

Exploring The Parental Perceptions of Positive Parenting and Their Practices Towards Children in Early Years

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

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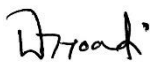
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Declaration

It is hereby declared that

1. The thesis submitted here is my original work, completed as part of my degree program at Brac University.
2. The thesis does not contain material previously published or written by a third party, except where proper citation and full referencing have been provided.
3. The thesis does not include material that has been accepted or submitted for any other academic degree or diploma at any university or institution.
4. All primary sources of guidance and assistance have been acknowledged to the best of my ability.

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Ethics Statement

Title of Thesis Topic: Exploring The Parental Perceptions of Positive Parenting and Their Practices Towards Children in Early Years

Student name: **Nishat Jahan Jyoati**

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

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Abstract

This study explores parental perceptions of positive parenting and the view of its implementation in the early years of childhood within Bangladesh. Positive parenting, characterized by nurturing, supportive, and empathetic caregiving, plays a pivotal role in fostering children's emotional, social, and cognitive development. Employing a qualitative research approach, this study collects data through In-Depth Interviews (IDIs) and Focus Group Discussions (FGDs) with 18(eighteen) parents in Dhaka. Findings reveal that parents conceptualize positive parenting as an approach focused on understanding and fulfilling children's unique developmental needs while fostering mutual respect and communication. Participants highlight the role of various practices, such as active listening, storytelling, and play-based activities, in creating supportive environments for children. However, the study identifies key challenges, including limited access to structured parenting resources, the absence of child-friendly recreational spaces, and societal pressures to conform to traditional parenting methods. These barriers restrict opportunities for parents to fully implement positive parenting strategies. This study provides valuable insights into the evolving practices and challenges of positive parenting in Bangladesh, aiming to contribute to the enhancement of culturally aligned parenting strategies. The findings have significant implications for educators, policymakers, and child development professionals seeking to support parents in nurturing optimal growth and development during early childhood.

Keywords: Positive Parenting, Early Childhood, Parental Practices, Child Development, Parenting Challenges

Dedication

This thesis is dedicated to my husband. His unwavering support, constant encouragement, and steadfast belief in me have been my guiding light throughout this journey. From the very beginning of my Master's program to the completion of this thesis, he has stood by my side, offering patience, love, and understanding at every step.

This achievement is as much his as it is mine.

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Chapter 1

Introduction and Background

1.1 Introduction

Parenting forms the foundation of a child's overall development, with early childhood being the most crucial period for laying the foundation of emotional, social, and cognitive skills. Positive parenting, characterized by nurturing, supportive, and constructive interactions, has emerged as a critical factor in fostering these developmental outcomes. It emphasizes practices such as responsive communication, consistent yet empathetic discipline, and emotional support, which collectively create an environment conducive to healthy growth and learning (Gonzalez et al., 2020). In recent years, there has been a rising interest in exploring how parents perceive and practice positive parenting. This research seeks to explore the parental perceptions of positive parenting and their associated practices towards children of early years within the Bangladeshi context.

Globally, positive parenting is lauded for its role in shaping emotionally secure, socially competent, and academically prepared children. However, cultural and societal influences significantly determine how parenting principles are perceived and implemented. In Bangladesh, traditional beliefs and family structures significantly influence child-rearing approaches. The extended family system, deeply ingrained cultural values, and societal norms around gender roles and authority in parenting contribute to a complex picture of how parents interact with their young children (Hossain, 2019). For instance, while the importance of educational success and discipline is often emphasized, the importance of emotional support and positive reinforcement may not always be prioritized in comparison to more authoritarian parenting styles (Chowdhury & Sultana,

2022). However, there is also a growing awareness of the need for positive parenting techniques that prioritize nurturing, responsiveness, and the development of secure attachments between parents and children. The Ministry of Women and Children Affairs of Bangladesh, alongside various international organizations, has worked to raise awareness about child development and the importance of emotional support and positive reinforcement (Hossain & Sultana, 2021). While there is some existing research on child development and parenting in Bangladesh, there is a significant lack of focused research on positive parenting and how Bangladeshi parents perceive and practice it.

If I look back on why this research topic intrigued my interest, I should mention the names of a few movies. "Taare Zameen Par" is an Indian movie directed by Aamir Khan which I watched so many times, that beautifully illustrates the impact of positive parenting and the consequences of lack of understanding about a child's needs. This movie highlights how positive response which involves understanding a child's emotional and developmental needs, offering support, encouragement, and accepting individuality can foster growth, creativity, and confidence in children. The film also portrays the damaging effects of authoritarian and neglectful parenting, and how a child can thrive when provided with nurturing and emotional support.

There is another example from my watched movie list. "Ichche" is a Bengali film that explores the complexities of relationships, particularly focusing on parent-child dynamics. The film portrays the lack of positive parenting through the character of child's mother, who, out of love and concern, imposes her own fears and traditional values onto her son, without considering the child's emotional needs and individual desires. In the absence of supportive, nurturing guidance from his mother, the son becomes emotionally distant and conflicted about his own identity and aspirations. The movie illustrates the importance of emotionally supportive parenting and

highlights the negative consequences of neglecting children's emotional needs and personal dreams. Those movies actually show the reflections of our existing thoughts, social phenomena and also question the parenting style of our culture.

Also, my personal journey of motherhood, while I had to deal with my only son's speech delay, factored in here. I already overcame this problem by supporting him and obviously with positive parenting. Now I know the magical benefits of positive parenting. This personal experience of mine led me to explore this phenomenon of positive parenting in the context of Bangladesh.

In my community, I also observed parents struggling to balance the expectations of traditional authority with a desire to nurture and connect with their children. This tension is compounded by socio-economic constraints and limited access to parenting resources. This research aims to investigate how Bangladeshi parents perceive positive parenting and implement its principles in their daily interactions, providing valuable insights of parenting in the country.

1.2 Statement of the Problem

Parenting practices play a fundamental role in shaping early development of children, which is very much crucial for their cognitive, emotional, and social well-being. However, in spite of the acknowledged importance of effective parenting, there exists a lack of inclusive research on positive parenting within the Bangladeshi context. Much of the existing literature primarily focuses on traditional, authoritarian methods of child-rearing, which often prioritize discipline over emotional support and nurturing (Hossain & Sultana, 2021). As a result, there is a significant gap in understanding how Bangladeshi parents perceive and practice positive parenting techniques, such as responsiveness, warmth, and encouragement of autonomy, that are central to modern child development theories.

Moreover, while positive parenting has been shown to yield positive outcomes for children worldwide, its implementation in Bangladesh remains limited. A study by Choudhury and Sultana (2021) explores the barriers to the adoption of positive parenting in Bangladesh, such as socio-economic challenges, limited awareness, and societal expectations that favor stricter, authoritarian parenting methods. It emphasizes the gap between the potential benefits of positive parenting and its limited application in the Bangladeshi context. The lack of practice of positive parenting strategies in many Bangladeshi households can be recognized to numerous aspects. These contain deeply rooted cultural beliefs, societal norms that emphasize authority and discipline, and insufficient awareness among parents about the benefits of nurturing, emotionally supportive approaches (Rahman, 2018). In many areas, traditional practices dominate, and parents may rely on punitive measures or authoritarian parenting styles, which are believed to instill respect and discipline, often at the expense of emotional security and child autonomy. Moreover, socio-economic challenges faced by many Bangladeshi families, such as financial stress, limited access to educational resources, and a lack of professional guidance, further contribute to the barriers in adopting positive parenting practices. Many parents may not have the necessary information or support to understand the importance of warmth, empathy, and responsiveness in child-rearing (Hossain, 2020).

Hossain and Sultana (2021) highlight the gap in research on positive parenting practices in Bangladesh, noting that much of the existing literature focuses on authoritarian methods of child-rearing, leaving a significant void in understanding how positive parenting is perceived and practiced in the local context. Rahman (2018) also discusses the lack of comprehensive studies on positive parenting in Bangladesh, particularly in how it aligns with modern child development

theories, and the need for more research that examines culturally appropriate methods for promoting nurturing, responsive parenting.

The lack of context-specific research on how positive parenting is perceived and practiced in Bangladesh is a critical gap. Policy makers, educators, and child development professionals in the country are operating without comprehensive data that reflects the local realities and cultural influences on parenting. Therefore, the absence of research not only impedes the understanding of how positive parenting can be effectively promoted but also limits the development of interventions or policies that support parents in adopting more nurturing, child-centered approaches.

In light of these gaps, this research seeks to investigate the perceptions of Bangladeshi parents regarding positive parenting and the challenges they face in applying such practices in their daily lives. By exploring these perceptions and identifying the factors that influence parenting behavior, this research study intention to provide valuable comprehensions that can apprise educational programs, policy development, social interventions that promote positive, responsive, and supportive parenting in Bangladesh.

As I am working directly with primary education of Bangladesh Government, I likely aware that a child's early years play a crucial role in their later educational outcomes. Positive parenting practices can have a profound influence on a child's readiness to learn, academic performance, and overall development. Understanding how parents perceive and implement these practices will allow me to better support building educational policies and programs that align with the developmental needs of young children, ultimately improving primary education in Bangladesh.

1.3 Purpose of the Study

The study seeks to explore how parents in Bangladesh perceive positive parenting and its principles, as well as their point of view about the specific practices they adopt in their daily interactions with their children. The study aims to understand how Bangladeshi parents define and interpret positive parenting within their cultural and economic contexts. Also to know about the specific behaviors parents employ to implement positive parenting principles in daily interactions and the parental perspectives on how positive parenting contributes to their children's emotional, social, and cognitive development. By addressing these objectives, the study seeks to bridge the gap in existing literature regarding positive parenting in the Bangladeshi context and offer recommendations for policy makers, educators, and child development professionals to design programs that can support parents in adopting more child-centered, emotionally supportive approaches to parenting.

