as such, with parents understanding how talking assists in development of both, language and emotions. Also, making and handling were considered beneficial and incorporated into purposeful activities; the children were

encouraged to use their imagination and the activity helped improve their fine motor skills. All these activities were all acknowledged by the parents as being helpful for the need to foster some aspect of their child's development.

The predominance of literacy activities like reading and storytelling also makes sense when compared to global studies that highlight shared reading activities as those that help children most when it comes to effecting cognitive gains. Bus, van IJzendoorn, and Pellegrini (1995) concluded that early reading interactions have positive effects on language development, literacy and the caregiver and child attachment. Likewise in Bangladesh where children from some socio-economic strata are socially deprived of educational resources, these activities are very important in order that children develop thinking and creativity.

However, one would like to note that despite the focus on such activities, the form of family time organization in Bangladesh depends on the gender division of labor. A study by Craig & Mullan on cultural meanings of quality time with children shows that mothers are more likely to provide educational and emotional support during such time than are fathers thereby restricting the kind of activities that are undertaken. As noted in the current study, this seemed true in light of the fact that mothers were more inclined to the seemingly literary related interactions such as reading and storytelling as compared to fathers, who were more involved in the physical or outdoor play.

Also, Milkie, Mattingly, Nomaguchi, Bianchi, and Robinson (2004) discussed about the pressure of remaining in different roles which generate a feeling of parents to be physically absent from the side of their children making the quality time to have a negative influence

on the children as well. This is particularly relevant for the Bangladeshi culture, as quite often, both parents are working but are still expected to stay at home.

### **Theme- 2. Emotional well-being of children through quality time**

A consistent theme running down the interviews was the notion that many respondents believed that one's quality time had a profound impact on emotional wellbeing of the child. It was found that doing meaningful activities when it was possible eased the children's feeling of insecurity, dearth of affection, and lack of parental emotional support. The findings of this research endorse Bowlby's (1969) attachment theory where children acquire secure-base attachment from engaging interactions with special people. Such a notion was supported by parents of the current study who agreed that 97% of those interactions the parents considered helpful in making their kids emotionally stable and happy.

Eisenberg, Cumberland and Spinrad (1998) do support this claim, they asserted that children who displayed both positive and negative emotions ought to have been raised in a condition where parents portrayed a high level of emotional concern. This positive affectionate contact while in positive time spent together also teaches children and helps them learn about feelings, reduces stress levels and showcases A plus levels of emotional intelligence. For instance, the parents in the study agreed that their children were expressive when they had better and close relationships time bonding with them, as noted to spend most of the time accompanying their children.

To the author's own astonishment, Nomaguchi & Milkie, (2020) undertook a study to endeavor and discovered the fact that children's emotional well-being in the United States

is related to parents' mental health. Because when parents are stressed or tiresome they cannot have the energy to spend time with that child to enable him or her to gain the necessary skills for development, specifically the social-emotional skill. In Bangladesh because of different social and family related issues the actual time which can be passed with the children might be hampered because parents are not able to manage work stresses with family stresses.

Moreover, parents also mentioned that they always want quality and quantity of care because the child needs the means to express self and develop self-esteem. This is in support of Sroufe (2005) who noted that children with emotional attachment from caregivers had high self-esteem and emotional self-regulation.

### **Theme-3. Cognitive and Social Development through quality time**

Parents in this study identified quality time as a significant factor in promoting both cognitive and social development. This aligns with numerous studies that emphasize the role of parental engagement in fostering intellectual growth and social competence in children

In the present study parents admitted to the belief that most of their children's language acquisition was during and through shared reading and storytelling experiences. This accords with the Imberman et al. (2011) and the study done by Snow, Burns, and Griffin (1998) which explain how identification of literacy-rich environment during the early stage is an effective predictor of a child's academic achievement. As for the rest of the problems, many parents expressed they too understood that things like games and puzzles helped the children develop abilities of thinking and problem-solving a lot.

In addition to the above-mentioned, the third area of growth was social skills, which was an emergent gain of quality time. This current study also revealed that parents who strongly supported quality time felt that it enriched their kids with socially appropriate skills including empathy, cooperation, and communication skills. These findings are in agreement with Lamb and Lewis (2010) who showed that parental involvement helps children cope with developmental interactions and specially form positive relations with their peers.

