

EXPECTATIONS OF THE WORKING PARENTS FROM DAYCARE CENTERS IN DHAKA, BANGLADESH

A thesis presented to the
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ETHICAL APPROVAL FORM

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Student name: Wasima Parvin

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1. Source of population

2. Does the study involve (yes, or no) ✓

1. physical risk to the subjects
1. social risk
2. psychological risk to subjects
3. discomfort to subjects
4. invasion of privacy

3. Will subjects be clearly informed about (yes or no) ✓

1. Nature and purpose of the study
2. Procedures to be followed
3. Physical risk
4. Sensitive questions
5. Benefits to be derived
6. Right to refuse to participate or to withdraw from the study
7. Confidential handling of data
8. Compensation and/or treatment where there are risks or privacy is involved

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

1. From study participants
2. From parents or guardian
3. Will precautions be taken to protect anonymity of subjects

5. Check documents being submitted herewith to Committee:

1. Proposal ✓
2. Consent Form ✓
3. Questionnaire or interview schedule ✓

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DECLARATION

This research paper contains no material that has been accepted for the award or any other degree or diploma in any educational institution and, to the best of my knowledge and belief, it contains no material previously published or written by another person, except where due reference is made in the text of the paper.

Signed..........

To My Parents, Sisters and Brothers

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Executive Summary

This research was conducted to explore the expectation of working parents about the services provided by the daycare centers in Dhaka city. The demand of daycare centers are increasing day by day among the working parents of nuclear families in urban society of Dhaka city. Besides, parents are more aware of their children's care and development. After reviewing several relevant literatures regarding daycare center the researcher came to know that there has been very few study conducted in this country context to explore the working parents' expectations from daycare centers. This study explored what the urban upper middle income working parents expect for their children from a daycare center in urban areas. This study has focused on two objects (1) To gain insight about parents' expectations regarding the services provided by the daycare centers and (2) To explore the existing daycare facilities that parent's receive for their children from daycare service.

All findings of this study are expected to be brought into notice of the policy makers and implementing agencies that are able to maximize the quality to ensure children's learning and overall development.

Urban community of Dhaka city was selected as an area of this study where daycare centers are run by different organizations for working parents. Two daycare centers were selected using the purposive sampling technique to get a representative data. The participants of this study were upper middle class working parents and the daycare supervisors. Six participants for interview and two daycare centers for observation were selected equally from the same income group in Dhaka city. Interview questionnaires and

observation checklists were used for data collection. For data analysis, all data has been processed manually and analyzed in a descriptive way.

The findings of the study showed that the parents of both daycare centers have some positive ideas about the services of daycare for their children in terms of supervision, learning, accommodation, safety, food, caregivers' training, time duration, hygiene and cleanliness. The study disclosed the different expectations of parents from private and organization based daycare center but they agreed on some points. Private daycare center parents have mentioned their demand for longer duration, open space; health facility for children by a doctor and caregiver's training, whereas organization based daycare parents mentioned the demand for more learning materials, caregivers' training, more accommodation and learning activities for children.

In this research parents' education level and socio-economic status made an impact on the study findings. All the parents have minimum satisfaction as they prefer daycare services rather than domestic staff. However, the study revealed some shortcomings in the present daycare scenario, such as, lack of proper training for the caregivers, insufficient activities to address children's school readiness, lack of proper health care services, rigid contact hours and unavailability of outdoor spaces. It was quite obvious that the parents at organization based daycare hesitated to share their expectations and demands regarding the daycare services as they are also a part of the same organization.

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Acronyms

AC	Air Conditioner
BKMEA	Bangladesh knitwear Manufactures and Exporters Association
BSCIC	Bangladesh Small and Cottage Industries Corporation
CD	Compact Disc
DCC	Day Care Centre
ECCD	Early Childhood Care and Development
ECD	Early Childhood Development
ECDRC	Early Childhood Development Resource Centre
ICDDR, B	International Centre for Diarrhoeal Disease Research, Bangladesh
IED	Institute of Educational Development
UNESCO	United Nations Educational, Scientific and Cultural Organization
UNICEF	United Nations Children's Fund
SODA	School Of Development Alternative
SOS	Save Our Souls
YWCA	Young Women's Christian Association

Chapter I: Introduction & Background

1. Introduction

Daycare center for children is a global concern. Recently, in developed countries, daycare center is highly recognized and many initiatives have been undertaken to create daycare center for child rearing and caring. Even a few years ago, daycare was not much important in our country. But recently its importance has been recognized all over Bangladesh mainly in urban areas. At present, women are getting educated at a large scale and working facilities for them are also increasing (World Bank Report, 2008). As a result of which both father and mother spend most of the time at their working place. Moreover, the role of family has changed due to the changes of its types in our rural and urban societies. Previously, the number of joint families was many but at present the joint family system is gradually splitting up (Cheng, 2003). When the mother goes outside of home for working, the domestic staff becomes responsible for child care rather than the parents. Due to this, children are not getting safe and appropriate environment for their normal development. To ensure the optimal development of the children, institutional care for the children is important (Nahar, 2011). To continue daily life, working parents are getting support from daycare centers for their children. Thus, the option for a daycare center is gradually attracting the attention of the working parents of the nuclear families. They find a solution of taking care of their children during working hours. Besides, the concept of a daycare center is much safer for their loving children than to rely on the domestic staffs. Some organizations have daycare centers at their own premises to ensure their employees'

children's safety, security and development (UNICEF, 2006). Furthermore, it also helps the employees to concentrate on their work for organizational development.

Such as SOS Children's Village International, Baby Care Centre at BG Press, ICDDR, B, Phulki and Durjoy Child-care Centre for the children of sex- workers (Girls of Bangladesh, n.d.). The centers are usually providing services for children's quality care and early childhood education in a safe nurturing environment. The impacts of the services of these centers are helping to change the perception as well as attitudes of the working parents. Nevertheless, the capacity of the daycare center is still limited to certain areas in the city life. Working parents can feel comfort by the attachment of their children to these daycare centers. However, the main focus of this research is to examine the expectations of parents regarding the services of daycare center as well as to perceive the daycare facilities that parents receive for their children.

2. Rationale of the Study

The socio-economic condition of the present century is much more difficult than it was in the prior decades in many ways. The introduction of market economy, massive industrialization, urbanization, enhanced female education, rapid transportation, educational advancement, consciousness, training etc have an impact on the socio-economic state (Kawsar, 2012). Families are breaking down due to the mentioned reasons and setting up in smaller shape. The researcher has assumed that upper middle income people living in Mohakhali and Gulshan areas use daycare facilities for taking care of their children during office hours. The middle class is the broad group of people who fall

socioeconomically between the working class and upper class. The income group people can be classified into three categories such as higher, middle and lower income group. The lower middle-income TK 5,000 – 10,000, middle middle-income TK 10, 000 – 25, 000, upper middle-income TK 25, 000 – 50, 000 and high-income TK 50, 000 or more (Islam, as cited in Jahan, R & Kalam, A.K.M. A, 2012).

It is really a challenge to lead a normal life in a densely populated city like Dhaka. To maintain normal lifestyle is a challenge. Dhaka has a lot of demand for daycare center, but options are very low in this regard. Though there are few daycare center in public, private and non government organizations in their premises, they are not capable of meeting the demand of this huge population.

As well, the common extended family structure is already declining and the tendency to form nuclear family is rapidly increasing (Cheng, 2003). Now our society is facing several crises due to over population and urbanization. Besides, the increased complexity has broken our social system. As a result, a marked change has taken place in the structure of family. In this regard, daycare center is a necessity for families where both parents work. The mother who chooses or is compelled to work may feel guilty over leaving her child alone or to a domestic staff during working hours (Akter, 2011).

In Bangladesh, the interests have grown about the services provided by the daycare centers among people, especially the working parents and their family members. The number of daycare centers is increasing. These daycare centers are operated through institutional management or private management. Some of the daycare centers are even being operated by the government. Fortunately, some daycare centers are giving service

where parents can be sure that their children are being cared for. Now a days there are some workplaces in Dhaka that have daycare centers for their employees' to support and ensure children's safety and development. For example: BRAC, Phulki, Grameenphone, Banglalink, some banks and garments. On the other hand, some schools such as YWCA, SODA, and Kinder Land etc have after school daycare service to support working parents.

In these centers qualified teachers, caregivers and nurses work from 9 a.m. to 5 p.m. to look after the children while their parents are gone for work. In the government daycare centers, parents pay for food and education (Akter, 2011). But in BRAC, Grameenphone, Banglalink, Phulki and many other daycare centers parents provide food for their children.

BRAC report (2013) shows that, primary goal of establishing the daycare centre was to provide safe, secure environment and ensure child's right to breast-feeding for child care and development for the children of BRAC employees during the working period. BRAC daycare center also reduces barriers by encouraging female workers to attend their job.

Colleague from IED, BRAC University also indicated the advantage of daycare provisions that, they are working parents and have no one to take care of their child at home. That's why she and her husband opted for after school daycare for their child (Personal communication with colleague Syeda Rezwana Akhter on July 5, 2013).

Another colleague from IED, BRAC University has expressed her opinion about daycare centre. She wants to keep her child at after school daycare centre, but her husband doesn't like the idea of keeping their child at a daycare centre as he has no proper idea

about daycare activities and facilities (Personal communication with colleague Mirza Shahana Afrin on July 5, 2013).

Therefore, a large number of working mothers are in want of a secure, structured and enriched environment that is supportive to the developmental needs of their children. Daycare center will provide safe and secure environment as well as learning opportunity to develop the children's full potential. Daycare center could be a help to reduce tension on child rearing in working parents. In Bangladesh, there are private daycare centres for children of high income parents and daycare centers associated with garments and other organizations. Daycare centers for low income working mothers are still rare. It has been stated in Phulki, annual report, 2009 that they are operating 62 community based daycare centers in 7 urban slums in Dhaka city with 300 garments factory based daycare centers in and around Dhaka and Chittagong (Siddique, 2011) .