1.4 Significance and Justification of the Study

Positive parenting practices are globally associated with beneficial developmental outcomes, such as enhanced emotional regulation, improved social skills, and better academic readiness (Jones et al., 2023). This study holds substantial significance in both academic and practical contexts for several reasons. Research on positive parenting within the Bangladeshi context is limited, particularly regarding how parents perceive and implement such practices in the early years of a child's development. Most existing studies focus on authoritarian parenting approaches, which dominate child-rearing practices in Bangladesh (Hossain & Sultana, 2021). This study aims to fill this gap by reconnoitering that how modern, nurturing, and supportive parenting techniques, such as warmth, responsiveness, and autonomy, are perceived and practiced in Bangladeshi

households. By providing new insights into parental perceptions and practices, this research will contribute to a further comprehensive understanding of child-rearing in Bangladesh.

The early years of a child's life are crucial for their cognitive, emotional, and social development (Gartland et al., 2020). Positive parenting, characterized by emotional support, warmth, and responsiveness, has been linked to better developmental outcomes in children (McCarty et al., 2015). Understanding how these practices are applied or perceived in Bangladesh can guide strategies to enhance child development across the nation. This research is particularly significant in a country like Bangladesh, where traditional parenting styles that prioritize discipline over emotional security often dominate (Hossain & Sultana, 2021). By informing an understanding of positive parenting, this study can help improve the well-being and future prospects of children in their formative years.

Parenting is deeply influenced by cultural norms, values, and societal expectations. In Bangladesh, during this time, there is often a strong focus on respect for authority and discipline, which can sometimes conflict with the principles of positive parenting (Islam, 2019). This research will explore how cultural beliefs and social pressures affect parents' willingness and ability to adopt positive parenting strategies. The results of this study could offer valuable insights for policymakers, educators, and child development professionals in Bangladesh. By highlighting the challenges and barriers that parents face in adopting positive parenting practices, the study can inform the development of policies, training programs, and educational materials that promote positive, responsive, and supportive parenting. This approach aligns with the call for more research and policy initiatives to support positive parenting in Bangladesh, as highlighted by Rahman (2018).

While research on positive parenting is abundant in Western contexts, there is a lack of studies that examine how these concepts are understood and implemented in non-Western cultures, especially in South Asia (Hossain, 2020). The results of this study will offer valuable insight of contribution to the growing body of literature on culturally specific parenting practices and offer valuable insights into the global discussion about parenting styles and their impact on child development. Through this research, I hope to provide actionable insights into how positive parenting principles can be better communicated and supported in Bangladeshi households, ultimately contributing to healthier parent-child relationships and improved child development outcomes.

1.5 Research Questions

- i. How do Bangladeshi parents perceive about positive parenting?
- ii. How do parents practice positive parenting in their daily interactions with their children?

1.6 Operational Definitions

Early Childhood: Early childhood is such a critical phase of human development. Early childhood refers to the period from birth to 8 years old, during which children develop the foundation of their cognitive, social, emotional, and physical health and well-being. These early years are crucial for the development of a child's potential (WHO, 2018).

Emotional Support: The belief in providing warmth, affection, and emotional comfort to the child. Specific practices where parents provide verbal or non-verbal emotional comfort to their child, especially in moments of distress or when the child seeks affection.

Responsive Parenting: Parents' understanding of being attuned to their child's needs and responding appropriately to their emotional and developmental signals.

Autonomy Support: Parents' perspective on encouraging independence while maintaining appropriate guidance.

Discipline: How parents perceive the balance between discipline and nurturing in their parenting style.

Cultural Influence: How traditional cultural and societal norms shape their understanding and application of positive parenting.

Responsive Communication: Practices where parents listen attentively to their child, validate their feelings, and respond in a nurturing and empathetic way.

Positive Discipline: Instances where parents use praise, rewards, or other non-punitive strategies to encourage desirable behaviors while minimizing the use of punishment.

Play and Learning: How parents engage with their children in educational or playful activities that promote cognitive, emotional, and social development.

Parental Involvement in Education: Instances where parents support their child's learning through discussions, helping with schoolwork, or encouraging academic interests in age-appropriate ways.

Chapter 2

Literature Review

This section explores a diverse range of national and international literature, organized under several thematic areas to provide a comprehensive understanding of parental perceptions about positive parenting and their practices toward children in early years. The thematic areas include: defining positive parenting; perceptions of positive parenting; influence of positive parenting on early childhood development; parenting practices and the challenges in the Bangladeshi context and emerging trends in adopting positive parenting strategies. Furthermore, this literature review highlights the gaps in existing research, particularly the limited studies addressing culturally sensitive approaches and localized parental practices within the Bangladeshi context.

2.1 Defining Positive Parenting

Positive parenting is a multidimensional approach that emphasizes nurturing, supportive, and effective communication, particularly during the early years of childhood. UNICEF (2019) describes positive parenting as fostering a strong emotional connection with children while promoting non-punitive disciplinary practices that support their cognitive and emotional growth. The World Health Organization (WHO, 2018) describes it as a parenting style that nurtures a child's well-being through love, consistent boundaries, and positive reinforcement.

Comparatively, Sanders and Mazzucchelli (2017) broaden the perspective, noting that positive parenting involves a synergy of empathy, problem-solving, and positive reinforcement, tailored to the individual needs of children. Despite varying focuses, these definitions converge on key principles: providing emotional warmth, fostering secure attachments, and implementing constructive guidance.

In the context of this study, positive parenting found defined as an approach that combines responsive communication, non-punitive discipline, and support for children's autonomy, with a focus on their holistic development. This definition acknowledges the role of cultural norms and socio-economic factors, as highlighted by UNICEF (2020) emphasizing the critical role of positive parenting in fostering children's emotional, social, and cognitive development during their early years and highlights strategies such as non-punitive discipline, responsive communication, cultural sensitivity, parental education, support system etc.

2.2 Perceptions of Positive Parenting

This term includes the beliefs, attitudes, and views that parents hold about their roles and responsibilities in raising children. These perceptions shape parenting practices and the interactions parents have with their children (WHO, 2021). However, even if some parents have an idea of positive parenting, they face challenges from society in bringing these practices into reality. For example, Islam et al. (2022) explored the perceptions of Bangladeshi parents regarding child-rearing and found that while many parents recognize the importance of nurturing and supporting their children, they often struggle to balance these ideals with traditional expectations of authority and obedience. This societal conflict stems from deeply rooted cultural norms that emphasize respect for authority and strict discipline over emotional nurturing.

Similarly, Choudhury and Sultana (2021) observed that, positive parenting practices are often misunderstood in Bangladesh. Parents tend to equate positive parenting with being indulgent or overly lenient, fearing that such practices will result in a loss of control over their children.

2.3 Influence of Positive Parenting on Early Childhood Development

Early childhood is a critical period for brain development, emotional regulation, and foundational learning. Positive parenting during this phase has been shown to enhance children's ability to develop secure attachments, regulate emotions, and interact socially. Jones et al. (2023) emphasized that children raised in positive parenting environments exhibit better cognitive and behavioral outcomes, including higher self-esteem, better academic performance, and fewer behavioral problems. The National Scientific Council on the Developing Child (2004), based in the United States, outlines how emotional development in early childhood is deeply influenced by parental practices and perceptions. According to the council, children's emotional development in the early years is significantly shaped by the quality of interactions with caregivers, particularly parents.

Studies show that positive parenting practices, including nurturing, supportive communication, and positive reinforcement, are associated with better developmental outcomes in children (Cowan et al., 2020). For instance, studies show that when parents engage in warm and responsive behaviors, children tend to display higher levels of emotional regulation and social competence, while also demonstrating better academic performance later in life (Jones et al., 2021). Moreover, positive parenting influences both the emotional and behavioral development of young children. Parents who practice positive discipline techniques (e.g., setting boundaries with kindness and consistency) are more likely to raise children who exhibit self-control and better coping skills (Patel & Khan, 2019). This type of nurturing environment helps children develop a secure attachment to their caregivers, which is foundational for lifelong well-being (Bowlby, 1988).

Positive parenting practices, such as emotional warmth, responsiveness, and consistent support, are foundational for developing secure attachments in children. A study conducted by Schore (2001) emphasizes that secure attachments formed in early childhood play a critical part in emotional regulation and social competence. When parents engage in nurturing behaviors, children are more likely to feel safe and grow effective coping mechanisms for managing stress and anxiety. Research from Sroufe et al. (2005) supports this, indicating that children with secure attachments are more resilient in the face of challenges, demonstrating better emotional regulation and fewer mental health issues later in life. Similarly, Bowlby (1988), the originator of attachment theory, stressed that children who form secure attachments with caregivers are better equipped to cope with emotional and social difficulties, leading to healthier psychological development.

Positive parenting has a profound impact on academic achievement, as it fosters an environment where children feel supported and encouraged to reach their potential. Research by Gonzalez et al. (2020) in the United States found that children whose parents engaged in supportive parenting practices—such as showing interest in their academic progress, setting high expectations, and maintaining a positive attitude toward learning—tended to perform better in school. A study in China by Li and Liu (2020) reinforced this, showing that children whose parents provided emotional support and set educational expectations were more likely to excel academically. The evidence suggests that positive parenting practices help children develop the skills, motivation, and confidence necessary for success in school.

The absence of positive parenting behaviors is related with a greater risk of neglect and abuse. Research by McHale and Lindahl (2011) highlights that when parents fail to provide consistent emotional support and appropriate discipline, children are more vulnerable to neglect and

emotional maltreatment. A study in Brazil by Pereira et al. (2019) found that children from households where positive parenting was lacking were more likely to experience neglect and abuse, which led to difficulties in emotional regulation and social interactions. The American Psychological Association (APA, 2014) similarly notes that children raised in neglectful or abusive environments are at a higher threat of emerging issues regarding mental health such as depression, anxiety, and aggression. The lack of nurturing and responsive parenting leaves children without the emotional foundation needed to develop healthy coping mechanisms, often resulting in long-term psychological and behavioral difficulties.