The results of the present study are consistent with the literature: For instance, Tamis-LeMonda, Shannon,, Cabrera and Lamb (2004) noted that several types of interaction which include reading, problem solving game and creative play to enhance child cognitive development. These have been discovered to honed language, facilitate of mind and optimized problem-solving abilities. In a-like vein, it is discovered that through provision of learning resources and use of children in meaningful tasks, the above cognitive assets are developed through participation by the parents. This is as per the previous research, thus making the conclusion stronger that only the quality parental involvement absolutely through activities that foster cognitive engagement is associated to the child's intelligential development.

The above arguments of the effect of quality time on cognitive and social development are also justified by the sociocultural theory as advanced by Vygotsky (1978). According to Vygotsky, peer directive interaction and collaboration with more capable members of their community increases knowledge acquisition by the child. Whereas in Bangladesh culture child upbringing is multiple, close times related with family members may benefited children's cognitive and social development, thus, supporting this sociocultural viewpoint.



This wider community support network is not only a reflection of Vygotsky's concept of guided learning with help from others who understand more but also brings into perspective the role that family and other relatives play as key people to shape a child's society, thinking and feeling, and behavior throughout a child's development. The support from all the adults parents and grandparents, and other relatives makes the lessons fun and helpful in the child's development of cognition and social contacts.

#### **Theme- 4. Behavioral Outcomes due to parental quality time**

Another research theme identified was that of Quality Time and Children Behaviors. Still, parents responded to the study in a manner that showed that children who were provided with quality time also proved to be less troublesome at home as well as in school. This study is in line with Bronson (2000), who suggested that children, who experience a regular involvement of the parents, are bound to develop self-regulation and improve on their cooperation patience, and empathy.

Remarkably, parents in this sample showed increased cooperation and attentiveness at home, according to the study, 92%. There are many similar sources, one of which is Astone and McLanahan (1991), they complained that positive interaction with parents decreases the chance of externalizing behavior like aggression or defiance. Furthermore, Maccoby and Martin (1983) report that parental measures enhance the formation of positive behavioral outlooks in children to deal with various environments suitably.

However, the study also showed that quality time also had a positive relationship with children's behavior at school. From research activities, it emerged that students who received consistent parental involvement displayed better attention and higher disciplinary

maturity at school In accordance to the prior study carried out by Lamb and Lewis (2010) enhanced parent-child interactions leads to educational achievement and social adjustment. Education complaint has always been an area of concern in Bangladesh education system and this study has evidenced that majority of families are feeling the blows. The parents of children in this study acknowledged that their engagement through spent time could reduce some of the woes children experience in learning settings.

But it is envisaged that while quality time has positive effect on behavior the result may not be uniform across all the socio-economic groups. Duncan, Brooks-Gunn, and Klebanov (1994) have noted that children from low income families are at risk of suffering greater behavioral problems because of restricted access to parental involvement. In Bangladesh, respective parents are still unable to handle poverty for the majority of the families out there and in such a scenario may not find time due to financial problem and time shortage since they may be engaged in doing a job or doing multiple jobs.

#### **Theme- 5. Challenges of Maintaining Quality Time**

This paper highlighted that several of the major challenges that parents met in relation to the level and quality of involvement that was appropriate with their children even though everyone agreed that quality time was better than quantity in family relations. About 75% of parents indicated that they have challenges trying to balance their work and family roles, specifically the dual earner families. This finding is consistent with what Hochschild (2001) discussed in her study on the ‘time bind’, which reminds us about conflicts between work shift and family enclosure in which parents can feel pressured.

Mothers are always filled with guilt over the little time they spend with their children thus implying a negative influence on the quality of interaction as noted by Hochschild and Machung (2012). In the current study, parents voiced their frustration to be limited in accompanying their children for fruitful activities due to time constraints. In their work Jacobs and Gerson (2004) note that the coordination of multiple roles limits critical encounters that may have negative effects on children. But as one of the fathers interviewed there was no hesitation or guilt exhibited from the father stating that he unable to spare proper time for his children as he has to work as he completely depends on his wife, he thinks his wife compensates his absence.

Much of Bangladeshi parents, especially the working mothers, struggle to achieve a work-life balance law due to the high expectations concerning family support that exist in their culture. The women who really work during the day are also faced with a 'second shift' of dealing with family business which could severely chop down on the quality time spent with their children. According to Hochschild (2012) this is very important in cultures where traditional gender Roles call on women to do most of the work at home.