As such, this research could be a source of information of upper middle and middle income working parent's expectations from daycare center in Dhaka city. It also could provide a guideline for those who would like to establish and operate daycare centers for working parents. It is expected that this study will help the early childhood professionals and workplace managers, caregivers and policy makers who are involved in the field of women and children affairs, health and early childhood education in Bangladesh. Finally, the findings of the study will enrich the knowledge of planners and policy makers for implementation. Besides, it will also help to improve the quality of the daycare centers run by any organization from the perspective of Early Childhood Development. Then again, this study will highlight the gaps and limitations of daycare service providers and

offer suggestions for the improvement of the quality of the programme by reducing those limitations.

The researcher is probably studying a phenomenon which is only the tip of the iceberg. Several more studies are needed in this topic to get an in depth understanding and this research by no means will answer the many queries that researchers will have. But she hopes that many other studies will be done in this thematic area as this is so important.

3. Objectives

The goal of the study is to explore expectations of the working parents' about daycare centers in Dhaka city. The specific objectives of the study are:

1. To gain insight about parents' expectations regarding the services provided by the daycare centers.
2. To explore the existing daycare facilities that parent's receive for their children from daycare service.

4. Research Questions

1. What do parents expect from daycare centers?
2. What is the existing situation of daycare centers in Dhaka city?
3. How much of the parents' expectations are being met?

5. Operational Definitions

Expectation: According to Oxford dictionary (n.d.), expectation refers to “a belief that someone will or should achieve something.”

In this study the term expectation refers to the idea and hope of parents about daycare centers and its services for their children.

Daycare Centre: Daycare center is a place where a child is taken care of and gets a chance to interact with other people besides its legal guardians during the day and gets many facilities for safe and nurturing environment, educational activities, toys, books and play equipments which encourage thoughts and learn fine motor skills and the basic necessities for a successful entrance into school (Cadena, 2009).

Additionally, such facilities of daycare can be provided at home, workplace, school, community, and religious setting. Besides, daycare centers can ensure safety, and a variety of age appropriate materials in the setting. Regardless of setting, appropriate ratios of number of children to staff, responsive caretaking by trained caregivers, and minimal staff turnover are the elements to be considered in selecting a daycare center.

Working Parent: Working parent is a father or a mother who engages in a work outside the home for income. (Sale, J. S., Kollenberg, K., and Melinkoff, E., n.d.).

In this study working parents are upper middle income group and working in public and private sector for long hours.

Chapter-II: Review of the Related Literature

There are many studies found in developed countries on daycare centers. Those are related to their country context. Engle (1999) described the significance of child care practices and resources and recommended to take up a child care program where care should be given in terms of health, nutrition, psycho-social care and development. Lalli (2006) stated that high quality daycare has a positive effect on children's intellectual, verbal, and cognitive development mainly when the children would rather experience poor and relatively un-stimulating home environments.

In addition, studies of child-care quality and child development find that overall quality of care has small but reliable effects on language and cognitive development, social competence, exploratory behaviors and peer relations (Scarr, 1997). Besides, higher quality child care to be associated with better cognitive and academic outcomes (Broberg, Wessels, Lamb, & Hwang, 1997). Child care quality, quantity, and types were differentially linked to children's development. In general, higher quality of child care was related to higher cognitive/academic performance (Vandell, et.al, 2010). One of the objectives of the Ireland National Children's Strategy is that "Children's early education and developmental needs will be met through quality childcare services and family-friendly employment measures (Department of Health and Children, 2000)."

On the other hand, "it seems that working parents have a choice of daycare facilities in the North West of Ireland. Parents and childcare managers are hoping that the government will improve childcare policy to the betterment of parents and the childcare

profession” (O’Hara, 2010). Boschee & Jacobs (1998) found that in the United States, child care is considered as an enterprise, like many other national enterprises and it has been a melting pot of ideas and interests. During World War II, daycare was sponsored by the Federal Government, because the mothers of these children needed to work in industries for producing war materials. Belsky (2003) explained that being a daycare researcher is a hard job, particularly because both advocates and opponents of daycare take strong opinions and the results of research are not always ideal.

Parents’ perceptions on child care in the United States (2006) reports showed that parents quite logically assume that caregivers have the appropriate training for handling their children. Besides this, parents also want a healthy and safe arena and quality care for their children. In a similar study it has been found that, parents offered multiple criteria for choosing providers such as warmth, reputation, stimulating activities, good physical facilities, similar values, trust, and provider credentials were all identified as the most important (Raikes H, et.al, 2005).

According to Wise (2002), as parents belong to different culture they have different expectations about child care. Moreover, parents also like to choose those child care centers which have similarity with their beliefs, values and environment of their home. Then again, choosing a child care centre is an important factor for parents. They want an open communication between themselves and child care provider to achieve mutual understanding, respect, acceptance and agreement. Besides, Child-care providers should provide children loving care, frequent updates on children’s progress, a safe and healthy environment and respect religious beliefs and cultural backgrounds (Nelson, 2008).

A study on the expectations of daycare parents focuses on expectations of one hundred parents of children currently registered in daycare centers. It also showed that the majority parents expected a “warehousing” service for them to work or study. Moreover, the minority parents expected a service geared to meet the needs of children, with emphasis on education and stimulation (Handler, 1973).

The National Association of Child Care Resource & Referral Agencies (2010) found that, in America more than 11 million children spend time in some type of child care setting every week and most of their age is under 5. The majority of parents believed that child care helps them to find and keep jobs where both parents are engaged in work. In another study we found that American child-rearing practices are undergoing a sea change. As increasing numbers of mothers rejoin the labor force earlier in their children's lives, daycare has become a standard experience for infants and young children. Many experts worry that children are not getting sufficient attention from their parents to develop solid foundations of intelligence and mental health (Scarr, 1997a). A Brief History of Federal Financing for Child Care in the United States showed that, the history of federal funding for child care and early education programs in the United States examines how the values of American society have shaped the federal funding of child care and early education services (Cohen, 1996).

Under the labor laws (1995), if an organization has at least 25 women employees, is to set up daycare centers for the children of the working mother. But the government is allowing for lowering the number of female employees to 20 (Girls of Bangladesh, n.d.). The Department of Women Affairs in Bangladesh runs 42 day-care centers for working mothers across the country. Among these 24 are in Dhaka, 18 centers in the district towns

including Dinajpur, Bogra, Pabna, Narayanganj, Comilla and Faridpur. These daycare centers are for children from working class families, middle-income groups and poor families (Akhter, 2012). Malika, & Jabber (2010) found that, customers of private daycare centers are more or less satisfied with the services they receive from them. It also noticed from their research that the attendants of private and government daycare centers are not well trained. Additionally, this study provides some new information about the components of model daycare center.

Moreover, the author also said that it can be useful for those who want to work with daycare centers and for the parents who want a suitable daycare for their children (Siddique, 2011). Akter (2011) found in her study that, parents have knowledge and positive approach about daycare center but they have lack of knowledge related to child care activities and specific development of children like physical development, social development etc.

ICDDR, B report (2013) recognizes the need of parents for having a loving environment for their children during working hours. This daycare centre aims to provide a safe and healthy environment where each child can enjoy age appropriate activities with emphasis on developing independent skills. In our country, working women after becoming mothers can't find responsible care givers for their babies if they desire to continue their jobs as family elders are not always available and domestic staff cannot always be trusted.

Again, BKMEA (2010) report showed that, METRO Group and BKMEA signed the historic agreement to set up a child daycare center jointly in Narayanganj BSCIC area for the children of their employees. They mentioned that the daycare centre is more than just

a place where children are looked after for education and community building.

Furthermore, they also said that children are being divided according to their age to ensure proper care.

Reviewing all these researches, it is found that these research works are related to the existing study. These studies mentioned the parents' expectations of daycare quality on child care, parents' perception, safety, policy, its advantages, disadvantages, needs of well trained staff for child care, relationship of caregiver and parents for child care, development and the necessity of the daycare center. In addition, the researcher anticipates that this study will provide a lot of useful information about the needs of parents related to the care for their children.

Chapter III: Methodology

1. Methods

A literature review has been done on daycare services in Bangladesh and abroad to carry out the research. Observation and in-depth interview has been conducted for the study.

2. Design

The most important part of any research is to select the design appropriately to get the expected outcome. As this is an exploratory study, qualitative study design has been adapted for this study to know the parents' expectations about daycare centers.

3. Location

To achieve desired outcome samples from Mohakhali and Gulshan areas in Dhaka city has been selected to conduct a qualitative study. One daycare center was run under private entrepreneurship and the other one was run by organization for their employees. All the areas represent middle class, upper middle class and high income group people.

The researcher selected this two daycare centers because in Mohakhali and Gulshan areas, there are not so many daycare centers for working parents. For this research, the researcher selected same socio-economy and education background parents who are taking facilities from daycare centers.

4. Study Sample

In a qualitative research it’s very important to select research participants appropriately. Here the researcher has been targeted 2 daycare centers, 4 parents of children aged 6 months to 8 years and 2 daycare supervisors in urban areas for data collection.

5. Sampling Technique

Non probability purposive sampling technique has been employed by the researcher in this study. Mothers, fathers and daycare supervisors who had willingness to participate were selected in the study. In this study, 4 parents and 2 daycare supervisors were selected for in-depth interview and 2 daycare center were selected for observations. The following table represents sampling technique and characteristics of the study.