2.4 Parenting Practices and challenges in the Bangladeshi Context

In Bangladesh, many families still follow an authoritarian style of parenting, which emphasizes strict rules and discipline. A study on parenting in Bangladesh found that many parents still emphasize control and discipline over child autonomy and independence. However, more educated and urban parents are moving towards a more balanced, authoritative approach that combines warmth with structure (Rahman & Nahar, 2019).

Nonetheless, traditional parenting practices are increasingly being challenged by the demands of a rapidly changing society. Urbanization, exposure to global media, and rising educational levels have contributed to a gradual shift in parental attitudes, especially in urban areas like Dhaka. Begum and Hasan (2021) found that urban parents are more likely to adopt positive parenting strategies, such as praising children's efforts and encouraging self-expression, compared to their rural counterparts. This shift highlights a growing awareness of the benefits of positive parenting, though the transition remains uneven and influenced by socio-economic factors.

In Bangladesh, traditional gender roles have long shaped the division of responsibilities within families. Men are often viewed as the primary breadwinners, while women are expected to take on caregiving and household duties. For example, according to a report by the Bangladesh Bureau of Statistics (2022), women spend significantly more time on unpaid domestic work compared to men, reflecting the persistent gender disparity in caregiving roles. Studies also have indicated that many fathers in Bangladesh still feel their primary role is to provide for the family financially, leaving the emotional and developmental responsibilities mainly to mothers (Ahmed & Hasan, 2021).

Ahmed et al. (2020) observed that when Bangladeshi parents engaged in positive parenting behaviors, like offering encouragement and praise, their children showed improved emotional and social competencies. In communities affected by poverty and malnutrition, the study revealed that positive parenting helped mitigate the negative effects of these external stressors, fostering secure attachments and higher self-esteem among children.

Despite the well-documented benefits of positive parenting, several barriers hinder its widespread adoption in Bangladesh. Traditional cultural beliefs about discipline often prioritize authority and strict obedience, which can conflict with the principles of positive parenting. Parents may feel societal pressure to adhere to these norms, limiting their openness to alternative methods (Hossain et al., 2019). Many families in Bangladesh face significant financial stress, which can restrict their ability to provide the time and resources needed to engage in positive parenting practices. Working parents, in particular, struggle to balance their professional commitments with the demands of raising children (Chowdhury et al., 2017). There is a lack of comprehensive parenting education programs that teach the principles of positive parenting. Many parents equate

discipline with punishment and are unaware of alternative, non-punitive methods that foster emotional and social growth (Rahman, 2018). Despite the existence of policies related to child welfare and protection in Bangladesh, such as the National Child Policy 2011 and the Early Childhood Care and Development Policy (2004), there is a significant gap in terms of a focused policy on parenting education. These policies do not provide sufficient guidelines or programs aimed at promoting positive parenting practices across the population (Chowdhury & Sultana, 2020). Furthermore, while gender roles are addressed in the National Gender Policy 2001, the policy fails to encourage active father involvement in child-rearing, contributing to imbalanced parenting dynamics (Ahmed & Hasan, 2021). Gender norms in Bangladesh often dictate that mothers are primarily responsible for child-rearing, while fathers play a more limited role. This division can restrict the application of positive parenting principles that require shared responsibility and active involvement from both parents (UNICEF, 2020). In extended family structures, other relatives, particularly grandparents, often play a significant role in child-rearing. These family members may uphold traditional practices that are inconsistent with the principles of positive parenting (Begum & Hasan, 2021).

2.5 Emerging Trends and Opportunities

Despite these challenges, there are promising trends indicating a gradual shift towards positive parenting in Bangladesh. The government of Bangladesh, alongside various NGOs, are trying numerous programs aimed at educating parents about early childhood care and development (Bangladesh Ministry of Education, 2021).

Recent trends show a growing emphasis on the mental health and emotional well-being of children in Bangladesh. Parents are increasingly recognizing the importance of fostering emotional intelligence, empathy, and resilience in their children, which are key elements of positive parenting (Ahmed et al., 2020).

This literature review part explores the conceptual understanding of positive parenting, its critical role in early childhood development, the cultural and societal barriers to its practice in Bangladesh, and the gradual shift toward more empathetic parenting approaches. From this review it unveiled that, the concept of positive parenting, as defined by WHO and UNICEF, centers on fostering children's holistic development through emotional support, clear boundaries, and non-punitive guidance. In Bangladesh, while awareness of positive parenting is gradually increasing, traditional norms emphasizing strict authority and obedience continue to dominate parental practices. Research consistently demonstrates that positive parenting during early childhood promotes emotional regulation, social competence, and cognitive growth, whereas its absence is linked to adverse developmental outcomes. However, cultural misconceptions often equate positive parenting with permissiveness, creating resistance to its adoption within many communities. Despite these barriers, a notable shift is observed among urban and educated parents, who are increasingly integrating empathetic and child-centered approaches into their parenting practices.

Chapter 3

Methodology

The methodology of this study was designed to explore the perceptions and practices of positive parenting among Bangladeshi parents, focusing on their lived experiences, socio-cultural influences, and everyday interactions with children. In this methodology section, I have discussed the approach and methods used to conduct this study on positive parenting among Bangladeshi parents. A qualitative research approach was adopted, which was suitable for understanding the in-depth beliefs, attitudes, and practices of parents. I have also described the primary data collection methods, including In-Depth Interviews (IDI) and Focus Group Discussions (FGD), explaining how they captured both individual and collective perspectives. Additionally, I have provided details about the participant selection process. This section also covers the data analysis process, which involved thematic analysis to identify patterns in the data. Finally, I have discussed ethical considerations, data validation strategies, and the limitations of the study, offering a comprehensive understanding of the research process.

3.1 Research Approach

A qualitative research approach was particularly suitable for this study as it allowed for an in-depth exploration of participants' beliefs, attitudes, and practices regarding positive parenting. According to Punch (2014), qualitative research is ideal for studying personal experiences and gaining deep insights into people's behaviors and beliefs, which was essential when examining how parents perceived and implemented positive parenting practices. By focusing on narratives

and experiences, this approach ensured that the findings reflected the unique socio-cultural realities of Bangladeshi families.

The study used In-Depth Interviews (IDI) and Focus Group Discussions (FGD) as primary data collection methods to explore both individual and collective perspectives. The study followed a phenomenological design to examine the lived experiences of parents in raising their children. This design was well-suited to understanding how parents perceived and practiced positive parenting principles in their socio-cultural context. As a researcher, it enabled me to capture the core of participants' experiences, offering rich and detailed data for analysis.

3.2 Research Participants

The participants of this study have been parents of children aged 0–8 years residing in Mirpur, Dhaka. This population was selected for its homogeneous socio-economic and educational backgrounds, providing a comprehensive view of parenting practices in an urban Bangladeshi context.

3.2.a Participant Profile

The participants were parents with at least one child aged 0–8 years. Parents were willing to share their parenting experiences. Representation of both genders was ensured to explore a holistic picture of parenting roles.

3.2.b Sample Size

- **In-Depth Interviews (IDI):** Six participants (three mothers and three fathers from different families) provided detailed insights into individual experiences and practices.

- **Focus Group Discussions (FGD):** Two different sessions of FGD were conducted, each with six mothers and six fathers from different families. These sessions facilitated group interactions and uncovered shared norms and values.

This sample size adhered to qualitative research standards, balancing the depth of data collection with the manageability of analysis.

3.3 Research Site

The study was conducted in Mirpur, Dhaka, a densely populated urban area. Mirpur's population includes a mix of middle-class, working-class, and middle-income families, offering a rich context for understanding how parenting practices vary across different strata. The site was chosen for its accessibility and its relevance as a microcosm of urban Bangladesh, where traditional and modern parenting practices often coexist.

3.4 Participant Selection Procedure

Participants were selected through purposive sampling, a non-probability technique that guaranteed the inclusion of individuals with specific characteristics relevant to the study (Palinkas et al., 2015). Snowball sampling was also employed, encouraging participants to refer others who met the inclusion criteria.

3.5 Data Collection Methods

To effectively explore parental perceptions and practices regarding positive parenting, I used two methods—In-Depth Interviews (IDI) and Focus Group Discussions (FGD). Employing

both approaches allowed me to capture a rich blend of individual insights and collective dynamics. While IDIs helped delve into personal beliefs, experiences, and practices, FGDs facilitated interactive group discussions to uncover shared values, norms, and challenges. By combining these methods, I ensured a comprehensive understanding of positive parenting practices within the socio-cultural context of the participants.

3.5.a In-Depth Interviews (IDI)

IDIs were conducted to explore individual participants' perceptions, beliefs, and practices related to positive parenting. This method allowed for a detailed exploration of personal experiences, providing nuanced insights into how parents interpreted and implemented positive parenting principles. The interviews followed a semi-structured format, guided by an open-ended questionnaire, to offer flexibility in exploring participants' responses while ensuring all key topics were addressed. Each interview lasted approximately 45 to 60 minutes, allowing ample time for detailed discussions.

The interviews took place in private and comfortable settings, either at the participants' homes or neutral locations, ensuring participants felt relaxed and able to share their experiences openly. With participants' consent, the interviews were audio-recorded to accurately capture their responses. Additionally, field notes were taken to document non-verbal cues and other contextual factors, offering deeper insights into the participants' experiences.

Prior to conducting the final interviews, the tool has been piloted to test the interview guide and refine the questions based on feedback. This process ensured that the questionnaire was clear, comprehensive, and effective in capturing the required data.

3.5.b Focus Group Discussions (FGD)

FGDs were conducted to facilitate group interaction and uncover shared norms, values, and challenges related to positive parenting. This method provided collective insights and allowed participants to respond to and build upon each other's perspectives. The Focus Group Discussions were facilitated using a semi-structured guide to ensure that all key topics were covered while offering flexibility to explore relevant issues as they emerged during the discussion.