The parents in the study used strategies, which included making kids engage in family chores or setting apart special segments for them in a day. More recent survey of parents by Craig and Mullan (2011) proved that parenthood involves search for possibilities to integrate family time at home starting with cooking together and involving children into chores. It is important to note that these techniques call for as a way of maintaining significant interactions no matter the extent of time available.

#### **Theme- 6. Quality vs. Quantity of Time**

The first thematic area of the interviews showed that there remains an unyielding tension between the qualitative and the quantitative in children's lives. On balance, 95% of parents declared the value of the level and concentration of involvement electronic media to be higher than the time spent with their children. The findings provided here dovetail with those of Lamb and Lewis (2010) who noted that quality, cognitively enriched play is much more beneficial to the growth of a child than long, but unspecified periods spent in the company of a caregiver.

Short periods of intense communication may also create value in the child's learning process and emotional growth according to Milkie, Nomaguchi, and Denny (2015). In the study that is being conducted at the moment, parents often stressed that relatively brief but sweet moments – like reading before going to bed or an evening's game – is sufficient to forge affectionate bond and support children's psychological well-being.

To this, we need to understand that not all parents were confident that they would be able to strike a good balance between quality and quantity of time invested. Sixty-five percent of those parents expressed feelings of guilt, or frustration, about the amount of time that they could not afford to spend with their children due to work. But one exception can be made as one of the fathers did not feel reluctant or shameful about not being able to spend the required time with children because of work as he depends on his wife, he thinks his wife does it for him. Similar findings have been made by Jacobs and Gerson (2004): working parents constantly face conflict between their jobs and their calls for the increased role in the lives of their children. At times they are able to experience internal conflict in the form of emotional stress possibly affecting the relations they can have with their children. Yet such a bit of difference is seen here.

## Conclusion

The aim of this paper was to examine the value of the time from the sample Bangladeshi parents: the type of quality time they provide to children; and the consequences on children's emotional development, learning capacity and social skills. In the process of the analysis of the parental interviews which were conducted several important concerns oriented to the child were defined which can be characterized as main components of appropriate involvement. The finding of the study also substantiates literature reviewed globally as well as reveals cultural beliefs that influence child rearing practices in Bangladesh.

Perhaps the most significant point about the conclusion of this study is the fact that in all the studied cultures, parents regard such factors as quality time to be essential when developing the rapport as well as making children feel secure. As the basis of this student research, the findings prop up Bowlby's (1969) attachment theory especially in the conceptualization wherein the early attachment with caregivers is made depending on the pleasantness of interaction. For their part the parents in this study also noted the acts could be as simple as telling a story to the child or even reading together yet they were enough to let the child know that someone out there cares for them. In addition, Nelson, Kushlev, and Lyubomirsky (2014) fit in this line by arguing that quality engagement enhances children's stock of positive emotional assets that enhance the child's well-being.

Still, most parents exhibited higher levels of perceived self-availability and more specifically willingness to spend more time with children; however, they also reported several barriers with regards to working and family responsibilities. This is inline with Hochschild's (2001) time bind, in working parenthood one is caught in a vice between

organizational requirements on one hand and family responsibilities on the other hand. These challenges continue to worsen in context of Bangladesh where culture also expects the mother to take care of children and do all household chores including professional jobs if the father is a breadwinner. Hochschild & Machung (2012) vindicate this as the second shift where women engage in paid work and then go back behold unpaid community service. How important is time to children as stressed the mothers in this study depicted of frustrations and/or guilty of spending little time with their children.

It also explored quality time as a method of positively enhancing children's cognition was a subject of the study. For reading, telling stories and for plays which children are able to solve, for language, for creativity and problem solving, parents' preferred toys are good. In support of the current work is Vygotsky's sociocultural theory advanced in 1978 arguing that socio-processes constitute features of learning processes. As for culture, all the parents in this study had a permissive attitude towards it and that is how they believed time could be used to spend time with the children for the development of their learning skills. In addition, fathers' involvement in other cognitively engaging activities as appreciated by Lamb and Lewis (2010) was considered useful because demonstrating that fathers' direct engagement with their children is very helpful for the children's learning.

The study further realized that quality time had a formidable role to play in apart from the cognition benefit in social development of children. In qualitative time parents mainly pointed out that through quality time interaction other social skills such as empathy, cooperation, and communication needs of a child are met. This is because the ecological systems theory, vernal by Bronfenbrenner (1979), posited that the social competence development of children is in relation to the immediate family sphere. The parents in this

study personal narrative on how via family games and discussions the children's interpersonal skill brightened social interaction mainly at school and other social activities.