Method	Sampled population	Number of sample
Interview	Father & Mother	4
Interview	Daycare Supervisor	2
Observation	Daycare Centers	2

Table 1: Sample Technique and characteristics of the study

6. Inclusion and Exclusion Criteria

Inclusion Criteria

- Only working parents (father and mother both work)
- Upper middle income parents
- Have willingness to participate in the study voluntarily

Exclusion Criteria

- Refused or who choose not to give informed consent.
- Who did not match in the working group and location.

7. Role of the Researcher

In qualitative studies, the role of the researcher is quite different. The research is considered as an instrument of data collection (Denzin & Lincoln, 2003). This study allowed the researcher to perform the role of an observer, moderator and interviewer. The role of the researcher in this study includes review of literature and consulting with supervisor, preparing draft tools, editing the tools as per supervisor's instruction, try out tools and finalizing; data collection, analysis and interpretation. The qualitative researcher needs to describe relevant aspects of self, including any biases and assumptions, any expectations, and experiences to qualify his or her ability to conduct the research (Greenbank, 2003). A mutually respected interviewer-participants dynamics was created during data collection so that participants felt open and comfortable to share their experiences. During the observation and in-depth interviewing process, the researcher tried to be mindful about not interfering in the daycare management and child development issues during observation.

This was a real challenge for researcher to work with an issue which is not widely recognized as an educational issue in this country context. As an exploratory study therefore, while developing concept note the researcher randomly collected public views mostly from some parents about their expectation and understanding about daycare

centers. The researcher asked probing questions, to obtain an in-depth view of the participants. The researcher seeks to build a picture using ideas and insights from a wide variety of sources.

8. Data Collection Procedure

Observations and interviews have been used to conduct the study.

- **Observation:** Researcher herself directly observed the daycare centers. In this study two observations has been done in two daycare centers for the whole day following observation checklist/guidelines. One daycare centre was at Niketon (Gulshan-1) area and the other was at Mohakhali. At the beginning of the observation, the caregivers, teachers and daycare centre supervisors briefed in detail about the research objectives and the observation procedure. The staffs of both the daycare centers were informed of the observation and to organize the observation setting. They were ensured that information would be used only for research purposes. The observation checklist was showed to the daycare center supervisors. The researcher observed one daycare center for one day and took notes. The observation checklist included information related to physical facilities, services of daycare centers, interaction of caregivers and teachers and resource materials.
 - **Observations time:** Continuous 6 hours per daycare.

The table below presents information about the Particulars of observation

Particular	Location	Number of children
Organization based daycare center	Mohakhali, Dhaka	30
Private daycare center	Niketon, Gulshan, Dhaka	20

Table 2: Particulars of observation

- **In-depth Interviews:** To get information from different perspectives, six interviews were conducted in the daycare centers. In-depth interviews were conducted by the researcher herself separately with mothers, fathers and supervisors to draw out each person’s account of their beliefs and expectations. Before conducting the interview, the researcher explained the objectives of the study and explains confidentiality policy. Separate interview questionnaires were designed for the parents and the staffs of the daycare centers. The researcher started the interview after rapport with the respondent. The researcher also informed the respondent that their opinions were important and their contributions were appreciated.
 - **Interview time:** 45 minutes per interview.
- **Literature review and researcher journal:** The researcher reviewed daycare center related papers, books, journals, project proposals and publications to explore issues related to daycare centers in both developed and developing countries. To identify daycare parents expectations and daycare facilities for

children the researcher explored websites as well. Information sources have been acknowledged using the APA method.

9. Research Instruments/Tools

The following tools were used to collect data

- Literature Review
- Observation Guideline
- In-depth Interview Questionnaires
- Researcher's Journal
- **Observation Guideline:** One observation guideline has been developed. It has been used in both daycare centers. Concept of observation guideline has been revised from draft ECCD policy and others daycare related researches. In her study, Nahar (2011) developed an observation guideline and used the guideline to observe the daycare centers. In this study the researcher reviewed that observation guideline to develop a daycare observation guideline for this study.
- **In-depth Interview Questionnaires:** The interview questionnaires have been developed separately for the study. One questionnaire has been used for conducting parents' interview and another has been used for the supervisors.
- **Pretest of data collection instruments:** The observation guidelines and in-depth interview questionnaires were pre-tested a week before the non government organization and adapted accordingly.

The following figure shows the detail process of data collection

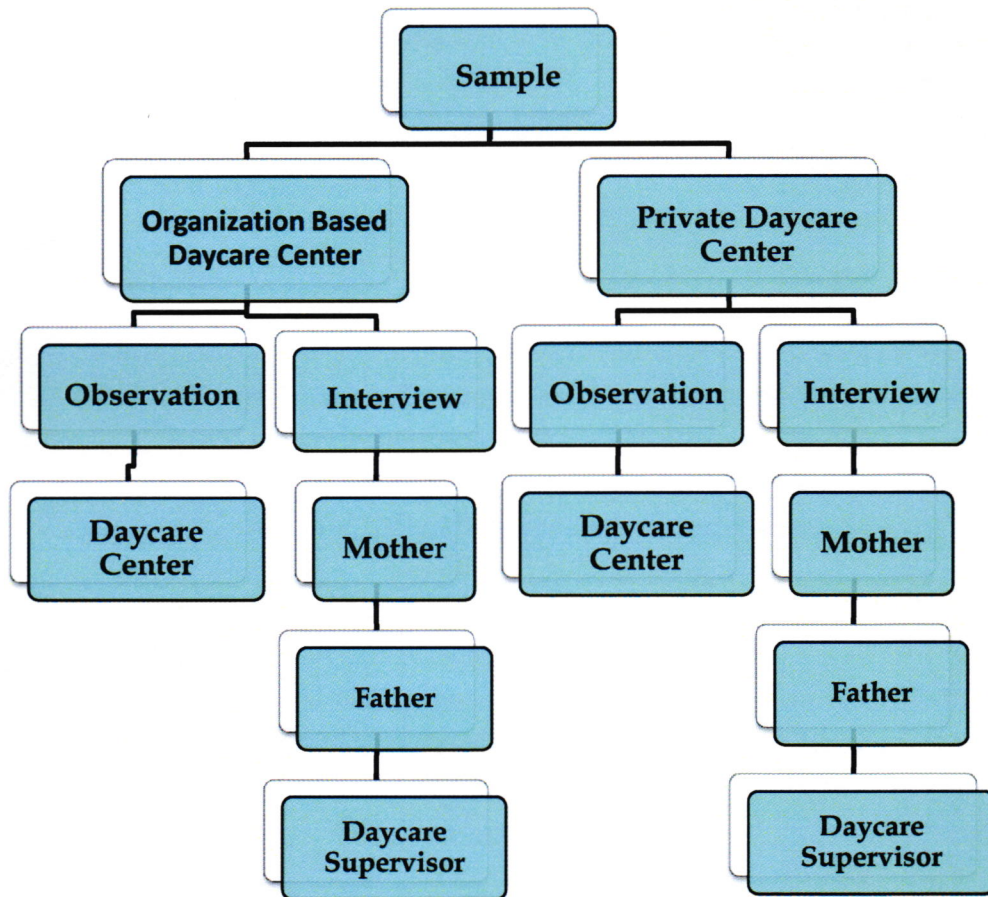


Figure: Data Collection Process

10. Data Analysis

It has been an ongoing process that starts as soon as we enter the field and continues till the final report is written. For data analysis, all data has been processed manually and analyzed in a descriptive way. It has been analyzed using qualitative analysis techniques. Analysis began by organizing the data. After observations and interviews

the researcher organized and categorized the gathered information. All data was copied accordingly and the support copy was stored in a secure place. All notes and interview transcripts were dated and sequenced. All field notes and transcripts were read and reread.

Interviews and observations were transcribed very carefully by the researcher herself. The transcription was done in Bangla and after translated into English. After transcription, the translation was compared to the original to measure accuracy. The transcriptions were then coded independently by the researcher. After coding the transcripts, the data was categorized, coded and major themes were identified by the researcher simultaneously. Findings were prepared by the main researcher under the guidance of supervisors. Finally, the data was interpreted and presented. The researcher utilized five steps analysis models for data analysis. The steps are given below.

- Data managing or organizing the data
- Reading and memoing
- Describing the context and participants
- Classifying or categorizing, coding and grouping them into themes
- Interpreting (Gay & Airasian as cited in O'Reilly, T, M. 2008).

11. Ethical Consideration

All ethical issues related to research involving human subject addressed according to the guidelines of the ethical review committee of BRAC University will be followed in

this study. After getting permission the researcher will follow the main guidelines related to ethics. These are-

Confidentiality: Researcher has give assurance that identifying information is not made available to anyone who is not directly involved in the study. Besides, the participant has remained unnamed during the study.

No harm done to the participants: Ethical standards also require that researchers not put participants in a situation where they might be at risk of harm (both physical and psychological) as a result of their participation.

Informed Consent: Basically, this means that prospective research participants are fully informed about the actions and risks involved in research and give their consent to participate (William & Trochim.2006).

12. Data collection challenges

- The interview session was being interrupted several times due to frequent calls from the parents which disrupted supervisor's concentration and flow of discussion.
- Observation had to be postponed several times due to countrywide political unrest.
- As most of the participants were working parents, they had to attend official calls during interview which hampered the smooth progress of the interview session.
- It was quite difficult to get the permission of the daycare authorities for data collection.