Two separate FGDs were held, each consisting of six participants—one with six mothers and the other with six fathers, all from different families with children aged 0-8 years. Each FGD session lasted approximately 90 minutes, offering sufficient time for participants to express their views and engage in meaningful discussions.

The discussions were conducted in a place that ensured both privacy and comfort, allowing participants to feel secure and open during the sessions. With participants' consent, the sessions were audio-recorded to ensure accurate capture of their responses. Additionally, field notes were taken to record group dynamics and non-verbal interactions, providing a deeper understanding of the social and emotional context of the discussions.

To ensure the effectiveness of the focus group discussions, this guideline has also been piloted prior to the actual FGDs. This allowed for adjustments to the discussion guide and ensured the process was smooth and conducive to generating meaningful data.

Table 1: Data Collection Method

Research Question	Technique	Participants
1. How do Bangladeshi parents perceive about positive parenting?	IDIs (6)	Mother (3) Father (3)
2. How do parents practice positive parenting in their daily interactions with their children?	FGD (2)	Mother (6) Father (6)

3.6 Data Analysis

The study used thematic analysis, a robust qualitative approach for identifying and interpreting patterns in the data (Braun & Clarke, 2006). This approach ensured systematic organization and rich, detailed analysis of participant narratives.

Steps in Data Analysis:

1. **Transcription:** Audio recordings from IDIs and FGDs were transcribed verbatim to ensure accuracy.
2. **Familiarization:** The transcripts were thoroughly reviewed to become immersed in the data.
3. **Coding:** Key ideas, concepts, and phrases were highlighted and assigned codes.
4. **Theme Development:** Codes were grouped into broader themes reflecting parental perceptions, practices, and challenges related to positive parenting.
5. **Interpretation:** Themes were analyzed in relation to the research questions, supported by direct participant quotes to provide context and depth.

The thematic analysis combined inductive coding (data-driven themes) and deductive coding (themes informed by existing literature), ensuring a comprehensive understanding of the data. To

certify the reliability and validity of the findings, data from IDIs and FGDs were compared to identify consistent themes and patterns. Preliminary findings were shared with participants to confirm accuracy and interpretation. Additionally, feedback from colleagues and experts in qualitative research was sought to refine the analysis.

3.7 Ethical Considerations

Ethical considerations were fundamental in this study, particularly due to the sensitive nature of topics like parenting practices. The following steps ensured the ethical integrity of the research:

1. **Informed Consent:** Participants received complete information about the purpose and methods of the study, as well as their rights, including the right to withdraw at any time without facing any negative consequences. Written consent was obtained before starting data collection.
2. **Anonymity and Confidentiality:** All identifying information was removed from transcripts and reports. Data was securely stored, accessible only to the research team.
3. **Voluntary Participation:** Participation in the study was entirely voluntary, with no coercion or undue pressure to participate.
4. **Non-Judgmental Approach:** Researchers created a safe and respectful environment, encouraging honest and open sharing of experiences.
5. **Ethical Approval:** The study was reviewed and approved by the faculty at Brac IED to ensure alignment with established ethical research standards.

3.8 Limitations

This study had a few limitations that could influence the depth and scope of its findings, particularly within the specific context of positive parenting in Bangladesh. As a new researcher, two key limitations were acknowledged:

1. **Focus on Urban Areas:** The study exclusively focused on urban areas, thereby excluding perspectives from rural parents. This limitation hinders the access to a holistic picture of Bangladeshi parents as rural parenting experiences and practices may differ significantly due to varying cultural, social, and economic dynamics.
2. **Limited Socio-Economic Representation:** The research primarily included participants from middle-income families, leaving out insights from higher or lower-income groups. The parenting strategies, challenges, and access to resources of different income groups could provide a broader understanding of the spectrum of positive parenting practices within Bangladesh.
3. **Reliance on Self-Reported Data:** The study relied solely on self-reported data from parents. Absence of observation made it impossible to verify their statements about parenting practices. This limitation may have introduced bias or inaccuracies, as parents' perceptions may differ from their actual behaviors.

Chapter 4

Findings and Discussion

The findings from this study present a comprehensive exploration of parental perceptions and practices regarding positive parenting in the context of Bangladeshi culture. Key themes emerged from the data collected through in-depth interviews (IDIs) and focus group discussions (FGDs), shedding light on how parents understand about positive parenting and how they navigate their roles, challenges, and cultural influences. This section delves into the demographic details of the participants, followed by an analysis of the thematic findings, discussion, conclusion and recommendations.

Demographic Information

Information	Details
Number of participants	18 (6 fathers and 6 mothers for IDIs and 3 fathers and 3 mothers for FGDs)
Range of age	30 to 48 years
Location	Participants from various areas from Mirpur, Dhaka, Bangladesh.
Educational Qualifications	All fathers have completed Master's degrees; among mothers, 3 have completed Master's degrees, 2 have Bachelor's degrees, and 1 is a high school graduate.
Occupation	Includes homemakers, teachers, govt. service holders, private job holders, and self-employed individuals.
Gender of Children of the participants	14 boys and 10 girls (All of the participants have at least one or two child between the ages of 0 to 8 years)
Total children	24 (All the children were between 0 to 8 years old)

4.1 Findings

Theme 1: Perception of Positive Parenting

Positive parenting, as described by the participants, involves fostering a nurturing and respectful environment where children feel supported and valued. Through shared insights from the IDIs and FGDs, it became evident that parents view this approach as a balance between guidance and emotional warmth, tailored to their children's individual needs. The following sections explore deeper into their understanding, highlighting key perceptions and challenges within the cultural context.

Sub-theme 1.1: Understanding of Positive Parenting

Participants broadly defined positive parenting as empathetic, respectful, and supportive guidance that nurtures children's individuality. For instance, one father described it as *"Rewarding good behavior, being supportive, and using guidance rather than punishment to help children learn"* (Personal communication: Interview#1, 01.02.2025). Another father emphasized creating a safe space for children to grow, stating, *"Good parenting means providing children with what they need emotionally and guiding them gently when they make mistakes"* (Personal communication: Interview#3, 02.02.2025).

Similarly, during the Fathers' FGD, one participant noted, *"Positive parenting focuses on building trust with your children and showing them that they are precious"* (Personal communication: FGD#1, 05.02.2025). Another father remarked, *"Positive parenting is about*

giving your child attention and care. Even if you're busy, make sure to spend time with them, listen to their feelings, and help them with any issues" (Personal communication: FGD#1, 05.02.2025).

However, not all participants exhibited clear or confident understanding of positive parenting. For example, one father admitted, *"I try to guide my children positively, but I'm not sure if that's enough. Sometimes I feel like they need stricter discipline to understand right from wrong"* (Personal communication: FGD#1, 05.02.2025). Another father expressed hesitations, saying, *"Positive parenting sounds good, but it feels like it's more of a modern idea. In our time, we were disciplined differently, and I wonder if we are being too lenient now"* (Personal communication: FGD#1, 05.02.2025).

Among mothers, one participant articulated confidence in the concept, sharing, *"Positive parenting means nurturing children with understanding, respect, and guidance while focusing on their strengths"* (Personal communication: FGD#2, 07.02.2025). Yet, another mother admitted to facing challenges, stating, *"Often, as parents, we don't fully understand the concept of positive parenting. We simply follow what we were taught traditionally"* (Personal communication: FGD#2, 07.02.2025).

These reflections highlight both shared understanding and dilemmas or uncertainties in adopting positive parenting practices. Participants' insights reveal the complexities of navigating between modern techniques and cultural norms, offering a nuanced view of positive parenting within the Bangladeshi context.

Sub-theme 1.2: Individualized Approaches to Positive Parenting

Parents highlighted the importance of tailoring their approaches to suit their children's unique needs and personalities. For instance, one father explained, *"Positive parenting is about understanding your child's needs and providing a safe space for them to express themselves. It's important to listen to them and make sure they feel valued"* (Personal communication: FGD#1, 05.02.2025).

Another parent emphasized adaptability, stating, *"Positive parenting, to me, means creating an environment where my son feels loved, respected, and empowered. It's about focusing on what he does right rather than punishing what he does wrong"* (Personal communication: FGD#1, 05.02.2025). Similarly, a mother shared, *"I tailor my approach to their needs. For my elder son, I focus on creating a calm, supportive environment, while for my younger son, I embrace his curiosity and channel his energy positively"* (Personal communication: Interview#4, 03.02.2025).

However, some parents also expressed dilemmas in individualizing their approaches. One mother admitted, *"It's challenging to address both children's needs equally when they have such different personalities. My elder son needs a calm environment, while my younger son requires more interactive attention. Balancing this is not always easy"* (Personal communication: FGD#2, 07.02.2025). Another parent reflected on the struggle of balancing individuality and discipline, explaining, *"Sometimes I feel confused about how to handle differences in personality while maintaining consistent rules for both children"* (Personal communication: Interview#6, 04.02.2025).

Sub-theme 1.3: Challenges in Defining Positive Parenting within Cultural Contexts

While parents aspire to practice positive parenting, they identified cultural norms and traditional expectations as significant barriers. For instance, a father highlighted, *“In our culture, strict discipline is considered necessary, so adopting positive methods isn’t always accepted by others”* (Personal communication: FGD#1, 05.02.2025).

Similarly, a mother shared, *“Our community often criticizes positive parenting practices, thinking that not scolding children will make them disobedient”* (Personal communication: FGD#2, 07.02.2025). These challenges underscore the tension between evolving parenting ideals and traditional cultural expectations.

Theme 2: Parental Practices in Positive Parenting

Parental practices in positive parenting, as described by the participants, reflect efforts to foster emotional bonds, overcome challenges, and nurture holistic development. Through the IDIs and FGDs, parents shared their strategies and challenges, emphasizing the importance of consistent care and adaptability. The following sections explore these practices under key sub-themes.