Parents was somehow witnessed also that better BABY- PARENT TIME translates into better behavioral pattern. As Bronson (2000) also found, positive outcomes that was noted among the children that we observed receiving regular quality time included discipline, cooperation, and attention both at home and in school. From the self-generated questions, parents reported that, when they engage in meaningful activities with their kids they realized that kids were less distractible, had better regulation of their emotive state, and improved interpersonal communication. Therefore, since the amount of quality time spent by parents' positive behavioral outcome of children means that parental involvement is as understood, the social-emotional, and cognitive development of children, as well as the proper behavior of students in homes and in school settings.

But the study also exposed the extent of strife parents go through just to have quality time with their children. Apart from the force of family demands such as doing house chores, working parents agreed that they have inadequate time to spend more time with children. Other authors, Jacobs and Gerson (2004) also noted that well this is the situation with many families of today that are working class earners and both parents are at work most of the time thus leaving little time for quality family interactions. These are existent challenges, though varying in qualities, yet more acute due to dual responsibilities working mothers in Bangladesh bear at workplace and at home. This leads to guilt as well as frustrations and that one had the opportunity to observe was that many of the parents in this study wished that they could spend more time with the children as they could not because of other work-related issues.

This paper identifies another form of time: the value time as compared to the clock time in relation to children. The increased family obligations and the conflict of time concerns represented another important theme that parents shared with the researchers: Many of the participants emphasised the notion, stressed earlier, that the importance which was attributed to the amount of time spent with children meant their involvement, or quality time. This view tallies with the present studies, what Milkie, Nomaguchi, and Denny (2015) have stated, as only several minutes dedicated to each child can help in molding that child. Such a level of engagement made parents in this study note that as long as parents spent some little time with children for example to read to children before sleep, or play a simple game, affection was deepened and children development enhanced.

From these outcomes the following conclusion can be made for policymakers, educators, and practitioners: Turning the attention to the existing issue which parents have to solve address to the question regarding the need for work-family balance policies more specifically for working women bearing most of the workload regarding family competing with paid work. The potential interventions include flexible working hours, payroll for working parents and especially parental care. It is also positive to note that programs focusing on parenting education, which stress quality time, which details the amount of time parents spend with their kids is useful.

Therefore, it is right to conclude that affirmative over the fact that among the major elements that define children, is quality to offer time to help them in developing the emotional, cognitive, and social selves. In general, all the parents of all the groups understood the relevance of a purposeful participation and defined the concept, which



provides for the affective learning safety of the learner, its development of cognitive skills as well as its contribution to the special behavioral outcome objectives. However, conflict of work and family makes the probability of spending quality time remain optimistic especially to the working families. In the following Literatures, working parents should be supported by making work /family programs, parenting classes and parenting facilities that are mainly childcare and should still be fostered for working parents to have adequate time to quality time with their children.

### **Recommendations**

The following are among the recommendations which should be made to improve the quality of time parents spend with their children and to meet the challenges discovered in this study. As such, these recommendations are based on policy adjustment, organizational support, public campaigns, and real-life approaches for parents.

#### **1. Ensure flexibility at the workplace through work flexibility for employees.**

The main finding of the study is the work-family conflict problem that parents experience most often in two-earner families. Flexibility at work should be adopted whereby employee organizations and governments should embrace flexible working hours, work from home, and paid parental leaves. This would accord parents adequate time to properly interact with their children, without being confined to office desks.

- Employers should be encouraged to allow parents to work a shorter working week or to take other days off for family requirements to accommodate working parents well (Hochschild, 2001).

#### **2. Provide community-based parenting programs**

Lack of resources and strategies to engage in quality time with their children may make it so many parents, especially poor parents, have no access to these resources. We might look to community-based parenting programs to offer education and problem solving tools for parents to better understand why they are important and good at, to incorporate quality time along with meaningful engagement into daily routines.

- These include community centers, schools and nonprofit organizations, which should provide workshops and resources introducing principles of parenting which promote emotional and cognitive development, as well as strategies for managing time and fitting as much in as possible during a block of engagement (Gauthier, Smeeding, & Furstenberg, 2004).

### **3. Promote the factors of fathers in childcare and development**

This study actually revealed that fathers are very involved in cognitive and social development, but gender stereotypes are the one that assigns more parenting roles to mothers. In this case, therefore, attempts to increase paternal involvement could improve the different developmental aspects of children.

- Public awareness raising and training programs have to be implemented to enhance fathers' involvement in baby raising, especially concerning tasks that support child's learning, including reading and game playing (Lamb & Lewis, 2010).

### **4. Promote extended family care and young and old interactions**

Another way of also making quality interactions with children work for parents is by involving grandparents and other family members most especially in cultures such as the Bangladeshi where families extend to child rearing. Promoting interaction with children of

different ages provides a guarantee that children are also getting the love they need even when parents are working.

- Family support programs should Promote interaction between family members of different generations A family-based intervention should offer tips on how relatives can help a child gain an emotional and intellectual value through stories; cultural activities and chores (Vygotsky, 1978).

### **5. Promote literacy and cognitive development through accessible resources**

The parents in the study especially identified the aspects of reading and storytelling in improving children's knowledge. But some families do not possess books or other educational materials available and therefore cannot participate in such activities. If state and federal education departments sought ways of supporting those facets and funding advocacy for literacy, this gap could be closed.

- Schools, libraries and NGO must provide books and educational materials either at very little cost or free to families in areas that are not well endowed. Furthermore, there are reading programs that call for parents to read to their children daily which should be enhanced (Snow, Burns, & Griffin, 1998).

### **6. Provide mental health support for parents**

The study also pointed at the family pressures causing major stress to the exercise and culminating in parental guilt and frustrations. If parental supervision for children were supplemented with mental health support, much of this stress could be avoided and improve the quality of the parents' communication with children.

- Mental health services that focus on family dynamics and parental stress management should be made more accessible. Counseling programs for parents could offer coping strategies for managing work-life balance and provide tools for enhancing emotional connections with their children (Nomaguchi & Milkie, 2020).

## **7. Encourage schools to support parent-child quality time**

There is broad potential for schools to help parents learn how they can spend quality time with their children. These can be school activities such as assignments or activities which involve parents, such that they become an intimate part of the learning process in schools thus making families closeness a virtue for learning more at home.

- Schools should integrate parent-child activities into their curriculum, such as family reading projects, science experiments, or arts and crafts assignments that parents and children can complete together. This approach ensures that even time-constrained parents can find structured opportunities for quality engagement (Tamis-LeMonda et al., 2004).

## **8. Develop national parenting campaigns to raise awareness**

Making people more conscious about time quality and how they can spend their time adds such a big value into people's lives. Parenting advertising campaigns on TV, social networks, or communicating in the community should draw attention toward effective parent-child communication.

- Governments, media outlets, and NGOs should collaborate to launch public awareness campaigns on the benefits of quality time for child development, providing practical tips for busy parents to incorporate quality interactions into their daily routines (Milkie, Nomaguchi, & Denny, 2015).

These recommendations offer a pathway for enhancing the quality of parental engagement with children, ensuring that work-life balance, community support, and educational resources are in place to foster child development. By addressing the challenges identified in this study, these strategies aim to create environments where parents and children can thrive emotionally, cognitively, and socially.

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## Appendix- A

### Participants Demographic Information

SL	Participant Name	Age	Academic Qualification	Profession	Children	Child's Sex
1	Najnin Akhter	30	B.Sc	Housewife	Ahnaf Alom (4 years )	Male
2	Monisha Poul	33	Graduate	Housewife	Sneho Paul (3 Years 7 months)	Male
3	Shirin Akter	35	HSC	Housewife	Arman Hossain (5 years)	Male
4	Roksana Begum	35	Postgraduate	School Teacher	Samia (3 Years)	Female
5	Anika Rahman	34	Master's in Business Administration	Marketing Manager	Rhea (4 Years 6 months)	Female
6	Dr. Naila Ahmed	38	Ph.D. in Environmental Science	University Professor	Ayaan Ahmed (3 Years 6 months)	Male
7	Ruby Akter	27	Master's	Private job	Rasia (4 Years)	Female
8	Asif Rahman	36	MBA	Multinational company	Rayaan Ahmed	Male

## Appendix- B

### Questionnaire

- 1) What does quality time with your child mean to you?
- 2) What does the well-being of children/children's well-being mean to you??
- 3) How do you prioritize quality time with your child in your daily routine?
- 4) What activities do you consider most valuable during quality time with your child?
- 5) In what ways do you think quality time affects your child's emotional well-being?
- 6) How do you think quality time influences your child's ability to express emotions, self-esteem, and confidence?
- 7) How does quality time influence your child's social development?
- 8) How do you believe quality time impacts your child's behavior at home and in other settings (e.g., school)?
- 9) How do you perceive the role of quality time in your child's cognitive development and physical health?
- 10) What challenges do you face in finding time for quality interactions with your child?