13. Timeline of the Study: The research has been carried out for a period of 14 months.

Sl	Activities	Year-2013										Year-2014						
		May	June	July	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	July		
1.	Preparatory phase:																	
2.	Topic selection																	
3.	Research proposal develop																	
4.	Develop Guideline for Observation and in-depth interview and protocols for the study																	
5.	Contact with relevant authority for conducting the study																	
6.	Data collection																	
7.	In-Depth interview and Observation																	
8.	Data cleaning, data coding and data entry																	
9.	Data analysis & Report writing																	
10.	Develop Presentation																	
11.	Thesis presentation And Dissemination																	

14. Limitations of the Study

The researcher has only selected urban areas of Mohakhali and Gulshan for her data collection. She is aware of the limitations, that she has excluded a large group of parents who are working and living in other areas of Dhaka due to time constraints. Moreover, she also has some idea about the lifestyle patterns of those parents. The parents who

usually keep their children in daycare provisions belong to a certain income level.

Besides, she is aware that her study is in no way a comprehensive one but would provide some understanding of the changing patterns of child rearing and parental concerns in such an evolving context of urban Dhaka. Moreover, the time schedule did not match properly for collecting data from field. Parents and supervisors were not available during that period due to the political unrest in the country. Some parents hesitated to share their expectations and demands regarding the daycare services as they are also a part of the same organization.

Chapter IV: Results & Discussion

Results

Introduction

There is no universal way of presenting qualitative data as each qualitative study is unique (Merriam, 1998). The best way, therefore, is to present the data in a format that is easy for readers to make sense of the study and draw their own interpretations. In this study the data are presented and analyzed in the order in which the study was conducted. Approximately eight working days in March and April, 2014 were employed for data collection. Data was sorted out manually by various issues and analyzed thematically. The study involved a great deal of analysis that aims to provide a holistic picture. Much care was taken in order to ensure the quality of the collected data. The participants of this study were selected from organization based and private daycare centers.

The table below presents information about the study area

Name of the Center	Location	Number of children
Organization based daycare center	Mohakhali , Dhaka	27
Private daycare centers	Niketon Gulshan, Dhaka	20

Table: 1. Information about the study area

All of the interview transcripts were made by the researcher. Some themes were generated from the data. In the result chapter, the researcher has identified some similarities and differences between the services provided by the two daycare centers.

The table below presents an overview of the participants

Sl.	Interview	Age group (years)	Fathers	Mothers	Supervisors
1.	Interview (Organization based daycare center)	26-40	01	01	01
2.	Interview (Private daycare center)	25-40	01	01	01

Table: 2. Participant’s Overview

The table below shows the data collection process

Sl.	Objectives	Techniques	Participants’
1.	To gain insight about parents’ expectations regarding the services provided by the daycare centers.	Interview	Parents and supervisors
2.	To explore the existing daycare facilities that parents receive for their children from daycare service.	Observation	Daycare centers

Table: 3. Research methods in relations to objectives

The reviewed data emerged three specific themes from this study. All the themes identified and presented in this part are important because of their role in daycare activities and interlinked either directly or indirectly with one another. Patterns and categories were identified by examining interview questionnaire, observation notes and reflective journals. Memo was written based on specific data analysis and interpretation. Subsequently, data was organized into different themes and subthemes. The following are the key themes derived from the reviewed data

1. Existing situation of daycare centers in Dhaka city;
2. Parents' expectation from the services of daycare centre;
3. How much of the parents' expectations are being met.

1. Existing Situation of Daycare Centers in Dhaka City

The study was undertaken with the specific objectives to find out the existing daycare facilities that the parents are receiving for their children. The elaboration of this theme will include a wide range of data under eight sub themes.

1.1. General Information about Daycare Centers

Organization based and private daycare centers are located in Mohakhali and Gulshan areas to meet the needs of urban working parents. There are ten staff members at the organization based daycare and twelve staffs at private daycare center.

It was observed that one director, one operation manager, one supervisor, four teachers, five caregivers and one cleaner are responsible for private daycare center. Besides, one communication officer, one supervisor, one assistant supervisor/teacher, five health workers and two cleaners were present at organization based daycare center to take care of the children. The qualification and working experience of the staff are similar in both daycare centers. The average work experience of the two daycare staffs ranges from 1 to 20 years. Highly educated staffs perform well in terms of child caring and other activities in private daycare center. The numbers of total children at private daycare center were 20 and 27 in organization based daycare center. Parents pay the fee of seven thousand taka per month to the private daycare center and six hundred taka to the organization based

daycare centre for each child. The following narrative from one of the parents illustrates parental feeling in this regard, “I have to pay 600 hundred taka per month which is convenient for me” (Interview#3, 31.03.2014).

Parents bear the transport cost from their residence to the daycare centers. The caregiver and children ratio in organization based daycare is 2:10. In the private daycare center, the ratio of care giver and children is 1:3 for infant, 1:5 for toddler and 1:8 for pre-schoolers. Moreover, no separate breast feeding areas were found in either of the daycare centers. Parents feed their children in infant room in both the daycare centers. Private daycare center also has provision for child shower. The researcher found an initiative for inclusive program in private daycare center. They have trained staffs for providing support to the children with special needs. The table below shows the overall information of two DCC (daycare center).

Name of the daycare centers	Start from	Num. of rooms	Num. of toilet	Accommodation for children	Num. of children	Num. of staff	Parents Contribution (TK monthly)
Organization based daycare center	2005	4	2	30	27	10	TK 600 (but organization contribute rest of the cost)
Private daycare center	1993	4	2	20	20	13	TK 7,000

Table 4: The overall information of two DCC (daycare center)

1.2. The Socioeconomic Background of the Parents

Parents from two daycare centers were interviewed. They were upper middle income parents. The age range of these participants were 25-40 years. The participants live in urban setting of Dhaka. The researcher conducted four interview sessions with parents of organization based and private daycare centers. Their education level ranges from graduate to a Masters Degree. The income range of the participants was 25,000-50,000 taka per month. Out of six, three of the participants were from organization based daycare center and three of them were from private daycare center. All of the participants live in rented house. Three of them live in nuclear family. The table below shows the overall information of two DCC (daycare center).

Participant & Place	Participant	Occupation	Education	Income Range
Father's, mother's and Supervisor's of organization based daycare center	3	Working in organization based daycare center	Masters Degree	TK40,000-50,000
Father's, mother's and Supervisor's of private daycare center	3	Private service (media, daycare and private organization).	Bachelor' Degrees – Masters Degree	TK2500-50,000

Table: 5. Socioeconomic Status of participants

1.3. Physical Facilities

The researcher has identified some physical facilities provided by the daycare centers through observation. The private daycare center is operated in a rented house and the

organization based daycare center has its own house. The space and number of rooms were adequate for private daycare center. In both the daycare centers most of the rooms were neat and clean and well decorated. Sleeping materials such as soft mattresses, individual pillows and colorful blankets were available at both daycare centers. A good number of furniture items were found in both daycare centers such as mini chairs, big activity table, wall clock, AC, mats, shelf for bag, shelf for toys, water heater, CD, micro wave oven, refrigerators and other utensils.

1.3.1. Availability of Play Space and Age Appropriate Play Materials

The researcher has observed in both daycare centers that the room space was just enough for indoor play. Electric lights were available so that the toys and materials were visible for children. There were enough toys for all the children. All developmental and learning materials were displayed and some were hanging on the wall. Moreover, observation revealed that the play area at organization based daycare center was large and well protected. Toys were colourful, attractive, safe, educational and age appropriate at both the daycare centers. The educational resources were alphabet books, puzzles, dominos, notebooks, pencils, colour pencils, scales, charts, posters, hanging paper toys, and story books. Cradles were found in both daycare centers. Organization based daycare center seemed well equipped with play materials like slippers, sand pit, sand toy, sea-saws, small car, tri-cycle, dolls house, cannon for gross and small muscle development. Some special toys were also found such as big ball for children at private daycare center which was not present at organization based daycare center. The toys were bought from local and foreign market.

Private daycare center supervisor stated that, “As this is a private daycare center so our director personally collected toys from Canada and local market. Safety and child developmental issues are more important for us” (Interview#2, 06.02.2014).

Moreover, all parents from private daycare centers raised the issue that there is no outdoor space for children to play or run. All participants requested for an open place where children could run and play freely. But organization based daycare center had an open place for outdoor play (sand and water play), cycling and running. As well, genders issue is somewhat maintained at both daycare centers. They allowed little private space for children to change their nappies and dresses.

1.3.2. Food facilities and Drinking Water

The researcher observed similar situations in both daycare centers. Safe drinking water facilities existed in both daycare centers. The drinking water was filtered and boiled.

They followed menu chart and the supervisors share this with parents. Most of the parents provide sufficient food for their children. Some parents provide well-balanced and energy food for their children. They both have separate areas for lunch and snacks.

The researcher observed that, “at private daycare center teachers and caregivers sit with group during the meal time. They observe and talk while feeding. As well, they used high chairs and carriers for toddlers and infants during the time of feeding” (Observation#2, 06.02.2014).

1.3.3. Provision of Toilet and Bathroom Facilities

The researcher has observed some inconsistencies in the private daycare center.

Although, the bathrooms and toilet fittings were neat and clean but the size of commodes and basins were not appropriate for children. On the contrary, at organization based daycare center toilets were clean and child commodes and basins were found.

1.4. Maintenance of Personal Health and Hygiene

Both the daycare centers had a first aid box (fully stocked multiple kits of aid materials) to take care for minor injuries and providing primary medicine. In both the daycare centers height and weight of children are measured by daycare center teacher and supervisor regularly. In organization based daycare centers, doctors are available when there is an emergency but at private daycare center such facilities are not available. At private daycare centers no health card is maintained by daycare center authorities. There is no provision for doctor visit at private daycare center. A referral system is followed when children become seriously sick at daycare centers. If children have fever or diarrhoea suddenly, caregivers call parents and treat the incident as an emergency. This is difficult for the parents, as they have to leave work and drive in heavy traffic. Teachers, caregivers and children wash hands when they need to protect health such as after diapering, toileting, nose wiping and before meals. Besides, they ensure safety by closing or locking gates, observing during playtime, no climbing on furniture and by creating a cooperative mood among children. For preventing infectious disease from spreading, they send children to their home and sometimes separate children from others. A respondent at organization based daycare center highlighted the importance of health care issue by the daycare centers, "My child has no health problem after taking admission in the center.