Sub-theme 2.1: Nurturing Emotional Bonds

Participants consistently emphasized the importance of fostering strong emotional connections with their children. One father shared how spending quality time strengthens his bond with his children, saying, *“I play games with my kids every evening—it’s a way to connect and show them I’m there for them”* (Personal communication: Interview#1, 01.02.2025). Similarly,

another father noted, *“Even during my busy schedule, I try to make time to listen to my child and understand their feelings”* (Personal communication: Interview#2, 01.02.2025).

Parents also shared examples of providing emotional support during challenging times. For instance, one father recalled helping his daughter overcome friendship challenges at school, saying, *“I explained to her that making friends takes time and encouraged her to keep trying”* (Personal communication: Interview#3, 02.02.2025). A mother shared a similar experience, describing how she reassured her child overwhelmed by exam pressure: *“I told him it’s okay to feel stressed and helped him make a study plan to manage his workload”* (Personal communication: Interview#6, 04.02.2025).

Sub-theme 2.2: Challenges in Positive Parenting Practices

Despite their commitment to positive parenting, participants identified several challenges. A recurring issue was balancing work and family responsibilities. For example, one father shared, *“I struggle to spend enough time with my daughter due to work pressure, and that creates a gap in our relationship”* (Personal communication: Interview#2, 01.02.2025). Another mother expressed similar challenges, stating, *“Balancing my job and parenting isn’t easy, but I try to make the most of the time we have together”* (Personal communication: Interview#6, 04.02.2025).

Cultural and societal pressures also emerged as barriers. One father highlighted the community’s negative perceptions of non-traditional parenting methods, sharing, *“People question why I avoid strict discipline, thinking I’m too lenient”* (Personal communication: FGD#1, 05.02.2025). Environmental factors, such as the lack of recreational spaces in urban areas, were also mentioned. A father explained, *“There are no parks near our home, so my kids miss out on*

outdoor activities that are important for their development” (Personal communication: Interview#3, 02.02.2025).

Despite these challenges, parents demonstrated adaptability and resourcefulness. One mother shared how she uses storytelling as a creative tool to bond with her children and teach life lessons, saying, *“It helps them learn and keeps them engaged while creating a positive atmosphere”* (Personal communication: FGD#2, 07.02.2025).

However, participants also acknowledged the challenges of adhering strictly to traditional methods. Some found that rigid or outdated practices could conflict with their evolving parenting styles. Another mother reflected on balancing traditional respect for elders with modern approaches, stating, *“While I teach my children to respect elders, I also want them to express themselves freely, which sometimes conflicts with older practices”* (Personal communication: FGD#2, 07.02.2025). These examples demonstrate that while traditional parenting can provide invaluable cultural lessons and support, it may also require adaptation to align with the changing needs of both children and parents.

Theme 3: Strategies for Effective Positive Parenting

Participants shared diverse strategies aimed at fostering a supportive and growth-oriented environment for their children. These strategies emphasize implementing effective discipline methods and promoting independence and responsibility, reflecting the essence of positive parenting. The following sections delve into these strategies under key sub-themes.

Sub-theme 3.1: Positive Discipline Techniques

Parents described their approaches to discipline, which focus on guidance rather than punishment, aiming to instill values and self-control in their children. For instance, one father highlighted his method of calmly explaining mistakes to his child, saying, *“When they make a mistake, I sit them down and explain why it’s wrong, instead of scolding them”* (Personal communication: Interview#3, 02.02.2025). Similarly, a mother shared her belief in empathy-driven discipline, explaining, *“I try to stay calm and discuss consequences with my elder son so that he reflects and learns on his own”* (Personal communication: Interview#4, 03.02.2025).

Participants also described using timeouts and gentle reminders to redirect misbehavior. One mother shared, *“If my son refuses to clean his room, I let him know he won’t get screen time until it’s done. This approach helps him understand accountability”* (Personal communication: Interview#5, 04.02.2025). Fathers in the FGDs also expressed the importance of patience and understanding when addressing mistakes, emphasizing that shouting or physical punishment can lead to fear rather than learning. For instance, one father noted, *“When I used to scold my child, he became distant. Now, I focus on explaining his mistakes kindly, which works much better”* (Personal communication: FGD#1, 05.02.2025).

Sub-theme 3.2: Promoting Autonomy and Responsibility

Parents emphasized the importance of fostering independence and teaching responsibility as essential aspects of effective positive parenting. For instance, one father shared how he encourages his child to make their own choices, stating, *“I let my child decide what they want to wear or which activity to join. This helps them feel more confident and independent”* (Personal

communication: Interview#1, 01.02.2025). Similarly, a mother described her approach to mealtime, explaining, *“I encourage my sons to serve and eat by themselves, which teaches them independence and respect for food”* (Personal communication: Interview#4, 03.02.2025).

Participants also highlighted their efforts to balance autonomy with support. One mother recounted how she guided her younger son through a school project, saying, *“I helped him understand the process but made sure he completed the work on his own. This way, he learned to take responsibility for his work”* (Personal communication: Interview#5, 04.02.2025). Another father shared his experience of teaching his child life skills, noting, *“I guide my daughter in keeping her belongings organized, which helps her understand the value of responsibility”* (Personal communication: FGD#1, 05.02.2025).

These examples demonstrate that parents are not only creating opportunities for their children to practice autonomy but are also reinforcing the value of responsibility in everyday activities. By doing so, they aim to prepare their children to navigate the world with confidence and self-reliance.

Theme 4: Influence of Cultural Norms on Parenting

Cultural norms play a significant role in shaping parenting practices, influencing both intergenerational expectations and the balancing of traditional and modern approaches. The insights from IDIs and FGDs reveal how parents navigate these influences while striving to meet the needs of their children in a changing societal context. The following sections explore this theme in detail.

Sub-theme 4.1: Intergenerational Practices and Expectations

Many parents shared how their parenting practices are deeply influenced by traditions passed down from their own families. For instance, one father emphasized the importance of family teachings, saying, *“The way my parents raised me has a lasting influence. I try to keep the good values they instilled, but I avoid repeating painful experiences”* (Personal communication: Interview#3, 02.02.2025). Similarly, a mother shared, *“My own mother guided me through parenting, teaching me how to take care of my child, from feeding to daily routines. I follow many of her practices”* (Personal communication: Interview#6, 04.02.2025).

Parents also acknowledged the expectations imposed by elders in their families. One father explained how his grandfather insisted on traditional practices, even when they conflicted with his own beliefs, recalling, *“My grandfather wanted my child exposed to cold weather despite my concerns, which led to pneumonia. It created a conflict between tradition and what I believed was best”* (Personal communication: FGD#1, 05.02.2025). This highlights the tension between adhering to cultural expectations and prioritizing children’s well-being.

The findings also reflect the community’s influence on intergenerational practices. A mother noted, *“My community expects certain traditional practices, like strict discipline. When I try modern approaches, such as positive parenting, they question my methods”* (Personal communication: FGD#2, 07.02.2025). These accounts illustrate the complexities of navigating intergenerational expectations while adapting to contemporary parenting practices.

Sub-theme 4.2: Balancing Traditional and Modern Approaches

Participants expressed their efforts to blend cultural traditions with modern parenting techniques. For instance, one father shared, *“While I teach my children respect for elders and traditional family values, I also encourage them to think critically and express their individuality”* (Personal communication: FGD#1, 05.02.2025). Another mother described her balanced approach, stating, *“I guide my children using modern ideas, like open communication, but I also ensure they participate in family traditions that foster unity and gratitude”* (Personal communication: FGD#2, 07.02.2025).

Challenges in balancing these approaches were evident in several accounts. One mother highlighted her efforts to address community criticism, saying, *“I don’t pressure my child for good grades because I value learning over competition. This approach is often misunderstood in my community”* (Personal communication: Interview#4, 03.02.2025). Another father reflected on the shift in parenting styles, stating, *“Positive parenting conflicts with our traditional methods. Earlier, parents relied on strict discipline, but now I use encouragement and support instead”* (Personal communication: FGD#1, 05.02.2025).

Despite these challenges, parents demonstrated adaptability and resilience in integrating traditional and modern approaches. For instance, a father shared, *“I teach my children moral stories from our culture while also discussing modern ideas about equality and empathy”* (Personal communication: Interview#3, 02.02.2025). These practices illustrate how parents are redefining parenting to align with evolving cultural and societal norms.

Theme 5: Parental Support Systems and Resources

This theme would explore the importance of external support and the resources that parents use or wish to have for more effective parenting. It ties directly into the challenges highlighted by participants and how they navigate them, offering valuable insights into systemic needs.

Sub-theme 5.1: Role of Family and Community Support

Traditional parenting practices often reflect cultural wisdom passed down through generations, and many participants spoke about the positive impact of family and community in shaping their parenting. For example, one mother highlighted how her mother's advice on caregiving helped her during early motherhood, saying, *"My mother taught me how to feed, bathe, and care for my child, and I followed all her advice"* (Personal communication: Interview#6, 04.02.2025). Similarly, a father noted how family values such as teaching respect and strong moral principles were integral to his parenting, explaining, *"I absorbed the good things my parents taught me and pass those along to my children"* (Personal communication: Interview#3, 02.02.2025).

Participants from FGD-1 also emphasized the strength of cultural traditions in fostering respect and discipline. For instance, traditional practices like ensuring children greet elders or participate in family rituals were seen as valuable in building character and maintaining strong family bonds.

Sub-theme 5.2: Access to Parenting Resources

Participants repeatedly emphasized the lack of structured parenting resources and safe spaces, which pose significant challenges to fostering children's growth and practicing positive parenting effectively. Many parents expressed frustration about this absence and shared personal experiences illustrating the impact.

For instance, a father noted, *"There are no parks nearby for my children to play safely, which limits their development opportunities"* (Personal communication: Interview#3, 02.02.2025). The lack of child-friendly recreational spaces creates an environment where parents feel unable to support their children's growth as effectively as they would like.

Mothers reflected on the need for structured parenting guidance to empower them in their journey. One participant remarked, *"Parenting workshops and access to educational resources would be immensely helpful"* (Personal communication: FGD#2, 07.02.2025). This statement underscores the desire for accessible platforms where parents can learn modern parenting strategies, exchange experiences, and address challenges like balancing discipline with emotional support.

The discussions also revealed emotional struggles faced by parents due to the lack of resources. One father explained, *"I often feel unsure about whether I'm making the right decisions as a parent, and having access to professional guidance or even a community-based support group would make a world of difference"* (Personal communication: FGD#1, 05.02.2025). Parents admitted to relying on trial-and-error methods in the absence of proper resources, which adds to the challenges of raising children in evolving socio-cultural contexts.

Overall, the findings indicate a strong need for accessible parenting resources such as workshops, community support groups, and safe recreational spaces for children. Addressing these needs would empower parents to adopt and sustain positive parenting practices, enhancing both parental confidence and child development outcomes within the Bangladeshi context.

4.2 Discussion

This study investigated how Bangladeshi parents perceive positive parenting and how they practice it in their daily lives, particularly focusing on the early years of their children's development. The discussion delves into the key findings from the research, structured around the five main themes, and connects them to the research questions and relevant literature. By exploring both the opportunities and challenges faced by parents, this section aims to provide a comprehensive understanding of positive parenting within the context of Bangladesh. It also highlights practical implications and areas for future research, informed by the insights gained from the participants.

Theme 1: Understanding Positive Parenting

The findings showed that parents recognized positive parenting as a nurturing approach emphasizing empathy, respect, and emotional connection. The study highlighted that parents generally perceive positive parenting as fostering a supportive and growth-oriented environment for children. Fathers emphasized the importance of guidance over punishment and emotional warmth, while mothers showcased adaptability in nurturing individuality. Despite this shared understanding, uncertainties remained, often driven by cultural norms that prioritize traditional methods such as strict discipline. This reflects an evolving parental mindset within Bangladesh, where positive parenting is perceived as a balance between empathy and responsibility.

All the participants admitted that balancing cultural norms with positive parenting practices posed challenges. Traditional expectations often emphasized stricter discipline, which some parents felt conflicted with their modern understanding of nurturing guidance. The findings underscore the need for culturally informed strategies to support parents in adopting positive parenting principles.

Theme 2: Parental Practices in Positive Parenting

Parents employed diverse strategies to implement positive parenting, including positive reinforcement, open communication, and promoting autonomy. The findings showed that parents actively engaged in practices to nurture emotional bonds with their children. Activities such as storytelling, shared meals, and play-based learning were commonly used to strengthen relationships, which echoed with the statement of Pyle and Danniels (2017) who stressed the importance of integrating play and interaction into early childhood development. In addition to that, tailoring approaches to meet children's unique needs emerged as a key practice, reflecting adaptability and attentiveness. For instance, fathers focused on fostering emotional bonds through time spent together, while mothers utilized creative and interactive methods to encourage learning.

However, challenges such as maintaining consistency and balancing emotional support with autonomy underscored the need for structured guidance. It revealed challenges related to time constraints, particularly for working parents. Fathers expressed difficulty balancing professional demands with parenting responsibilities. Daly (2011) points out that such barriers often result in reduced paternal involvement, particularly in structured learning activities. The findings suggest that reinforcing these practices through workshops and resources can enhance parents' ability to

create nurturing environments effectively. These findings suggest that institutional and community support could play a pivotal role in helping parents overcome these barriers.

Theme 3: Strategies for Effective Positive Parenting

The findings showed that parents utilized strategies such as positive discipline and promoting autonomy to foster their children's development. All parents recognized the effectiveness of calmly explaining mistakes and encouraging decision-making in their children. Allowing children to make choices was identified as a practice that helped boost their confidence and sense of responsibility, which aligns with previous studies emphasizing the role of constructive guidance in children's development (Ginsburg, 2007).

This study also revealed that many parents relied on informal teaching methods, such as storytelling and interactive play, to support their children's learning at home. However, participants indicated a need for more structured guidance to implement these strategies effectively. Research from other scholars also highlights the importance of providing parental education programs to help parents integrate such methods successfully into their parenting practices (Hoover-Dempsey et al., 2005).

Theme 4: Influence of Cultural Norms on Parenting

The findings showed that many parents valued traditional practices, such as teaching respect for elders and adherence to family rituals, as key aspects of positive parenting. These practices reflect the enduring influence of intergenerational values, as noted by Lamb (2004).

At the same time, the study highlighted tensions between traditional expectations and modern parenting approaches. Some parents shared experiences of being criticized for adopting less punitive disciplinary methods. This finding supports Pleck (2010), who discusses the challenges of integrating contemporary parenting techniques in traditional cultural settings. The dual impact of cultural norms suggests the importance of fostering an environment where traditional values and modern practices can coexist harmoniously.

Theme 5: Parental Support Systems and Resources

The findings highlighted the critical role of external support systems in enabling positive parenting. Many participants acknowledged that family and community networks provided valuable assistance in child-rearing. For instance, grandparents often played a supportive role in fostering cultural traditions and aiding in caregiving. This aligns with Jæger (2012), who notes the significance of extended family in early childhood development.

However, the findings also pointed to gaps in institutional support. Parents reported limited access to resources such as parenting workshops and safe recreational spaces for children. According to Nord (2014), such systemic barriers can hinder parents' ability to engage effectively in their children's learning. These findings underline the need for collaborative efforts between schools, communities, and policymakers to create an enabling environment for positive parenting.

4.3 Conclusion

This study explored Bangladeshi parents' perceptions of positive parenting and their implementation of its practices in early childhood. By analyzing data collected through in-depth

interviews (IDIs) and focus group discussions (FGDs), the research provided insights into how parents understand and adapt positive parenting principles within their socio-cultural context.

The findings revealed that parents viewed positive parenting as an empathetic, respectful approach centered on nurturing children's emotional and social growth. They highlighted practices such as fostering emotional bonds, promoting autonomy, and using positive discipline as essential elements in their parenting strategies. These practices were seen as instrumental in supporting children's holistic development and fostering trust within parent-child relationships.

However, the study also identified several challenges, including time constraints, cultural expectations, and limited access to resources. Parents struggled to balance professional responsibilities with meaningful engagement in their children's daily lives. Additionally, cultural norms sometimes conflicted with modern parenting ideals, creating tension in adopting non-punitive methods. Despite these challenges, parents demonstrated resilience by creatively adapting to their circumstances and finding innovative ways to support their children's development.

In conclusion, this study emphasized the dynamic interplay between cultural norms, parental practices, and systemic challenges in shaping positive parenting within the Bangladeshi context. While parents expressed a deep commitment to positive parenting, their experiences revealed the need for greater institutional support and cultural recognition of modern parenting strategies. These findings contribute to the growing body of knowledge on positive parenting and provide a foundation for future research and initiatives aimed at supporting parents and promoting child development.

4.4 Recommendation

This section provides actionable recommendations based on the findings and discussions of this study. These suggestions aim to support parents, enhance systemic resources, and promote a balanced approach to positive parenting within the Bangladeshi context.

The main finding of the study is that positive parenting practices play a crucial role in fostering children's emotional, cognitive, and social development. However, challenges such as time constraints, cultural tensions, and limited resources hinder parents' ability to fully engage in meaningful interactions with their children. To address these challenges and promote positive parenting, the following recommendations are proposed:

Parenting Awareness and Support Programs: This study actually revealed that parents would benefit significantly from community-based workshops and educational sessions. Government, different agencies and NGOs should collaborate to provide culturally responsive parenting programs that emphasize emotional bonding, non-punitive discipline, and fostering autonomy.

Flexible Workplace Policies: The study also pointed to the work-family conflict experienced by many parents, particularly working mothers. Employers and policymakers should adopt family-friendly workplace policies, including flexible hours and parental leave, to enable parents to balance work and caregiving responsibilities effectively.

Recreational and Community Support Spaces: Establishing safe and accessible recreational areas is critical for children's development. Governments and local authorities should collaborate

with NGOs to develop spaces where families can engage in quality interactions, supporting both cognitive and social growth.

Resource Accessibility for Parents: The parents in this study emphasized the role of reading and storytelling in enhancing children's intellectual and emotional skills. Schools, libraries, and NGOs should provide affordable or free access to books, educational games, and other materials to support learning within the home environment.

Extended Family Engagement: The study also pointed out the importance of extended family support in child-rearing. Awareness programs should encourage interactions, enabling grandparents and other relatives to contribute to children's emotional and social development.

School-Parent Collaboration: Schools have a critical role to play in supporting parents. Initiatives such as parent-child reading programs, arts and crafts projects, or educational assignments involving both parent and child can enhance family engagement and academic outcomes.

Future Research and Data Collection: Further studies should explore diverse socio-economic groups and rural-urban differences in parenting practices. This research would provide valuable insights for designing interventions tailored to the unique needs of Bangladeshi families.

These recommendations offer practical pathways for addressing the barriers identified in this study. By fostering collaboration among parents, schools, communities, and policymakers, these strategies aim to create an environment where positive parenting practices can thrive, benefiting both children and families across Bangladesh.

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APPENDICES

Appendix-1

Research tool- IDI Guideline (English Version)

Section A: Demographic Information

Name:

Profession:

Age:

Child's Age:

Gender:

Child's Gender:

Educational Qualification:

Section B

1. Introduction and Background

- What do you enjoy most about being a parent? Would you please explain? Any example?
- What challenges do you face in parenting your child(ren)? Would you please explain? Any example?
- What are the key principles you follow in raising your child(ren)?

2. Understanding Positive Parenting

- How would you describe good parenting?
- Have you heard about the term "positive parenting"? If yes, what does it mean to you?

3. Parenting Practices

- How do you usually manage mealtime with your child? Do you allow your child to take food on her/his own accord?
- How do you balance your work and spending time with child? Do you play with your child? If yes, why do you play?
- How do you help your child with their schoolwork or learning at home?
- What happens when your child has trouble with school or doesn't do well? How do you Respond?
- Can you give an example of how you support your child when they face challenges?
- How do you discipline your child(ren)?
- Can you share some examples of situations where you provided emotional support to your child(ren)?

4. Cultural and Societal Influences

- How does your family influence your parenting practices?
- How does your community influence your parenting practices?

- Are there any traditional parenting practices you follow?
- How do you balance cultural expectations and your own parenting beliefs?

5. Challenges and Support

- What challenges do you face in practicing your preferred parenting style?
 - What kind of support or resources do you think would help you as a parent?
6. Do you have any experience to share as a father or mother?

Appendix-2

Research tool- IDI Guideline (Bangla Version)

সেকশন এ: জনসংখ্যা সংক্রান্ত তথ্য

নাম:

পেশা:

বয়স:

শিশুর বয়স:

বাসিন্দা

সেকশন বি

১। পরিচিতি ও পটভূমি

- একজন অভিভাবক হিসেবে আপনার সবচেয়ে বেশি ভালো লাগে কোন বিষয়টি? অনুগ্রহ করে ব্যাখ্যা করবেন কি? কোনো উদাহরন?
- সন্তানের যত্ন নিতে গিয়ে আপনি কোন কোন সমস্যার সম্মুখীন হন? অনুগ্রহ করে ব্যাখ্যা করবেন কি? কোনো উদাহরন?
- আপনার সন্তানকে লালন-পালনের ক্ষেত্রে আপনি কোন মূলনীতি অনুসরণ করেন?

২। ইতিবাচক প্যারেন্টিং এর ধারণা

- আপনার মতে ভালো প্যারেন্টিং বলতে কী বোঝায়?
- আপনি কি “ইতিবাচক প্যারেন্টিং” শব্দটি শুনেছেন? শুনে থাকলে, এটি সম্পর্কে আপনার ধারণা কী?

৩। প্যারেন্টিং প্র্যাকটিস

- আপনি সাধারণত আপনার সন্তানের সাথে খাবারের সময়টি কীভাবে পরিচালনা করেন? আপনি কি আপনার সন্তানকে তার নিজ হাতে কিংবা নিজের ইচ্ছায় খাবার খেতে দেন?
- আপনি কীভাবে আপনার কাজ এবং সন্তানের সাথে সময় কাটানোর মধ্যে সমন্বয় করেন? আপনি কি আপনার সন্তানকে নিয়ে খেলেন? যদি হ্যাঁ, তবে কেন আপনি খেলেন?

- আপনি কীভাবে আপনার সন্তানকে তার স্কুলের কাজ বা বাড়িতে শেখার বিষয়ে সাহায্য করবেন?
- আপনার সন্তানের যখন স্কুলে সমস্যা হয় বা ভালো না করে তখন কী হয়? আপনি কিভাবে প্রতিক্রিয়া করেন?
- আপনার সন্তান যখন চ্যালেঞ্জের মুখোমুখি হয় তখন আপনি কীভাবে তাকে সমর্থন করেন তার একটি উদাহরণ দিতে পারেন?
- আপনি কীভাবে আপনার সন্তানকে শাসন করেন?
- এমন কোনো উদাহরণ শেয়ার করবেন যেখানে আপনি আপনার সন্তানকে মানসিকভাবে সমর্থন দিয়েছেন?

৪। সাংস্কৃতিক এবং সামাজিক প্রভাব

- আপনার পরিবার আপনার প্যারেন্টিং প্র্যাকটিসকে প্রভাবিত করে?
- আপনার সমাজ কীভাবে আপনার প্যারেন্টিং প্র্যাকটিসকে প্রভাবিত করে?
- আপনি কি কোনো প্রথাগত প্যারেন্টিং পদ্ধতি অনুসরণ করেন?
- সাংস্কৃতিক প্রত্যাশা এবং আপনার নিজস্ব প্যারেন্টিং বিশ্বাসের মধ্যে কীভাবে সামঞ্জস্য বজায় রাখেন?

৫। চ্যালেঞ্জ এবং সহায়তা

- আপনার পছন্দের প্যারেন্টিং স্টাইল অনুসরণ করতে গিয়ে আপনি কী ধরনের সমস্যার সম্মুখীন হন?
- একজন অভিভাবক হিসেবে, আপনার কী ধরনের সহায়তা বা সম্পদ প্রয়োজন বলে মনে হয়?

৬। সমাপনী

একজন বাবা কিংবা মা হিসেবে আপনার আর কোনো অভিজ্ঞতা কি শেয়ার করতে চান?

Appendix-3

Transcript of IDIs

[Note: Before taking the interview participants received complete information about the purpose and methods of the study, as well as their rights, including the right to withdraw at any time without facing any negative consequences. Written consent was obtained before starting data collection.]

IDI#3#Father, Date of taking Interview- 2 February, 2025

My name is..... I am 38 years old, male. I have completed my Master's degree. Currently, I am on a break and studying, not engaged in any job or business. I have two children: one is a six-year-

old girl, and the other is a four-year-old boy. My older child is my daughter, and my younger one is my son.

- **What do you enjoy most about being a parent? Would you please explain? Any example?**

As a parent, what I enjoy the most is that life has many chapters. For example, when I got married, it brought a different set of possibilities. Then, when children came into our lives, the responsibilities changed again. A new chapter opened, as I was saying. Starting my journey as a parent, there have been many small experiences that I cherish. Watching my children grow, especially the little one, step by step, and sharing those small experiences with them is something I really enjoy. Being a father, spending time with my kids gradually, from the first year of their life onwards, is amazing. Every little event, every new experience, is so valuable to me. I spend time with them, talk with them, tell stories, play games, draw pictures, watch TV together. These moments are some of the fondest memories for me. So, honestly, I enjoy everything about parenting. From carrying my baby in my arms to walking with them, to now going to school with them and chatting on the way back. After school, playing different games together, watching TV, all of it I cherish and enjoy.

- **What challenges do you face in parenting your child(ren)? Would you please explain? Any example?**

Taking care of children, especially since we live in a nuclear family, can be a bit challenging. It's just me and my wife taking care of two children, and we have a helper who assists us as much as possible. Since my wife works, she is usually not at home during

the day. At the moment, since I'm at home, I spend more time with the children, taking care of many of their needs.

However, balancing time remains the biggest challenge. My wife is busy with her work, and I also have to focus on my studies and other household responsibilities, such as grocery shopping. The biggest issue is finding enough time to meet the children's needs because sometimes, either my wife or I aren't around to fulfill them. Every parent faces this challenge in their own way, and it's something I, too, experience. With time and experience, we learn how to deal with these situations. Parenting always comes with challenges, no matter what.

- **What are the key principles you follow in raising your child(ren)?**

When it comes to principles, there's no specific theory that I follow. Since I was a child, I've had my own experiences watching how my parents raised me. I learned from them and also observed how relatives and neighbors raised their children. This gave me a strong cultural understanding of parenting from a young age. Now, as a father, I try to provide everything my children need to grow up well. I aim to support them in becoming good people and fulfilling their needs as much as possible. This is what I consider to be the main principle of my parenting.

- **How would you describe good parenting?**

For me, good parenting means providing children with the support they need to grow up properly. This can only happen if parents are aware and conscious of their actions. Good parenting practices involve providing children with all the support they need while also

ensuring that parents have the right knowledge and experience to guide their children well. Parents should balance what is good for their children, depending on their socio-economic circumstances and family knowledge. This is what good parenting means to me.

- **Have you heard about the term "positive parenting"? If yes, what does it mean to you?**

Yes, I have heard of positive parenting. For me, positive parenting is all about being mindful of your child's well-being and supporting them as they grow. It doesn't mean that children always do the right thing, but it's about how you behave when they make mistakes.

Instead of being harsh, you calmly explain what went wrong, guide them towards the right path, and encourage them in a supportive way. Positive parenting is about appreciating what your children do right and correcting mistakes gently, so they learn without feeling pressured.....(continued)

Appendix-4

Research tool- FGD Guideline (English Version)

Section A					
Date	Start time	End time	Place	City	District

Demographic Information

Sl No.	Name	Job/Business	Gender	Age	Contact	Sign

Welcome and Introduction:

Good [morning/afternoon], everyone! Thank you for joining today's discussion. My name is Nishat Jahan Jyoati and I am conducting research on parenting practices, specifically focusing on how parents in Mirpur, Dhaka, perceive and practice positive parenting. This research aims to understand how you raise your children, especially in terms of providing emotional support, discipline, and helping with their development in everyday life. I want to emphasize that there are no right or wrong answers today. This is a safe and open space for everyone to share their thoughts and experiences. Your opinions and experiences are valuable to this study, and we want to hear from everyone in the group.

Section B

1. Introduction

- What do you think are the most important qualities of a good parent?

2. Parenting Practices

- How do you communicate with your child(ren)?
- How do you set rules and boundaries in your household?
- How do you handle situations where your child(ren) misbehave?

3. Perceptions of Positive Parenting

- What does the term "positive parenting" mean to you?
- Are there specific practices you associate with positive parenting?
- Do you think positive parenting is practical in our cultural context? Why or why not?

4. Influence of Culture and Tradition

- How do cultural or traditional values influence your parenting style?
- What are some traditional practices you follow?
- Have you faced any conflicts between modern parenting practices and traditional values?

5. Challenges and Opportunities

- What are the biggest challenges you face as a parent?

- What kinds of support or resources do you think are needed to help parents adopt positive parenting practices?
-

6. Closing Discussion

- Is there anything you would like to share about your parenting journey or advice for other parents?

Appendix-5

Research tool- FGD Guideline (Bangla Version)

সেকশন এ					
তারিখ	শুরুর সময়	শেষ সময়	স্থান	শহর	জেলা

অংশগ্রহনকারী/জনসংখ্যা সংক্রান্ত তথ্য

ক্রমিক নং	নাম	পেশা	জেন্ডার	বয়স	মোবাইল নাম্বার	স্বাক্ষর
১						
২						
৩						
৪						
৫						
৬						

স্বাগত ও পরিচিতি:

শুভসকাল/শুভসন্ধ্যা, সবাইকে! আজকের আলোচনায় অংশগ্রহণ করার জন্য আপনাদের সবাইকে ধন্যবাদ। আমার নাম নিশাত জাহান জ্যোতি এবং আমি প্যারেন্টিং প্র্যাকটিসের উপর একটি গবেষণা পরিচালনা করছি। বিশেষ করে ঢাকা শহরের মিরপুর অঞ্চলের বাবা-মায়েরা কীভাবে পজিটিভ প্যারেন্টিং অনুশীলন করেন এবং তাদের পেরেন্টিং এর ধারণাগুলি কীভাবে তৈরি হয়, তা অনুসন্ধান করা আমার এই গবেষণার বিষয়। এই গবেষণার লক্ষ্য হলো, আপনি কীভাবে আপনার সন্তানদের বড় করছেন, বিশেষ করে তাদের মানসিক সহায়তা প্রদান থেকে শুরু করে তাদের শৃঙ্খলা/নিয়মানুবর্তিতা এবং প্রতিদিনের জীবনে তাদের বিকাশে সাহায্য করার বিষয়গুলো জানা। আমি আপনাদের নিশ্চিত করতে চাই যে, আজকের আলোচনায় কোনও সঠিক উত্তর কিংবা ভুল উত্তর বলতে কিছু নেই। এটি একটি নিরাপদ এবং মুক্ত জায়গা, যেখানে সবাই নিজেদের চিন্তা এবং অভিজ্ঞতা শেয়ার করতে পারেন। আপনার মতামত এবং অভিজ্ঞতা এই গবেষণার জন্য অত্যন্ত গুরুত্বপূর্ণ। তাই এখানে উপস্থিত সকলের মতামতই আমরা শুনতে চাই।

সেকশন বি

1. পরিচিতি

- আপনার মতে, একজন ভালো পিতামাতার সবচেয়ে গুরুত্বপূর্ণ গুণাবলী কী?

2. প্যারেন্টিং প্র্যাকটিস

- আপনি কীভাবে আপনার সন্তানের সাথে যোগাযোগ করেন/কথা বলেন?
- আপনি কীভাবে আপনার পরিবারে নিয়ম এবং সীমারেখা স্থাপন করেন?
- সন্তানের ভুল আচরণের ক্ষেত্রে আপনি কীভাবে পরিস্থিতি সামলান?

3. ইতিবাচক প্যারেন্টিং এর ধারণা

- “ইতিবাচক প্যারেন্টিং” শব্দটি আপনার কাছে কী বোঝায়?
- এমন কিছু পদ্ধতি বলুন যেগুলো আপনি ইতিবাচক প্যারেন্টিং এর সাথে সম্পর্কিত মনে করেন?
- আপনার মনে হয় কি, আমাদের সাংস্কৃতিক প্রেক্ষাপটে ইতিবাচক প্যারেন্টিং বাস্তবসম্মত? কেন?/কেন নয়?

4. সংস্কৃতি ও প্রথার প্রভাব

- সাংস্কৃতিক বা ঐতিহ্যবাহী মূল্যবোধ কীভাবে আপনার প্যারেন্টিং স্টাইলকে প্রভাবিত করে?
- আপনি কি কিছু ঐতিহ্যবাহী পদ্ধতি অনুসরণ করেন?
- আধুনিক প্যারেন্টিং পদ্ধতি এবং ঐতিহ্যবাহী মূল্যবোধের মধ্যে কোনো দ্বন্দ্বের সম্মুখীন হয়েছেন কি?

5. চ্যালেঞ্জ এবং সুযোগ

- একজন পিতামাতা হিসেবে আপনার সবচেয়ে বড় চ্যালেঞ্জগুলো কী?
- ইতিবাচক প্যারেন্টিং গ্রহণ করতে পিতামাতাদের জন্য কী ধরনের সহায়তা বা সম্পদ প্রয়োজন বলে মনে করেন?

6. সমাপনী

- আপনার অভিভাবকত্বের যাত্রা সম্পর্কে কিছু শেয়ার করতে চান? অথবা অন্য পিতামাতাদের জন্য কোনো পরামর্শ শেয়ার করতে চান?

Appendix-6

Transcript of FGDs

[Note: Before taking the FGD, participants received complete information about the purpose and methods of the study, as well as their rights, including the right to withdraw at any time without facing any negative consequences. Written consent was obtained before starting data collection.]

FGD#1#Fathers FGD, Date of taking FGD- 5 February, 2025

What do you think are the most important qualities of a good parent?

Father 2: I used to think I was a good father, but now I don't. Now, I feel like I am not a good father because a good father's primary task is to give enough time to the child. If you don't give enough time, you won't understand what your child needs, what their problems

are, or if they are on the wrong path. Sometimes, we fail to give time, which makes it harder to connect with them.

Father 5: Yes, giving time is very important. If we don't give enough time, the child feels insecure and may not get proper care. Even though the child might receive love from the mother, the lack of time from the father affects their emotional growth. So, time and care are the most important qualities of a good parent.

Father 1: Many parents are at home but don't spend quality time with their children. The children play by themselves, and the parents work. When we come back from work, we spend time with them, talking and engaging with them. If not, the children will spend time with others. So, a good parent is one who spends time with their children and takes care of them.

Father 6: I think quality time is very important. Building a friendly relationship with the child is also crucial so that they feel comfortable sharing their feelings with you. If they make mistakes or something happens at school, they need to feel that they can talk to you about it.

Father 2: Sometimes, parents react negatively when children make mistakes. It's important to guide them in a positive way rather than punishing them, which we often fail to do. We should be patient and use positive thinking to help them learn.

Father 3: I believe that parents should provide enough time, pay attention to what their children like and dislike, and avoid using negative language that could hurt the child's

mental growth. The way we talk to our children shapes their behavior. We should create a positive environment and be careful with our words.

Father 4: Giving time and understanding their needs are equally important. From my perspective, a good parent is someone who can maintain patience even during challenging moments, as children can be unpredictable. Empathy is crucial—I believe in understanding my son’s emotional needs and helping him navigate his world. Actually consistency is key, as it ensures that he knows what to expect and builds a sense of security. A good parent also leads by example, showing their child how to handle both successes and failures with grace.

How do you maintain communication with your child? How do you communicate with them?

Father 2: In a joint family, the child spends more time with cousins and other family members, so they get to interact with them a lot. After I go to work, I don’t get enough time, and the child connects more with others, like the aunt.

Father 3: There’s a gap in communication since both parents are working.

Father 2: My daughter is 8 years old, and our communication is good. I can tell by looking at her eyes if something is wrong, or if she is happy. We understand each other well. But with my younger son, during the pandemic, I couldn’t give him enough time. He spent

more time with the mother and didn't bond with me as much. Now, there's a communication gap, and I feel this gap might persist for the rest of my life.

Father 3: My daughter had a health issue, and I had to take her to the hospital frequently. She was very sick during her early years. Eventually, I realized that the communication gap between us was growing. I had to make an effort to bridge this gap, or it would have affected our relationship long-term.....(continued)

Appendix-7

Voluntary Consent Form

TITLE OF RESEARCH

Exploring the parental perceptions of positive parenting and their practices towards children in early years.

PURPOSE OF RESEARCH

This research will be conducted as a part of my master's degree requirements from the Institute of Educational Development- BRAC University, the study aims to explore the parental perceptions of positive parenting and their practices towards children in early years.

RISKS

No threat will be made to the participants for contributing to the study directly or indirectly. Parents informants will be contributing to the study results which will be primarily used as a degree requirement.

BENEFITS OF THE RESEARCH

This research seeks to bridge the gap in existing literature regarding positive parenting in the Bangladeshi context and offer recommendations for policy makers, educators, and child development professionals to design programs that can support parents in adopting more child-centered, emotionally supportive approaches to parenting. Through this research, I hope to provide actionable insights into how positive parenting principles can be better communicated and supported in Bangladeshi households, ultimately contributing to healthier parent-child relationships and improved child development outcomes.

CONFIDENTIALITY

All information collected from participants during this study will be kept strictly confidential.

The data will be stored securely, and any identifying information will be removed to ensure privacy.

FURTHER USE OF INFORMATION

Some of the data gathered during this study may be preserved for future research. If such data is shared with other researchers, it will be done in a way that maintains the confidentiality and privacy of all participants.

VOLUNTARY PARTICIPATION

Participation in this study is entirely voluntary. It is up to each participant to decide whether or

not to take part in the research. If a participant agrees to participate, they will be asked to sign a consent form. Even after signing the form, participants can withdraw from the study at any time, for any reason, without facing any consequences. Withdrawing from the study will not affect their relationship with the researcher in any way. If a participant decides to withdraw before data collection is completed, any collected data will either be returned to the participant or destroyed, according to their preference.

Thanks for cooperating in this study.

CONSENT

I have read and understood the information provided about the study. I have had the opportunity to ask any questions I may have and all my questions have been answered. I understand that my participation is voluntary, and I am free to withdraw from the study at any time without needing to provide a reason. I also understand that I will receive a copy of this consent form for my records.

Participant's Name & Signature: _____

Date: _____

Researcher's Signature: _____

Date: _____