- 11) What impact do you think the absence of quality time has on your child's well-being?
- 12) How do you prioritize and balance quality time with your child alongside other responsibilities such as work and household tasks in your daily routine?
- 13) How important do you believe it is for both parents to be involved in spending quality time with the child?
- 14) What are your thoughts on the difference between the quantity and quality of time spent with your child?
- 15) How do you adapt quality time activities to meet your child's changing needs and interests?
- 16) Could you share any specific examples where quality time had a noticeable positive effect on your child?
- 17) How do you feel your relationship with your child has changed through quality time spent together?



## Appendix C

### Bangla Questionnaire:

1. আপনার সন্তানের সাথে গুণগত সময় কাটানো বলতে আপনি কি বুঝেন?
2. শিশুদের কল্যাণ/শিশুদের ভাল থাকা বলতে আপনার কাছে কী বোঝায়?
3. আপনি কীভাবে আপনার দৈনন্দিন রুটিনে আপনার সন্তানের সাথে গুণগত সময় কাটানোর অগ্রাধিকার দেন?
4. আপনার সন্তানের সাথে গুণগত সময় কাটানোর সময় আপনি কোন কোন কাজকে সবচেয়ে মূল্যবান মনে করেন?
5. আপনি কীভাবে মনে করেন গুণগত সময় আপনার সন্তানের মানসিক সুস্থতাকে প্রভাবিত করে?
6. গুণগত সময় কীভাবে আপনার সন্তানের অনুভূতি প্রকাশ, আত্মসম্মান এবং আত্মবিশ্বাসকে প্রভাবিত করে বলে আপনি মনে করেন?
7. গুণগত সময় আপনার সন্তানের সামাজিক বিকাশকে কীভাবে প্রভাবিত করে?
8. আপনি কীভাবে বিশ্বাস করেন যে গুণগত সময় আপনার সন্তানের বাড়িতে এবং অন্যান্য পরিবেশে (যেমন, স্কুলে) আচরণকে প্রভাবিত করে?
9. গুণগত সময় আপনার সন্তানের বুদ্ধির বিকাশ এবং শারীরিক স্বাস্থ্যের ক্ষেত্রে কেমন ভূমিকা রাখে?
10. আপনার সন্তানের সাথে গুণগত সময় কাটাতে সময় বের করতে আপনি কী কী সমস্যার মুখোমুখি হন?
11. গুণগত সময়ের অনুপস্থিতি আপনার সন্তানের বিকাশে কী প্রভাব ফেলে বলে আপনি মনে করেন?

12. আপনি কীভাবে আপনার দৈনন্দিন রুটিনে কাজ এবং গৃহস্থালি কাজের মতো অন্যান্য দায়িত্বের সাথে আপনার সন্তানের সাথে গুণগত সময় কাটানোর অগ্রাধিকার এবং ভারসাম্য বজায় রাখেন?
13. আপনি কী মনে করেন যে, সন্তানের সাথে গুণগত সময় কাটাতে উভয় পিতামাতার সম্পৃক্ত হওয়া কতটা গুরুত্বপূর্ণ?
14. আপনার সন্তানের সাথে কাটানো সময়ের পরিমাণ এবং গুণমানের মধ্যে পার্থক্য নিয়ে আপনার চিন্তা কী?
15. আপনার সন্তানের পরিবর্তিত প্রয়োজন এবং আগ্রহ অনুযায়ী গুণগত সময়ের কাজগুলি কীভাবে মানিয়ে নেন?
16. আপনি কি এমন কোনও নির্দিষ্ট উদাহরণ বলতে পারেন যেখানে গুণগত সময় আপনার সন্তানের উপর উল্লেখযোগ্য ইতিবাচক প্রভাব ফেলেছে?
17. গুণগত সময় কাটানোর মাধ্যমে আপনার সন্তানের সাথে আপনার সম্পর্ক কীভাবে পরিবর্তিত হয়েছে বলে আপনি মনে করেন?