The center is neat and clean. I am very happy of healthy practice of the center”

(Interview#6, 22.04.2014).

1.5. Caregiver's Professional Capacity and Support

The researcher observed that staff capacity of both daycare centers are not same.

Caregivers have knowledge regarding child care and development but some of them need more training on learning activities for children. The following observation data provides the insight into the caregivers' ability in terms of feeding the children,

“Organization based daycare center caregivers worked hard for children but during the feeding time one of the caregivers could not handle a child. She called over phone and told her mother to come and change the food” (Observation note#1, 11.12.2013)

The following indicators were used to determine caregiver's professional capacity and support. The selected two indicators are: 1.5.1.Staff capacity; 1.5.2. Access to Training

1.5.1. Staff capacity

The researcher observed that staff capacity of private daycare center caregiver is good regarding child care and development. The daycare officers, Director, communication officer and administration personnel visit daycare centers. Supervisors mostly provide oral feedback. A visit notebook is maintained to document the findings in written form.

Daycare supervisors also share the progress with the higher authority. The researcher also observed in private daycare center that the caregivers are very active, helpful and skilled on child care and activities. Besides, they are able to handle special needs children.

Officers use a separate checklist to monitor a child's progress.

On the contrary, the researcher identified through interviews that organization based daycare center supervisors, caregivers and teachers have received training on daycare management, caring and teaching learning process from Phulki. Most of the training is relevant. But the researcher observed, the majority of caregivers does not appreciate child creativity and are not able to address an individual child's needs. At the same time caregivers do not give sufficient attention to individual child. There is no continuous training system for staff capacity building.

1.5.2. Access to Training

Organization based daycare supervisors and caregivers received short training from Phulki but private daycare supervisors and caregivers received training from their own Director as she is trained on daycare activities and child development from Canada. She trained her supervisors and teachers, and supervisors trained their assistants. They trained their caregivers and teachers on child development, child caring, safety issues, age appropriate activities behavior and special care.

1.6. Availability of Curriculum, Caregiver's Manual and Registers

The researcher has observed the daily activities in both daycare centers. The activities promote child's development. Some pre-academic activities are taught including the alphabet, counting and personal hygiene. Creative activities like songs, rhymes, language and art are also taught. The attendance registers of caregivers, teachers, staff, food and materials are maintained regularly.

1.7. Learning Activities and Child Performance

Adequate play and learning materials are available for each child to explore experience and learn in both daycare centers. Addressing the area of age appropriate literacy and numeracy for the children, the caregivers guide children to develop good practice and behavior in private daycare center. Learning schedule was posted on the wall and mostly followed. Many learning activities were done through music and singing. The researcher also observed that, at organization based daycare center caregivers are not well trained on learning activities (Observation note#1, 11.12.2013).

The private daycare center supervisor mentioned “We received 3 children who are special needs children with speech delay, autistic and hyper active” (Interview#2, 06.02.2014). These children are responding well after interacting with others at the daycare center. They followed the additional learning schedule for special need children. They have some toys and activities for special needs children. The observer saw an activity schedule for children with special needs on the wall. They followed the schedule regularly for these children.

1.8. Provision for Consultation and Interaction with Parents

Parents and staff explained that there are opportunities for interaction between parents and daycare staffs where parents can be recommended on how to ensure a friendly environment at home and how to behave with an individual child. Besides, parents also shared their expectations, perception and demand about child care. A father at private daycare center shared about parents meeting. The following excerpt from an interview presents parental point of view regarding parents meeting, “Parents meeting gives us

opportunity to interact with day care supervisors, caregivers and teachers which will be helpful for our children” (Interview#5, 16.04.2014).

A daycare staff discussed about how a child’s problems are individually shared with parents. All of the parents of private daycare center stated that authority calls meetings for sharing daycare matters and they also allow to share about children with special needs.

The findings of this theme gave a positive impression of daycare center activities. The researcher found out some logical reasons behind this positivity from her very own experience of data collection. The participants of this study were from urban areas and well educated. Most of them belong to upper middle socio-economic class and they are busy with their daily chores. As they have to rely on the daycare centers for the proper keeping of their children during working hours, most of the parents were satisfied with what they have at present.

2. Parents’ expectation about the existing services in daycare centre

The group of data presented here provides a holistic picture of parents’ expectation about the existing services at the daycare centers. A careful review of the selected data regarding this theme recommends three sub-themes.

2.1. Parents’ perception; 2.2. Parents’ needs/ demands; 2.3. Supervisors’ reflection

2.1. Parents’ perception

According to parents' opinion, there are many working parents in Dhaka city, and these parents' needs are not met through the few numbers of daycare centers and also have limited seat. Two parents stated that daycare centers have no publicity. Most of the parents are not well informed about daycare activities (Journal entry, 11.12.2013)

As per the suggestions, parents expect their children to be kept safe and healthy in a warm and loving environment. Private daycare center's supervisor commented, "In our daycare center some parents want carpets on the floor but some parents do not agree with it. Besides, we also face many problems with air condition and children activities" (Interview#2, 06.02.2014). The researcher also observed, parents demanding while they visited the daycare centre e.g. "Please help my child when she will take food. Please call me when she wants to talk with me" (Journal entry, 11.12.2013).

2.2. Parents' needs/ demands

One of the important parts of this study was to identify the parental need and demand which was investigated through parents' interview. The group of data illustrated some factors closely associated with parents' demand. These factors are closely associated with the overall welfare of their children. Parents from organization based and private daycare centers have made some demands of services for their children. Parents demanded some better things for child care. But the demand of parents differs for organization to organization and parents to parents.

The researcher observed and had a conversation with parents when they visited and met with children in daycare center. Parents want more facilities regarding daycare services. Parents like talking about their expectation regarding child care and they demand

supervisors to be good listeners. The researcher also observed that, one of the parents called over phone to share many demands and suggestions (Observation note#2,06.02.2014).

The following indicators were used to analyze parents' demands from the daycare centers in Dhaka city.

2.2.1. Time

Most of the parents of private daycare center discussed about the field operation time of the daycare center from 8.30 am to 6.30 pm. Parents cannot maintain this schedule due to their office time. Parents are often late to collect their children due to their office time and excessive traffic in the city. From an interview with parents it was exposed that the daycare time is not perfect to serve her child. She stated that, "I am not happy with this time duration because I have to work till 8.00 pm. But the center closing time is 6.30 pm. and I faced several problems with it" (Interview#4, 03.04.2014).

2.2.2. Space and learning materials

Parents from organization based daycare center suggested to arrange more toys for children. They mentioned that children need more toys. One of the fathers mentioned that, "Toys are important for children's pleasure and toys can make children attracted to go to daycare centers" (Interview#6, 22.04.2014).

Moreover, parents from private daycare center suggested to arrange an open place for play and run. Parents mentioned that children like open place for play and run. One individual illustrated the discussion by commenting on space issue: "They need more

accommodation and seat for children because many employees of organization based cannot put their children in daycare centre (Interview#3, 31.03.2014). She also opined that in this daycare centers there are some indoor space but I think there should be more indoor space and it will be helpful for them if the age range of children is up to four” (Interview#3, 31.03.2014).

Parents from organization based daycare made a demand for arranging more picture books with description which includes pictures of vegetable, fish, flower, and fruit. Parents also mentioned that picture books are important for children’s education and children’s preparation for school but there are few books in the center which is not enough in number for the 29 children. They also have made demand to arrange more educational activities. One of the parents suggested to make an arrangement for learning alphabet. She mentioned, “Arrange more writing activities for children so that children can learn English and Bangla letters properly” (Interview#3, 31.03.2014).

2.2.3. Health

Parents from private daycare center made a demand for arranging a better health service by a doctor for children in the center. They demanded for arranging a doctor for child health check up on the basis of urgency when children get sick in the center. Parents also demanded to arrange a doctor to visit the children on a monthly basis.

2.2.4. Caregivers professional development

One of the parents of organization based daycare center demanded skilled performance by the caregivers. Parents of organization based daycare center and private daycare center

also mentioned that caregivers and teachers need more training. They suggested to arrange a yearly training. Further, one of the supervisors shared about caregivers and parents training, “Sometimes it is good to arrange training session both for parents and caregivers at daycare center” (Interview#1, 11.12.2013).

2.2.5. Skill development of children

The researcher also observed that private daycare center teachers, supervisor and caregivers were doing the activities of play, rhymes and educational activities using picture books, posters and story books. As well, some toys and activities were developed for the children with special needs. Supervisors are well trained and can handle the children with special needs in order to develop their sensory motor skills. Supervisor informed that from a daycare centre children learn various rules, social bonding, language and so on. One of the supervisors commented, “Children learn various rules, social bonding, language, creativity and manners from this daycare center. They know how to work in a group” (Interview#2, 06.02.2014).

The following excerpt also captures parental view on this issue, “Children need more educational toys and activities to get ready for school” (Interview#6, 22.04.2014)

2.3. Supervisors’ reflection

All of the supervisors of organization based daycare center and private daycare center expressed their opinion regarding the daycare centre. One of them mentioned that, “To work with children is good and interesting. Parents always share their problems and

suggestions with us. They also share their problems, suggestions and demand in parents meeting” (Interview#1, 11.12.2013).

The supervisor of organization based daycare center gave an explanation of the present situation of daycare in urban settings. She mentioned, “Daycare centre is a new concept in Bangladesh. I feel better if it would be possible to work more on daycare centre but though this is an organization based daycare and have many rules, so we have to follow it” (Interview#1, 11.12.2013).

All of the supervisors also related that most of the parents have no clear ideas about daycare centers activities. One of them mentioned the importance of the care giver’s attitude regarding child care of daycare centers. She stated that, “Most of the caregivers are responsive towards the children’s needs. But the senior caregivers due to lack of new knowledge on child rearing are not able to give quality time to children. They need continuous training on child behavior management” (Interview#1, 11.12.2013).

The daycare centers need to organize meetings with parents regularly. She also stated that, “A daycare is very important for an organization because parents can put their children in their own premises and do their work properly” (Interview#1, 11.12.2013).

She also stated that it will be more effective for children and daycare management if we can arrange training for parents on early learning and child development. Due to lack of knowledge on ECD, sometimes we cannot meet their expectation. One of the supervisors shared, “Parents should encourage their children to stay at daycare center and to follow the rules and regulations of daycare center. Also, parents should share their problems at the parents meeting” (Interview#2, 06.02.2014)).

Moreover, the supervisors of private daycare center also reported, “It takes more time to understand daycare needs when officers and supervisors are changed frequently. As a result, it is difficult to recruit teachers and receive materials within a particular time” (Interview#2, 06.02.2014)

The qualitative information from the participants’ perspective revealed these sorts of expectations for the child care from the parents. These suggestions determined the quality aspect of child development through a parent’s lens in an effort to shed light on what is currently happening in daycare centers. These suggestions need to be implemented as well as supervised with a great effort by the authority and policy makers.

3. How much of the parents’ expectations are being met

One of the important features of this study was to investigate that how much of the parents’ expectations are being met. Parents from private daycare and organization based daycare centers both have mentioned some limitations of daycare services regarding child care. But the view of private daycare center parents and organization based daycare parents about the limitation of services of daycare center is a bit different. Parents from private daycare center and parents from organization based daycare center mentioned different issues as limitations of the child care in the center.

Both daycare supervisors shared that, parents should follow the rules and regulations and should not demand such things that are not possible to execute. They also told the researcher that some parents are always happy with activities performed in the center. They have no complain regarding this and they know the limitation of services. But there

are few parents who are not happy with the services of daycare, their expectations are more than they get.

Parents from organization based daycare center mentioned that there are some limitations in the center for care of their child. They described that there is shortage of educational toys and books in the center. They mentioned that teacher and caregivers need more training on early learning activities which will help their children. The following expert (working parents) captures their expectation regarding child activity. Parents (mother) mentioned, "Children need more books, materials and activities to learn and get prepared for school. Children like tri-cycle and open place to play and run. But there is no open space in this center that can make children more active" (Interview#4, 03.04.2014).

Parents from private daycare center raised an important issue. They mentioned about the time constraints of the center. They mentioned that now daycare duration is 8.00 a.m. to 6.30 p.m. but parents need some more time to reach daycare after finishing their work. They mentioned that all caregiver go home after 6.30 p.m. but parents need time from 9.00am to 8.00pm. Parents have expressed their opinion regarding time which cannot fulfill their expectation for their children. Another parent of private daycare center mentioned about the limited time of daycare which is 8.00 a.m. to 6.30 p.m. He described that though this is not a government daycare so the management committee can increase the timing of the daycare centre. He needs some time to reach the daycare after finishing his work (Interview#5, 16 .04.2014).

The researcher also observed that the caregivers' other responsibilities affect children's play and rhymes activities in organization based daycare center. As the caregivers have to

manage 29 children and prepare food for the children, they could not give much time in play and rhymes activities. Although the parents at organization based daycare center are not that much aware of some lacking in the storytelling and picture book activities for children, which were noted by the researcher. The researcher observed that, “Caregivers didn’t do the storytelling using picture books and colorful poster, teaching the name of flowers, fruits, vegetables, fishes” (Observation note#1, 11.12.2013).

In organization based daycare center one extra room facility was found for children. They have additional room facilities for children who are below 6 months. Parents keep their children with their own caregivers and they supervise, monitor and maintain the room. Organization based daycare center provides the room and some facilities like toilet, water heater and fan and the daycare supervisors occasionally observe the room.

The findings of the research from parent’s interview, supervisor’s interview and observations showed that parents have some ideas about the limitation of existing services of daycare centers in terms of daycare time, toys, posters, story books, picture books and health services by a doctor.

Finding Summary

All the parents have minimum satisfaction as they prefer daycare services rather than domestic staff. But organization based parents prefer private daycare more than organization based daycare because of their colorful and child friendly set up.

Organization based daycare center has an extended room for the parents which was a reflection of parents expectation.

When it comes to private daycare center, parents demanded several facilities including scope to keep their children for longer duration, open space for play, health facility and caregivers training. As far as organization based daycare center parents mentioned the demand for more learning materials, caregiver's training, more accommodations and learning activities for daycare children.

This chapter has presented the findings from the study. The analysis of data tried to reveal current situation and parents' expectation. This chapter also tried to tie up a connection between existing practices and parent's demand. It brought out the quality dimensions from the parents' perspective.

Discussion

The aim of the study was to explore parents' expectation, existing situation and how much of the parents' expectations are being met from daycare centers in Dhaka city. An important aim of this study was to gain insights into the expectations of the parents. This is important because these factors are closely associated with the overall development of a child. The following is a discussion based on the findings. These findings aim to give a holistic picture of this study. The researcher has analyzed and compared the parents' expectations in this chapter in view of the reviewed literature, research evidences and own working experiences in this field.

The research questions ask about the available services and parents' expectations. These questions require interviewing the participants to gain insights into their thoughts and understandings. In relation to these research questions, the results indicated different quality dimensions of daycare centers. In citing the research questions, the researcher pursue participants' expectation in terms of children's interest, allocated place, number of students, time duration, learning materials, financial contribution, parents meeting, safety, impact on pre-schooling and gratification of caregivers and supervisors.

The present study demonstrates similar socio-demographic characteristics in the private and organization based daycare centre parents. All are working parents (both father and mother) and most of them work for long hours. Some of them are involved in private or media sector where working schedule does not match with formal working schedule. In general, both daycare centers are decorated with colourful posters, paints and the floor

inside and outside were neat and clean. Caregivers are trained and caring towards the children. However, few parents do not have adequate idea about daycare facilities.

From the finding of the study, the researcher got some information about the quality of services provided by the daycare centers. Private daycare centre gives more emphasis on learning activities and the special need children are provided with more need based activities. The director is motivated and experienced in this field and collected age appropriate and safe learning materials for the children from abroad. Further, well trained caregivers, teachers and supervisors are working for the daycare centre. They collect toys from local market and abroad which has created exploratory learning environment for the children. On the contrary, some weaknesses were found in the same daycare center, such as, parents are not given clear information about outdoor play space and contact hour. The space for gross motor activities is not sufficient for the children. In this case, management could have arranged more indoor space facility and enough light so that children can run and play freely.

Parents of private daycare centre described that children get adequate services for their good health and development. Children take bath in the center regularly. Children also take their food timely as a routine work. Children wash their hands with soap before and after eating their food, also take rest timely after lunch which is helpful for their development. Parents, both father and mother, expressed that the arrangement of bath, food, hygiene, toilet is important for their child's health. Though management of private daycare center is following health and hygiene practices but there is lack of routine health check up by doctor. The regular health check up could help to track the age appropriate height, weight and to identify the problems of other health related issues of the children.

One of the studies on daycare center showed that parents of private daycare centers are not happy with the services they receive for their children (Malika, & Jabber 2010).

In addition, participants of organization based and private daycare centers have some similarities in their knowledge about the existing services of the daycare center. All parents informed that there are some arrangements in daycare services which are same in private and organization based daycare centers, such as, safety, supervision of caregivers, drinking water, learning environment, toilet facility, activities for social day and events. They explained that caregiver, supervisors and teachers manage the children properly. Parents, both father and mother who are getting services from organization based daycare mentioned that children are safe and engaged in activities for their development. However, parents demanded more stimulating, age appropriate learning activities and relevant materials for the children. Parents from both daycare centers described that children get hygiene care from the daycare center. They explained that children do not take their food without washing hands with soap. Researcher also observed that hygiene practices are similar in both daycare centers.

In addition, parents of both daycare centers reported that same learning environment is provided for the children. They also stated that children are getting better environment to interact and socialize. Children don't quarrel in the centre as well as at home with peers. All parents articulated that children are able to make playmates within the center. There is no doubt that the good practices in the centre are enabling the children to share their food, toys and develop good manners. Parents show their satisfaction that their children are safe during their absence. Children also use good practice of language. They are

listening and talking among themselves and getting opportunities of language development. It is notable that children do not use slang words in these centres.

Parents from organization based and private daycare centers of this study mentioned about the similar category of services provided by the caregiver. Parents, both father and mother, also told that the attitude of caregiver is motherly.

In this study all parents shared that domestic staff are not safe for their children. They told that caregivers love the children. Caregivers do not give any physical or mental punishment to their children. Parents mentioned that caregivers teach them about norms and manners, good behavior and language. They also teach them rhymes, alphabet and assist them in playing. Caregivers and teachers participate with children in their play. If any conflict among the children the caregivers resolve it by advising them without any punishment. One of the participants from organization based daycare mentioned “Caregiver loves, interacts, behaves well and takes care of children as well as doesn’t give any mental punishment to the children”(Interview#6, 22.04.2014). In another research on daycare centers, the researcher has realized the need of competent caregivers. She mentioned that caregivers should be attentive and responsive to the children so that the children can grow a bond with them to feel secured and safe (Siddique, 2011).

The participants at both daycare centers reported about the same services in terms of safety, supervision of caregivers, safe drinking water, and good health practices.

Additionally, the parents at both daycare centers observe the national and international days and events. They reported that all children love and enjoy such kind of activities. Children also learn to respect the norms and values of our culture. They put on special

dressess and prepare posters, cards, hats, crown with other children and enjoy the day. Parents appreciate such kind of initiatives taken by daycare centers. Caregivers tell stories, rhymes, play and dance with the children. Children can do the same rhymes, songs, story, art and craft activities at home. Observing the performance of the children at home, parents expressed their happiness and satisfaction. But one of the parents of private daycare center could not give clear idea about the learning activities which should be in the center. She reported, "As my child is too young, I have no idea about which learning activities should be provided in the daycare center" (Interview#4, 03.04.2014).

In organization based daycare center, the researcher observed the schedule for play, rhymes and storytelling. The time allocation for the above activities is less the allocated time for making food and other activities. It seems that children are getting less time for their stimulating activities. Many research evidences show that children's development of this age occur rapidly compared to adults'. They need stimulating activities that lay the strong foundation for making brilliant future of the children. In this situation, more time should be allocated for the stimulating activities that could create greater opportunity for better development of the children.

Supervisors from organization based and private daycare centers shared about the physical facilities of the daycare centers. They mentioned that daycare centres are a place of early care and development. Children get age appropriate, stimulating and variety of learning materials. In a centre children can play, learn, talk, laugh, share their things and feelings and make friends. Besides, they are in safe environment and parents also feel well.

Parents' expectations from this study exposed different aspects of daycare centers. An extra room facility should be created for 6 months below children. Some parents working in organizations keep their children in private daycare centre. Due to limited accommodation at organization based daycare center, many parents need to put their children in other daycare centers. Parents believe that private daycare centers are flexible and hold positive attitude. They receive more feedbacks and able to change their design to meet parents' need. These parents prefer private daycare centers to organization based daycare centers. On the other hand, some parents share that parents' demand should always be considered with high priority for their children. One of the parents shared that she is well informed about other daycare centers. They have some limitations in terms of activities and other facilities. She also considers herself lucky to get such facilities for her child. Parents' expectations sometimes depend on their job status, job sector, organization, family setting, knowledge and exposure on early childhood education.

Some differences were noticed in the ideas or knowledge of participants because the services of two daycare centers are a bit different. Like, private daycare center has facility for bath which is absent in organization based daycare center. They wash children's hands, feed them and also change their dress. One of the mother (participant at organization based daycare center) mentioned that her child enjoys the activities of the daycare center. She is happy with the services of outdoor play of the center. She also mentioned that her child enjoys the food with her friends and she is now healthy. Parents give food for children in daycare and children can eat the food in the center. Children at organization based daycare center and private daycare center also enjoy the meal time in the center with other children. Moreover, another study discloses that the expectation of

parents from government and non government daycare is different (Akhter, 2012). Again, it has been found that daycare centers' facilities are different from one another (Nahar, 2011).

It has been found that the parents are conscious about their children's school readiness which ultimately has a positive impact on the children's overall development. Although they expect multiple services from the daycare centers, parents, particularly at the organization based daycare center realize how difficult it is for a daycare center to provide all the services together. They accept the fact that an organization has to go through a system to overcome the limitations.

The private daycare center charges seven thousand taka per child where as six hundred taka is charged in the organization based daycare center. Moreover, the organization bears the rest of the cost for the organization based daycare center. But monthly fees made an impact on the study findings. The researcher observed that private daycare parents pay more and that's why their expectation and demands are also high. They didn't hesitate to share their expectations regarding daycare services with the researcher.

On the contrary, organization based daycare centre parents hesitated to share their expectations and demands regarding the daycare services as they are also a part of the same organization and they pay less money for their children. In addition, the private daycare center provides ongoing training facilities for caregivers, they collect toys from the foreign countries and work with special needs children because they want parents' satisfactions so that other parents are also encouraged to enroll their children in the daycare center.

The researcher's aim was not to make any generalization based on the limited data collected in this research but to provide some signposts between current standards and

those that are articulated in parental expectation to ensure quality daycare center programme.

By embarking on this study the researcher came to the realization that the parents' expectations are difficult to measure. This difficulty is associated with parents' education and socio-economic status as well as previous experience. Yet, she considers this work important because of its potential to spark more debate and initiatives into parental concern towards daycare centers. These findings are important as they present the partial picture of parents' knowledge of ECCD in Bangladesh.

The researcher also attempted to draw a link between the parents' expectations and the existing services. From the overall discussion, it can be concluded that the parents have simple expectation and constructive attitude towards daycare centers. The factors and quality dimensions discussed above contribute to a positive betterment of the daycare centers.

Conclusion

Child safety and an enriched environment for age appropriate development are the biggest concern for working parents. As often women are forced to leave job to take care of their children, daycare centres can reduce the problem and help them to continue their job. This research provided information about parents' expectations on daycare services. Moreover, parents' expectations can contribute to the improvement of the services of a day care center. This research will contribute to knowledge and understanding in a small scale. This is only the beginning and probably will lead to further research in this field.

In this research parents' education level and socio-economic status made an impact on the study findings. Parents are happy with the existing services of the daycare centers. However, the study revealed some shortcomings in the present daycare scenario, such as, lack of proper training for the caregivers, insufficient activities to address children's school readiness, lack of proper health care services, rigid contact hours and unavailability of outdoor spaces. In spite of all these limitations, parents are satisfied with the available services in terms of safety, children's social, personal and verbal skills development. They also appreciate the knowledge and experience of the caregivers.

Recommendations

Based on the findings of this study, following recommendations were made

- Management should be more concerned about health and hygiene issues. They could provide a doctor for regular check up and referral services in daycare centers. They should also take necessary precaution for emergency situation.
- As play is very essential for the physical development of children, every daycare center should have a play space and play materials for both outdoor and indoor activities.
- Time duration is a great concern for working parents. Daycare authority can rearrange and increase the contact hour in accordance with parents' need.
- There should be an arrangement for refresher training at a regular time gap.
- The caregivers should be rewarded on their annual performance in order to inspire them to work with more vigor.
- For building parental knowledge on ECD and to share daycare rules and facilities with parents, daycare authorities can arrange workshops and seminars on holidays.
- Supervisors and teachers are familiar with the term of inclusiveness but they need more training on handling special need children.
- Separate staffs need to be assigned for preparing the food and conducting the learning activities in order to maintain and organize the daily schedule.

- A nationwide study with a large number of samples can be conducted to explore this field in order to obtain more authentic findings.
- The study can enable to establish an ideal daycare center. It also creates a scope for further improvement of the existing service.
- This is needed to conduct a market research on private daycare centers which will provide a clear picture on how many daycare centers are there and the quality dimensions of the services they are providing for the children in our country.

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ANNEX-1

Expectations of the Working Parents from Daycare Centers in Dhaka, Bangladesh
Daycare Centre Observation Guideline/Checklist

Date of Observation: _____ Observer’s Name: _____
Start Time: _____ End Time: _____

Name of the centre:Opening Date:

Address of the centre:
.....
.....

Located in (own building/rented building/others):
.....

1. Staff details

Name of employees	Post	Age	Educational Background	Duration of service years
1.				
2.				
3.				
4.				
5.				
6.				
7.				

2. Physical facilities

a) Caregiver and child ratio for 6 to 30 months:

b) Caregiver and child ratio above 30 months:

c. Type of building (multi storied/others)

.....

d. Description of floors

Sl.	Spaces	Units and details
1	Rooms	
2	Verandas	
3	Open spaces	
4	Stores	
5	Kitchens	
6	Toilet/bathrooms	
7.	Number of fan in the DCC	
8.	Number of AC	
9.	Outdoor space	
10.	Others	

e) Condition of Room

i. Well ventilated

.....

ii. Enough light

.....

- iii. Neat and clean (both inside and outside)
.....
- iv. Well decorated
.....
- v. Enough space
.....
- vi. Provision of breast feeding, comfortable seating and sleeping arrangement
.....
.....
- vii. Available cots/bed for children
.....
- viii. Space for feeding
.....

f) Available sleeping materials (soft mattress, soft and colorful blanket for each child, individual pillow)
.....
.....
.....

g) Available furniture /materials for feeding (chair, table, mat, utensils, refrigerator, oven)
.....
.....
.....

h) Provision of safe drinking water, toilet and bathroom facilities

Sl.	Facilities	Note down
a)	Number of toilet and bathroom	
b)	Neat and clean bathroom / toilet	
c)	Available toiletries	
d)	Bathroom and toilet fittings are user friendly	
e)	Children use the soap and towel?	
f)	Is there any provision for safe drinking water (Tap, Tube well, Bottle / Flask from parents, others)?	
g)	Children and caregiver use safe water in washing, bathing	

i) Play space

Sl.	Space facilities	Note down
a)	Provision for games in daily routine	
b)	Space for game	
c)	Provision of outdoor play space	
d)	Provision of indoor play space	
e)	Physical exercise	

j) Availability of age appropriate toys and play materials

Sl.	Facilities	Note down
	Display board is available	
a)	Child's work displayed on the	

	board	
b)	Centre is decorated with colorful posters	
c)	Available space for art and creative work	
d)	Available color pencils and drawing sheets in art and creative corner	
e)	Sufficient toys for children	

k). State of toys (age appropriate, stimulating, safe, attractive and colorful) List down:

- Indoor toys

.....

- Outdoor toys

.....

l) Food facilities

Sl.	Facilities	Note down
a)	Provision for balanced food? (5 times a day for 3-5 years old)	
b)	Provision for exclusive breast feeding of 0-2 year's age children	
c)	Food provided by Daycare Center for all ages children	
d)	Follow menu chart	
e)	Food types (homemade, readymade, cooked)	
f)	Monitoring mechanism of food	

3. Maintenance of personal health and hygiene (arrangement of first aid, referral and monthly health check up)

Sl.	Health Facilities	Note down
a)	System of immunization	
b)	Availability of first aid in case of minor injuries	
c)	Health card for individual child	
d)	System of referral case	
e)	Regular health visit by health professional	
f)	Height and weight taken regularly	

4. Caregivers professional capacity and support

A. Staff capacity

Sl.	Capacity	Note down
a)	Caregivers are well trained on child care and development (mention in detail about the certificates/ trainings attended)	
b)	Caregivers behave well with children	
c)	Caregivers appreciate children	
d)	Caregivers listen to children's speech	
e)	Caregivers address child's individual needs	
f)	Caregivers promote child's creativity	

g)	Caregivers are able to follow all activities as per lesson plan	
h)	Caregivers/ teachers guide children with special need (Identify and address the needs)	

B. Supervision and monitoring

Sl.	Monitoring	Note down
a)	Officers visit centre	
b)	DCC officers provide oral and written feedback	
c)	Supervisors uses monitoring check list	
d)	DCC supervisors share the ongoing progress with management	
e)	Is there any supervision check list	
f)	Is there any monitoring format/ observation check list to measure child's outcomes	
g)	Is child's progress report well documented	

C. Access to training

Sl.	Training	Note down
a)	Receive professional training from any institution	

b)	If yes, what type of training have they received (Child development, DCC management, None):	
-----------	--	--

D. What is the name of the institution / department

.....

E. Training duration (long term, short term)

.....

5. Availability of Curriculum, Caregivers’ manual, register

a). Curriculum: (age appropriate, promote child development, creative, flexible, address level of child, well planned activities):

.....

.....

.....

b). Availability of care givers’ manual, register, monitoring check list and operational guided line (register, attendance of child and caregivers, food, materials):

.....

.....

6. Learning activities and child performance

Sl.	Activities and child performance Skills	Note down
a)	Observations skills	
b)	Listening skills	
c)	Verbal skills	
d)	Hand and eye coordination (small muscle	

	development)	
e)	Writing skills	
f)	Knowledge and understanding of the world	
g)	Gross motor development	
h)	Creativity	
i)	Songs and Rhymes	

7. Provision for consultation and interaction with parents

Sl.	Provision and interaction	Note down
a)	Provision for sharing meeting with parents	
b)	Has management committee	
c)	Committee is active	
d)	If yes, have activities	
e)	Provision for supervisors and parents interactions	
f)	Provision for caregivers and parents interactions	

8. Parents interaction sharing with daycare supervisors/caregivers

.....

.....

.....

9. Inclusiveness

.....

.....
.....

10. How gender issue is addressed

.....
.....
.....

11. If any other observations

.....
.....
.....
.....
.....

Signature:

Designation:

Date:

ANNEX-2

Expectations of the Working Parents from Daycare Centers in Dhaka, Bangladesh
In-Depth Interview Questionnaire for Parents

Date of Interview: _____	Interviewer Name: _____
Start Time: _____	End Time: _____

Mother’s Name:

Age:

Occupation:

Educational Qualification:

Father’s Name:

Age:

Occupation:

Educational Qualification:

Contact Address:

Types of the Family: ☐Nuclear ☐Extended ☐Single

Involvement at Work: ☐Both Parents ☐Mother only ☐Father only

Service Status: ☐Public ☐Private ☐Business ☐Housewife

Office Address:

Parents Working Hours:

Parents Job Year:

Monthly Income of the Family (Approx.):

Monthly Expenditure:

Monthly Expenditure for the Daycare Center:

Child Age:

Child Sex: M ☐ / F ☐

Rapport Building Question

- a) Since when does your child go to daycare centre? ... Months / ... Year
- b) How many hours does your child stay at daycare centre per day?
- c) Location of daycare centre?

Guiding Questions

1. Parent's concept about daycare center

- a) What is your opinion regarding a daycare center?
- b) Why did you need to put your children a daycare center?
- c) Why did you choose this daycare centre for your child?
- d) Is the daycare centre sufficiently spacious or not?
- e) Are you comfortable with the time duration of daycare center?
- f) How much you have to pay for sending your child at daycare center? Is it convenient for you?
- g) Do you feel that this arrangement has any shortcoming? If any please describe?
- h) Which part of daycare do you think is satisfactory?
- i) Which part of daycare do you think is not satisfactory /needs to be improved?
- j) What is the role of service provider, caregivers and teacher who take part in it? How important is it?
- k) Do you have an effective communication with the service provider/caregiver/teacher? Do the daycare center authorities arrange any formal meeting/session (monthly/weekly) with the teachers? How does it help to improve your concern regarding the child?
- l) What type of suggestions do you have regarding daycare centers?
- m) Any others comments/ feelings/ sharing (If you have any) about daycare center?

2. Types of activities done in daycare center

- a) What are your opinions regarding the teaching material provided in the daycare center?

- b) What do you think about the overall activities of daycare center? How satisfactory is it?

3. Impact of day care on the child

- a) Does daycare impact a child's behavior and development?
- b) Do you think that all the children of daycare center achieve age appropriate cognitive /psychotically/ emotional/ language development?
- c) Do you think that daycare center ensure children health/ safety and nutrition for development? How will you describe the safety issues of the daycare centre?
- d) Do you think that the environments of daycare centers are child friendly?

4. Children feeling about daycare center

- a) How does your baby feel while coming to the daycare center (Happy/anxious/shy/curious/afraid)?

ANNEX-3

Expectations of the working Parents from Daycare Centers in Dhaka, Bangladesh

In-Depth Interview Questionnaire for Supervisor

Date of Interview: _____	Interviewer Name: _____
Start Time: _____	End Time: _____

Respondent Name:

Age:

Sex: M ☐ / F ☐

Educational Qualification:

Working Experience:

Contact Address:

Guiding Questions

1. How do you feel to work in daycare centre?
2. What is your opinion regarding a daycare center?
3. What are the things children learn from daycare centre?
4. How satisfactory is it for parents?
5. How will you describe the safety issues of the daycare centre?
6. Do you think that the environment of daycare centre is child friendly?
7. What should be the role of parents and caregivers? How important is it?
8. Do you have an effective communication with the parents?
9. Do you face any challenge to meet the parents' demands?
16. What are your minimum expectations regarding parents?
17. What type of suggestions do you have for the parents?
18. Any others comments/ feelings/ sharing (If you have any) about daycare centre and parents.

ANNEX-4

Consent Form for Parent

Institute of Educational Development, BRAC University

Research Title: Expectations of the Working Parents from Daycare Centers in Dhaka, Bangladesh.

Principle Investigator: Wasima Parvin.

Organization: Institute of Educational Development, BRAC University.

I am Wasima Parvin, as a part of my degree requirements from the Institute of Educational Development BRAC University, doing this study to conduct a research on “Expectations of working parents from daycare centers in Dhaka, Bangladesh”. The aim of this research is to examine working parent’s expectations from daycare centers.

As part of my research, I will conduct an interview with you. I will come to your home or work place at your suitable time to take your interview. It will take 45 to 60 minutes for the question-answer session. I hope that you will agree to participate in this session.

There is no risk for you by participating in this research. Your participation is totally voluntary. I expect that the findings from this study will help us to gain knowledge and will help planners and policy makers to form appropriate intervention for working parents. As well, it will also help to improve the quality of the daycare centers run by any organization from the perspective of Early Childhood Development.

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

You can belief on me that the information of you will be preserved with confidentiality. The documents carrying the information will be kept locked. Nobody except the research related people will see this information.

If you feel that any fault has been done with you or if you have any question regarding this research, you can contact with Wasima Parvin at IED, BRACU, Niketan Housing Society, Gulshan-1, Dhaka, Bangladesh; Phone, 8824180, 9881265 (Ext. 2127).

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

(If yes)

Signature of Investigator

Date:

Signature of Participant

Date:

ANNEX-5

Consent Form for Daycare Centre and Supervisor

Institute of Educational Development, BRAC University

Research Title: Expectations of the Working Parents from Daycare Centers in Dhaka, Bangladesh.

Principle Investigator: Wasima Parvin.

Organization: Institute of Educational Development, BRAC University.

I am Wasima Parvin, as a part of my degree requirements from the Institute of Educational Development BRAC University, doing this study to conduct a research on “Expectations of working parents from daycare centers in Dhaka, Bangladesh”. The aim of this research is to examine working parent’s expectations from daycare centers.

As part of my research, I will observe the daycare center for full day and I will also conduct an interview with you. The daycare observation will take a full working day and the interview will be conducted according to your suitable place and time. It will take 45 to 60 minutes for the question-answer session. I hope that you will agree to participate in this session.

There is no risk for you by participating in this research. Your participation is totally voluntary. I expect that the findings from this study will help us to gain knowledge and will help planners and policy makers for implementation. As well, it will also help to improve the quality of the daycare centers run by any organization from the perspective of Early Childhood Development.

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

You can belief on me that the information of you will be preserved with confidentiality. The documents carrying the information will be kept locked. Nobody except the research related people will see this information.

If you feel that any fault has been done with you or if you have any question regarding this research, you can contact with Wasima Parvin at IED, BRACU, Niketan Housing Society, Gulshan-1, Dhaka, Bangladesh; Phone, 8824180, 9881265 (Ext. 2127).

Do you agree to participate in this research? Yes/No (If yes)

Signature of Investigator

Date:

Signature of Participant

Date: