

**"Exploring Parental Role in Shaping Social Development in Children in their
Early Years (0-3) in Bangladesh"**

By

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

Brac Institute of Educational Development
Brac University
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Declaration

It is hereby declared that

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

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Approval

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Ethics Statement

Title of Thesis Topic: "Exploring Parental Role in Shaping Social Development in Children in their Early Years (0-3) in Bangladesh"

Student name: __ Maliha Tabassum

1. Source of population: Parents who have children of the age (0-3) years in Bangladesh

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

- a) Physical risk to the subjects (No)
- b) Social risk (No)
- c) Psychological risk to subjects (No)
- d) discomfort to subjects (No)
- e) Invasion of privacy (No)

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

- a) Nature and purpose of the study (Yes)
- b) Procedures to be followed (Yes)
- c) Physical risk (Yes)
- d) Sensitive questions (Yes)
- e) Benefits to be derived (Yes)
- f) Right to refuse to participate or to withdraw from the study (Yes)
- g) Confidential handling of data (Yes)
- h) Compensation and/or treatment where there are risks or privacy is involved (Yes)

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

- a) from study participants (Yes)
- b) from parents or guardian (Yes)
- c) Will precautions be taken to protect anonymity of subjects? (Yes)

5. Check documents being submitted herewith to Committee:

- a) Proposal (Yes)
- b) Consent Form (Yes)
- c) Questionnaire or interview schedule (Yes)

Ethical Review Committee:

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Executive Summary

Social development is one of most significant provinces in a child's existence. Social development shapes a child's capabilities to learn new skills and apply those skills to adapt in different environments. And parental role is the key element that ensures the social development so, exploring the parental role can give an insight of the practices that are children getting as the social stimulation in Bangladesh. To understand parental practices in this matter qualitative research has been done on different parent participants through in-depth interviews and focus group discussion. Data collected from parents highlighted the incentives children get from parents for social development, what are the challenges faced by parents while ensuring a sustainable development for their child and an overall view about the child's social development in the eyes of parents. Data of the findings lead to discussion and some recommendations to make a positive impact in the early childhood sector of Bangladesh.

Keywords:

Social development, parental role, early childhood.

Dedication:

To my parents, my teachers and everyone who contributed to my learning journey from the beginning till now.

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List of Acronyms

ECD- Early childhood development

IDI- In depth interview

FGD- Focus group discussion

Chapter I: Introduction & Background

2.1 Introduction

The early years of a child's life are key for building a strong foundation for their future, especially when it comes to social well-being. This period plays a vital role in developing healthy social skills, emotions, physical abilities, and thinking skills, among other life areas (HKSAR, 2013). Social development is about helping a child grow emotionally, psychologically, and intellectually. It creates a secure space where children can learn and explore, which is essential for their overall growth.

Development happens in a set order and follows a specific path. Key pieces that contribute to young children's growth include mental stimulation, a caring environment, and strong family connections (Walker et al., 2011). Research has shown that there is a positive link between how well children understand emotions and their bond with parents, the parenting styles they experience, and the discipline methods used (Guajardo et al., 2009). Good parenting practices can really help develop these areas early on. When children grow up in a supportive emotional environment, they tend to be more inquisitive, kind, and empathetic. They also find it easier to communicate, learn new things, and handle challenges (Ritblatt, S., 2018).

Since social development touches on every aspect of a child's life, getting started earlier leads to better outcomes. Research shows that when parents are actively involved, it helps children grow and develop the skills they need at the right time (Grolnick, 2018). Parenting knowledge, characteristics, and approaches are key to a child's progress. The way parents engage with their children directly affects how they develop (Parenting matters, 2014). Parenting methods can have a long-lasting impact on every aspect of a child's life. Sadly, many parents don't know how to engage effectively with their children, and this is not due to a lack of awareness about its importance. Instead, it's often because they don't have the right knowledge or resources.

While there is plenty of research and information available, many parents still rely on traditional parenting methods (Winter et al., 2012).

Many parents might not realize how important it is to have a variety of parenting approaches to support their child's overall growth. Often, they think that if they provide for their child's financial needs, education, and a safe home, they're doing enough (Belcher, 2017). But beyond these basics, it's essential for parents to understand their child's emotional needs, support their learning abilities, and offer positive encouragement (APATF, 2008).

This understanding can differ greatly from one country to another, and we still need more reliable information about how parents perceive their roles around the world (Liu et al, 2021). Each child is special, and their needs for growth are different, so parents should focus on their unique responsibilities to truly help their child's development.

Many surveys conducted via the Portal reveal that parents often struggle to understand the importance of their engagement and receive little guidance on parenting (Al-Alwan, 2014).

When parents are actively involved, it helps connect their children to various areas of growth (Fen and Chen, 2001).

Statement of the Problem:

When parents get involved, it helps children thrive and grow in a positive way. Most parents understand that their participation can benefit their kids. However, the challenge is figuring out how to engage parents effectively for the social development of young children. If their involvement falls short and doesn't provide the right support, it won't make a difference for the kids. Research from the Lancet series reveals that about 43% of children under five from lower and middle-income families worldwide are at risk of not developing as they should (Black et al., 2017). The ways parents engage can vary widely. In many Western cultures, parents often share their responsibilities with primary caregivers, which sometimes means children miss out on the help they need (Closson, 2005).

In our Asian subcontinent, many children tend to become overly reliant on their parents because of their intense involvement. In our country, parents focus on every single detail regarding their children. This constant supervision can lead to a lack of confidence in children when it comes to making their own choices later in life (Hamadani, 2014).

Parents usually emphasize the importance of education, food, and healthcare for their children (Ziarat and David, 2017). However, the essential support children need for social growth—like fostering strong family connections, engaging in community activities, learning empathy, and shaping cognitive skills—often gets overlooked.

According to the Multiple Indicator Cluster Survey (2019), nearly one-third of children under four in our country do not meet the socio-emotional milestones expected for their age. Additionally, 70% of preschool-aged children lack the necessary literacy development for that stage (Progotir pathey Bangladesh, 2019). Due to lack of awareness from parents, children do not get the stimulation in their early phase of life (0-3) to earn social eligibility. Bronfenbrenner's ecological system theory, states the significance role parents can play to introduce socializing agents to their child in their developmental time (Onwuegbuzie et al., 2013). Responsiveness to children's physical, emotional, social, developmental, psychological needs are considered essential for well-balanced parenting (Karim & Begum, 2017).

Purpose of the Study:

The main purpose of this study is to explore the parental role in shaping social development in children in their early years (0-3) in Bangladesh's context.

Parents are the primary caregivers of children and play the inseparable role to shape a child's physical, emotional, social, and intellectual and every other dimension that helps to achieve proper social development. So, this study also targets to understand the different ways parents engage with their children and what are the challenges they face during the process.

Significance of the study:

This study aims to highlight why it's so important for parents to be involved in their child's social growth. Understanding this can really change things for early childhood development as a whole. Parenting is a complex job that involves many different aspects that need to be addressed to help children grow well, including their social skills.

When social development connects with early learning, a child's physical, social, emotional, and thinking needs get the support they need. Good parenting practices can really help a child grow, while poor ones can hold them back (Sanders & Turner, 2018). By being actively involved in their child's early years, parents can help ensure healthy growth through various encouragements (Lillio, 2017).

Parents really need to grasp that being engaged isn't just about meeting a child's physical needs. It's also about offering emotional support, building strong connections, creating a nurturing space, helping them become independent, and ensuring they have everything they need.

An important point about parenting practices is that many of our views come from Western ideas. For a long time, we have used parenting methods and models influenced by Western cultures in our own country (Rao et al., 2019). But every region needs contextualization to hit the right target. Following that we need to understand the child development pace and cultural context of our children to create a smooth transition of growth. Only then parents can get guidelines to practice proper parenting implementations.

Altogether, to record parents' role and then to work on the areas it needs improvisation is a burning obligation for Bangladesh. Here, in almost all the cases parents are the only provider for their child. So, gathering data on "parental role" will help to get the wide picture of a child's every movement. Through that data later necessary tailoring can be made in early childhood factors, like pre-schooling curriculum, social-emotional exposures, parental responsibilities that will entirely provide a sheer pillar for stable blooming. Over that, results from these data can also be used to target larger populations in rural, under-developed regions of our country through governmental and organizations such as parental workshops, seminars, and print medium awareness programs. In the larger picture, findings from these data can play a crucial role in

policymaking. Data will assist in highlighting the areas that require improvement. Using these evidence-based highlights can be used to create new policies. These policies can create a massive improvement in the parenting situation by achieving appropriate goals set by specific targets, and allocate resources that will overall contribute to a child's social betterment.

Research Questions:

1. What do parents know about the importance of their role in their child's social development in early years (0-3)?
2. What challenges do parents in Bangladesh face in fostering social development in children aged 0-3 years old?

Operational Definition:

Parent practices: Actions and responsibilities played by parents to help their child's growth and survival.

Parental perception: The thought of parents on child care based on elements like parental belief, behaviours, knowledge and environment.

Social development: The process of learning socially acceptable behaviours which requires adaptation of emotional stability, learning to use situation based-skills and communication.

Chapter II

2.2 Literature Review:

The demonstration of effective social skills in a child significantly increases the likelihood of forming friendships and acquiring new knowledge (Gharami et al., 2023).

Social skills are crucial for a child to survive in different situations and also it is an important element that works as a base for other complex transitions in a child's life.

The role of parents in the growth and development of their children is substantial. Historically, parenting has concentrated primarily on the provision of basic care; however, contemporary parenting has expanded to include diverse roles and responsibilities that contribute to the holistic development of children (Orang, 2023).

Parents are the primary provider to ensure a child is getting social stimulation from an early age so they can thrive in other transitions of their life.

Social development constitutes the foundational abilities essential for children, directing their interactions with the environment. When children receive adequate support for their social development from an early age, they are better equipped to grow and adapt, thereby fostering essential attributes such as confidence, self-esteem, and emotional regulation. Without starting to take care of a child's social development from an early age it is not possible to ensure the sustainability of development as social development creates a place for other developments to grow.

The social experiences of a child are significantly shaped by the manner in which parents respond to and support them. This parental guidance is instrumental in assisting children to navigate various social situations and in cultivating a profound understanding of social interactions. Parents often ignore the importance of making conscious efforts to ensure social development but it simply creates an obstacle to a child's growth. So, making conscious efforts and giving the incentive based on a child's ability for social development is mandatory.

Social development in child's early years (0-3):

Social development in kids lays the foundation of how they relate to others and manage their emotions throughout their lives (Cohen et al., 2005). This concept generally includes how children experience emotions, express themselves, and form strong, meaningful connections with those around them. Key aspects of social development in children include their social skills, ability to control emotions, attachments, and temperament (Virginia Infant and Toddler Specialist Network, 2021). When primary caregivers show positive emotional behaviours, it helps children learn new skills and develop social abilities more effectively (Gharami et al., 2023). Children tend to reflect the images they see in their primary caregivers so making sure about reflecting a positive, learnable social behaviour pattern is non-negotiable. Because the early learning a child receives creates an impact on their life both consciously and subconsciously.

Parental knowledge on their role of ensuring social development of children:

Parents play a key role in introducing their children to the world around them (Mowder, 2005). Every child is unique, so parents must find different ways to support their child (Ying et al., 2019). When a child receives tailored support, they are more likely to thrive and reach their full potential. Because only the tailored and contextualized support can help children effectively. Children can't grow and learn on their own. They need ongoing support. When a child feels secure knowing there is someone to help them, they are more willing to take on new challenges and try new things, which contributes to their development. The kind of support children get in their early years will shape their future, affecting everything from their physical growth to their emotional and social skills.

From the moment they are born, children begin to connect with their families (Maggi et al., 2010). That's why families are considered the primary education centre for a child. Kids grow up in a layered world filled with different people and influences, and family is the closest part of their lives (Bronfenbrenner, 1979). Their immediate circle includes parents, relatives, friends, teachers, and peers, which is known as their microsystem (Woolfolk, 2014). Parents play a vital role in shaping how children develop emotionally and

socially. They also help build strong bonds and provide consistent support during early childhood (Sroufe, 2013). When kids feel safe and secure, it encourages them to explore and build positive relationships. Besides what parents physically provide, their ability to support their child's learning is also crucial for early growth (Pauker et al., 2018).

Parent child relationship is the first base that makes a child understand about the concept of emotions (Dunn & Brown, 1994). And emotion is one of the key support systems that helps to achieve social development. So, a supportive parental relationship is mandatory for sound social stability. From birth, a child learns and imitates social clues from parents; so, parents are the role models in a child's communication and adapting journey. A parent's regular interaction with their surroundings creates a way for their child to learn how they should behave and why it is absolutely necessary to learn social behaviour patterns.

Many parents find it challenging to meet their child's needs for stimulation, and they need to understand how to engage properly. Adapting to the changes in their child's life and adjusting parenting styles can be tough for a lot of parents. To support their child effectively, caregivers need to grasp the different stages of development. If parents recognize what specific experiences their child needs, they can better fulfill their responsibilities, helping kids connect those experiences to the world around them (Cherry, K, 2018).

Parental education on social development and how they can support the unique needs of their child creates all the difference. The acknowledgement comes first if a parent wants to ensure holistic social development.

For a long time, it has been understood that what parents know and how they act with their young children are closely linked and this can affect how children develop (Benasich et al., 1996). A child's proper growth relies on attentive parenting, which means good nutrition, safe sleep practices, and understanding how to soothe a baby, express love, and respond to their calls for attention (Bowlby, 2008; Chung Park, 2012).

Mothers who are more knowledgeable about child development tend to engage in activities that support their children's growth, use better parenting methods, and enjoy stronger interactions with their kids compared to those with less knowledge. The parental relationship in early years shapes the future relationship a child is going to build with extended family, peers and with other parts of a society. To that concern, it is the

parent's responsibility to make sure a child is getting the safe feeling while growing up, their emotional needs should be taken care of constantly. Whenever a child is getting the security of love and care from home they can grow up into more empathetic and resilient as a human being. Apart from that, a secure home is not only essential for social development but also crucial for a child's physical health and the strong base for every developmental domain. As a result, the environment of home makes everything interrelated and together contributes to a child's healthy blooming.

Parents who don't understand how to approach each stage of their child's development may risk neglecting the child's needs or may not help them reach important developmental milestones at the right times (Goldman, 2006). Because of this many children suffer in later life by not achieving a proper social surface that can support their ability to perform in different social settings.

To support young children in their social journey, parents have to make space for the child to learn and observe social situations, making them understand the importance of nurturing relationships by actions and encouraging social interactions. Social development cannot be earned by doing any single activity, it is the constant stimulation a child gets throughout their childhood with different engaging activities. And active parental engagement is the primary requirement to ensure that a child gets the right social stimulation according to age to reach their full developmental potential.

A lack of knowledge can lead parents to make choices that are not in the best interest of their child.

Understanding how to care for children is important for parents to recognize their child's needs and have a clear idea of what they are capable of. When parents have a realistic view of their child's abilities, they can provide the right support at the right time. Ultimately, having a better understanding of child care helps parents nurture their children adequately.

Many children in Bangladesh are struggling because they are not receiving the proper care they require, and primary caregivers are not addressing the necessary concerns related to the child's age (Begum, 2019).

Bangladesh is a developing country. The limitation of resources sometimes makes the scenario worse for a child as most of our parents are still in the dark about the basic knowledge of a child's social development

requirements. As long as there is not sufficient parental education involved about raising a child the situation will not get better. But the picture is quite different in urban and rural areas, in urban settings parents are more knowledgeable and have more accessibility of resources to support the child's childhood in a proper way. In rural areas where parents are still suffering to meet the ends on a regular basis, they do not acknowledge the cognitive area of a child with the importance. As a result, a large number of the child population is suffering by not knowing how to regulate their social capabilities.

To draw a summary of Bangladesh's early childhood sector, there's a concerning gap between the kind of support children really need and what they actually receive. Since, their primary caregivers do not have the education to support their social growth.

Also, the quality of early support plays a huge role in a child's overall development, impacting their physical abilities, emotional well-being, and cognitive skills (National Scientific Council on the Developing Child, 2007). Because of the larger population it is difficult to maintain the quality of parental education and quality. During their early years, children require not just financial stability, but also a loving home full of emotional support and encouragement. Research shows that the way parents interact with their children is crucial for brain development. It is also proven that healthy parental support can minimize the negative effect of the financial crisis.

How parents engage with their children can greatly shape their brain growth (Center on the Developing Child, Harvard University, 2007). The relationship between a parent and child is a key focus in understanding how to nurture a child effectively.

For children to develop well, families must provide constant love and security. This love and security will also include doing different activities to nurture a child's growth, taking care of their every need. The knowledge parents have directly influenced the quality of care they offer. Various studies have shown that the overall health of family life lays the groundwork for a child's future.

Even with all the information available about the importance of parenting practices, there are still significant gaps. These gaps, along with a lack of awareness, can make parenting less effective, putting our children at greater risk (UNICEF, 2015). Around 39 percent of children around the globe are not meeting the expected

growth milestones for their age (Aboud, et al., 2013). Poor parenting styles play a significant role in this issue, with 42.3 percent of parents failing to follow good parenting practices, which negatively impacts their kids (Begum, 2019).

In Bangladesh, the abuse that many children experience in their early years often goes unnoticed, with people believing it won't harm them since they are so young. Many parents believe just because a child is in his/her early phase of life they don't have an understanding and they can be treated without effective concerns. Shockingly, three out of four children under 8 have suffered from psychological abuse, and two-thirds have experienced physical punishment, mostly from their own families (UNICEF, n.d.). While these issues are more common in low-income families, middle-income families are also involved in child abuse. Sometimes, parents may not even realize how serious these actions can be. Because of the lack of education parents have on a child's psychology they are failing their child to an extent that leaves a negative mark on a child's entire existence.

Another issue is that many parents do not focus on responsive parenting. They often see traditional methods as the only way to raise their kids, which leads to their children's needs being overlooked. Parents are practicing parenthood with the same upbringing they had but time has changed so does the requirements of childcare so contextualization according to time is necessary.

Parents often lack a clear understanding of responsive caregiving. They may miss recognizing important developmental milestones and fail to create a healthy environment for their children. This can create obstacles for healthy growth since offering age-appropriate activities is essential for development (Scarzello, et al., 2016). The situation in our country is worsened by the lack of exposure to early childhood development. To tackle this issue, we need awareness programs, parenting seminars, and focused campaigns aimed at parents. The home environment plays a big role in how children grow. Since it might not be feasible to reach a large number of parents all at once or offer them incentives, we should focus on community engagement, child-rearing activities, sustainable training, and empowering mothers. These efforts can significantly support early child development. Raising a child is an ongoing journey that requires

parents to gather a lot of knowledge. It can sometimes be overwhelming, but using different resources can make things easier for parents. When parents are confident, it benefits children during their formative years. Involving parents in their child's early life has been shown to boost academic skills and social abilities.

Parental practices to support child's social development in early years (0-3):

Child specialists, policymakers, and teachers all agree that it's important for parents to keep a close eye on their children's daily lives to help them succeed in their development (Duch, 2005). In both Bangladesh and other parts of the world, parenting practices have some things in common as well as some differences, shaped by cultural and environmental factors. In Bangladesh, for instance, parents' actions towards their children are largely influenced by family ties and cultural traditions (Hamadani & Tofail, 2014). Culture and traditions also influence the type of stimulation a child gets sometimes because of the cultural situation social development often gets ineffective if a child's growth requirements are not met properly. To balance traditions to support a child's unique needs is difficult especially in closed situations like Bangladesh. In our country parents typically focus on areas like education, health, and finances. They often overlook the emotional support that children need for healthy growth, a challenge that can be seen in many cultures. Success here is highly denoted by financial stability and to ensure a well-balanced financial stability parents neglect their role in their child's life as an emotional support provider. Unattended emotional need from a young age makes the child's social growth slow.

Also the reason that the social and emotional part of a child's life often gets unnoticed is because our parents also did not get support in these areas while they were growing up. So, this is a generational struggle in child care. Strong and sustainable steps in the parental journey need to be taken to overcome the situation. This specific problem cannot be solved overnight but with proper, long-term measures the situation will get better for our children.

Above everything, home remains the main place for kids to get early learning experiences. Also from the home environment a child learns the most. According to a survey from 2019, about 59.8 percent of children in Bangladesh are exposed to four or more kinds of early learning opportunities within their families. Some

early activities that help stimulate children include spending quality time with family, reading together, and creating a sense of emotional security.

Studies show that a family's social and emotional well-being, including their financial situation, plays a big role in how parents engage with their kids and influences their development (Hartas, 2014; Maggi et al, 2005). At the same time, the traits of parents themselves can also lead to differences in how children are stimulated at an early age (Raviv et al, 2004). It's clear that a mother's education has a big impact on effective parenting, which is crucial for young children's growth (Dickson et al., 2016). Additionally, there are positive connections between the emotional growth of children aged 0-3 and factors like the mother's age, the child's gender, and the approach to parenting (Asmarawanti et al., 2023).

Many parents don't realize how many traumatic experiences—like domestic violence, serious illness, or losing a loved one—can hurt their children's growth (Bartlett et al., 2017; Lieberman, 2004). Research shows that mothers with less education often believe their children understand feelings, use language, and develop thinking skills more slowly than those with more schooling (Hoff et al., 2002). Besides these practices, there are plenty of other ways parents can influence their parenting style. They can pay attention to what interests their child and include those interests in learning, set good examples for their kids to follow, balance traditional education with real-life experiences, and help build their child's confidence to figure things out on their own. These less conventional factors can be really important for a child's social and emotional well-being as they grow up.

Despite all the struggles and challenges, the scenery of parental journey in our country is getting better than before. Parents are acknowledging their role in overall child-care and how their contribution is not only limited to financial concerns. Social stimulating activities like regular socializing, reading books, responsive feeding, targeting and giving incentive according to child's need, mothers spending more quality time, parents nurturing their bond with the child, learning through play activities, child enrollment in pre-schooling are getting more attention. Government is taking active steps with required education systems,

policies, parental and child-care programs to make Bangladesh a better place for child development (Save the children, 2022).

As a result, parents are practicing rituals that are beneficial for the child and slowly the situation of early Childhood is getting favourable for the development of our children.

This study emphasizes the need for targeted efforts to help young children in Bangladesh grow socially. It looks closely at the fundamental factors at play, like socioeconomic status, education, culture, society, and environment, and aims to support children's overall social development by identifying barriers that arise from certain practices and gaps in knowledge

2.3 Methodology

Research Approach:

This study took a qualitative approach to explore its topic. Qualitative research involves gathering, analyzing, and interpreting detailed narrative data to gain a better understanding of a specific interest (Gay et al., 2012). This method helps to see how participants think and feel about the topic which is being investigated. Qualitative research is a way to understand the social world better (Debout, 2016).

To collect data, two methods were used: in-depth interviews (IDI) and focus group discussions (FGD). In-depth interviews involved one-on-one conversations with a small group of people to gain insights into their perspectives on a particular subject, project, or situation. On the other hand, focus group discussion created a space for natural conversations among participants. These groups bring together individuals with quite similar backgrounds and different experiences to discuss about a specific topic. Two questionnaires were used for both the in-depth interviews and the focus group discussions. Both methods were conducted in person to gather data effectively. Also handwritten notes were taken to make sure the data is trustworthy. After that, all the collected data was triangulated. Triangulation of data means combining data earned from different resources to get an inclusive understanding of a specific topic (Carter et al., 2014).

Research Participants:

This study involved parents with children aged 0 to 3 years old. Participants are working parents as well as some parents are staying at home mothers. For the data collection of in depth interviews, this research used 8 participants and in this 8 participant's list 6 of them were female (mothers) and 2 of them were male (fathers). 8 participants took part in the focus group discussion, 7 of them were female (mothers) and 1 of them was a male (father).

The age of the parents is from 22 to 34 years.

Research site:

Data collection for this research took place in Dhaka. Selected parents are from various areas of Dhaka city. Mohammadpur, Shyamoli, Gulshan, Mirpur, Banani, and Eskaton are the specific locations. Data collection conducted at locations that were convenient for the chosen participants.

Participant's selection procedure:

For this research, a convenience sampling method was used to choose participants. Convenience sampling represents a non-probability selection method that selects study subjects based on their availability and accessibility.

Only those who were interested took part as research participants. Different groups of parents were chosen for the in-depth interviews and focus group discussions. Data was gathered from 8 parents for the in depth interviews and also 8 parents the focus group discussions. Both the data collection setups had fathers and mothers as participants.

Data Collection Tools:

Research tools for this study were in depth interviews (IDI) and Focus group discussion (FGD). These two mentioned methods were used to collect data. The time slot for each IDI was 40 to 45 minutes and FGD had a time slot of 1 and a half hour.

IDI and FGD both took place by maintaining necessary steps to ensure the quality of the data.

Data Collection Methods:

To collect data for the research two different questionnaires were used in IDI and FGD setup. To ensure the authenticity and reliability of data handwritten notes and voice recording were also incorporated during data collection procedure. For both procedures data was non-numerical, descriptive and reflective. Time was scheduled beforehand with the participants according to their convenience for data collection. Participants also got detailed concept about the study before participation. These details included participant's awareness about whole study procedure and objective of the study.

Both IDI and FGD took place in different locations and time. To inaugurate IDI and FGD both the discussions were initiated with sitting with the participants with informal questions; like family-life perception, education, and work life and so on to provide comfort. Following that, then the participants were asked specific questions from the questionnaire to understand parental views on social development in child's early years.

Questions under three different themes in the questionnaires were set for in depth interviews and for focus group discussion. Both the focus group discussion and the in-depth interviews was scheduled to be piloted prior to the final interview. Participants were asked to provide their thoughts on the interview and their experience following the conclusion of the chosen questions and answer period. After all the questions were done asking in both the data collection settings, it was also made sure to ask the participants again if there were still any thoughts left that they would consider sharing. But all the participants answered in negative one. By thanking all the participants in both (IDI, FGD) settings for making time to participate with their valuable answers and insights the data collection part ended.

Data Management Analysis:

Data collected from IDI and FGD was analyzed in a way so that it can answer the research questions.

Few steps were planned and happened follow while doing the analysis.

Step 1: Identifying questions for participants

Step 2: Collecting and organizing data from IDI and FGD

Step 3: Transcription of data from handwritten and voice notes

Step 4: Analyze the data to understand parent's role

Step 5: Interpretation of results

Validity and Reliability:

The validation of the questionnaire was accomplished through the review conducted by the Thesis supervisor in conjunction with the members of the BRAC IED academic committee. Subsequently, to establish the reliability of the assessment tools, piloting was prioritized. Following the piloting phase, the tools were finalized based on the results obtained.

Ethical Considerations:

Approval was taken from experts affiliated with the BRAC Institute of Educational Development (IED) at BRAC University. The data collection methodologies, including in-depth interviews (IDIs) and focus group discussions (FGDs), was implemented with the voluntary consent of all participants. Emphasis was placed on maintaining the full respect and dignity of participants throughout the research process. The study was designed to ensure that no physical, social, or psychological harm will be incurred by participants at any stage.

Prior to their involvement, participants were thoroughly informed about the study's aims, objectives, and procedures, thus enabling an informed decision regarding their participation. Furthermore, participants retained the right to withdraw from the study at any time if they choose to do so. The paramount concern during the data collection process was the preservation of participant's confidentiality.

Limitations of the Study:

A significant limitation identified in this study is the small sample size. Additionally, most participants being mothers also limited the perception from both parents and highlighted the data mostly from the mother's views and experiences.

This constraint hinders the ability to obtain an accurate representation of parental perceptions and knowledge. Furthermore, during the focus group discussions (FGD) interactions exhibited a degree of awkwardness for certain participants, which resulted in limited engagement. Apart from that another noteworthy fact that contributed to the quality of data is the restriction of time, due to short time slots participants did not get the chance to share their opinions with deeper details which minimizes the understanding level of the study to a narrower path.

Also, all of the parents were from urban settings, absence of parents from rural settings limited the proper view of parenthood in Bangladesh. Such factors compromised the quality of the data.

Chapter IV

Findings

To gain a better understanding of how parents perceive their children's social development in Bangladesh, gathered and organized data based on three main themes gave an insight. Data for each theme collected through IDIs and FGD reflected the views and thoughts of parental understanding of social development in their children. These conversations provided a broad perspective on the research topic, highlighting how parents view social growth in their children's early years and how they believe they can create a nurturing environment for this development.

From the in-depth interviews and focus group discussion, it's clear that many parents in Bangladesh recognize the importance of social development in young children aged 0 to 3 years. However, the level of their understanding varies.

Theme 1: Understanding of children's social development

Nearly all parents agreed that the early years of a child's life is very important for their social and cognitive development. They think moments lived in an early phase of life set the stage for kids to interact and behave later on. On the basis of IDI and FGD all the participants expressed their concept of social development in children's early life by defining a child's skill set and learning abilities.

Few parents also believe social development in this age of life revolves around how a child reacts and adapts to the environment as well as their capability to learn new skills from different persons.

One father mentioned his child's social development as,

“A child's capability to mingle up with other kids, making friends, communicating, sharing with others are the signs of social development in a child's early years.” (IDI #3, 4-2-25)

Data also reveals, Parents see themselves as the main figures shaping their child's social growth. They are the primary providers for their child's social stimulation. Most participant parents showed their concerns about ensuring a comfortable area for their child's social blooming.

A mother described,

“Parents are the most significant people that shape a child's development. Because a child is mostly exposed to the parents and spends most of his time with them, parents have the most remarkable position to shape a child's development.” (FGD # 1, 1-3-25)

Also, some parents mentioned the significance of siblings, grandparents, caregivers, secure home atmosphere and preschool experiences as a significant part of social development. To further justify the importance of above-mentioned relationships and elements in a child's social development, parents shared different stories of how siblings, grandparents and preschool experiences helped their child to learn new qualities. Among all the parents a big number of working parents mentioned how much their child is growing and learning new skills due to the involvement of grandparents in their life.

To remark the significance of a grandmother in her child's life one mother expressed,

“My bond with my child is loving and strong and at the same time I will mention she gets along with my mother really well. Her grandmother is like her second mother” (IDI# 3, 12-2-25)

Another important finding shared by a mother about child's social development was,

“A child's environment, relationship, interaction shapes the development they achieve over the years” (IDI #7, 15-2-25)

Even though few parents believe only in the importance of parental relationships in a child's social development in early years but most of the participants also acknowledged the importance of other relationships and elements along with parental relationships that help a child's development.

And all of the parents shared the same concern about starting the development process to help a child's social area from the very beginning of a child's life.

This one quote from a parent summarises the same view that different parents share about the emphasis they put on taking care of their child's social area from the earliest possible.

“Most of the time we think a young child does not understand anything but in reality, a child starts their learning journey once they are born, when I got to learn this, I was amazed. So, we as parents always have to make sure kids are getting the social stimulation according to their age level. (FGD #6, 1-3-25)

Theme 2: Practices to support children's social development

Under this theme parents talked about the rituals, intensive care practices they give their child for development as well as the challenges they come across while fostering the social development. There were several activities mentioned by different parents that they believe are helping their child grow socially.

Many parents emphasized on the importance of reading to their children and having regular conversations to enhance communication skills. Parents in this part of their interview mentioned the significance of storytelling and introduced their child to age-appropriate children's books.

One parent mentioned about the activities she does for her child for better development and she mentioned reading books for the cognitive push. She said,

“For my girl I try to talk with her and I know this will impact her thought process over time, she will easily learn how to talk. I also read her story books often to make sure she gets a proper cognitive push. I have plans to incorporate other activities like taking her to parks, making a space for her to mingle with people other than her parents once she is a little older.” (IDI #3, 4-2-25)

Some parents mentioned that they cannot make time for regular story reading sessions with their child but whenever they get the opportunity story books are priority. On the other side, one father and a few mothers mentioned reading story books every day to her 3-year-old son.

Another noteworthy point that the participating parents do is to make sure that their children are getting regular play time and frequent exposure to social gatherings.

Parents make conscious efforts to take children to parks, family events, and playgroups. Some parents mentioned that initially, their child hesitated but later adapted to new social settings. Parents are very concerned because of our current social situation and how social interactions are getting limited. Participants expressed their fear that this limited social exposure is hampering children's social capabilities and making them over dependent on television and mobile phones. Despite this challenge parents are actively making sure that their child is getting the opportunity to explore the outer world on a regular basis and for that they arrange regular park visits, taking their child on social gatherings and few of the parents mentioned about arranging peer playing with pre-school mates. Two parents who mentioned peer-playing also shared how difficult it is to arrange playdates for children of the same age if it's not in school. One parent further added about enrolling his child in preschool in such young age so that his social engagement does not get affected. But most of the parents do simple, accessible activities with their children to support social development. One of the views from a parent about the activities she does to help her child grow socially goes like,

“Playtime with me, talking to her, taking her to parks. That's how I try to give my child social exposure. Of course, at this age, they don't ‘play’ together like older kids when going for park visits but they will eventually learn how to socialise by observing the surroundings of different places so I make sure she is meeting other children of her age to understand social norms”. (FGD # 2, 1-3-25)

Many parents focus on structured routines (eating patterns and time, sleeping, playing) and keeping the child in discipline. Because parents believe it contributes to a child's sense of social behaviour and they have the structured time to learn different social skills. For example, parents mentioned, they have fixed a time for

their child to learn how to eat, their children have storytelling sessions to learn about communication and weekly childcare have outdoor activities.

Two parents also talked about how necessary they feel it is to keep their child far away from devices so it does not limit their development potential. Not every participant feels screen time is bad for their child as they learn a lot of things from cartoons. But all of them agreed that the screen limit should be very limited so it doesn't hamper the child's development. One father quoted his child's routine and discipline like,

“My child's daily life summary is like any other typical 2-and-a-half-year-old. He spends a lot of his time playing with toys and blocks because as parents we from the very beginning were against gadget time so we're always making sure we are giving enough quality time and our child has new toys to explore. And eating habits are mostly toddler friendly foods like mashed foods, whole grain cereals, fruits, vegetables things like that”. (IDI # 1, 3- 2- 25)

All the parents emphasized their constant presence, affection, and emotional support as key factors in social and emotional development for their child. Parents expressed emotional support and strong parental bonding is non-negotiable for a child's holistic development.

As a summary of the collected data parents believe their active presence and constant guidance is the most effective stimulation they can give their child for social development.

Talking about the challenges in a child's social growth journey there are a lot of different opinions given by the participant parents in this regard. From the data parents mentioned about broken family structures.

Most of the participant parents live in nuclear families with limited extended family interactions, making it difficult for children to learn from relatives or have organic social experiences. Limited social interaction opportunities is the biggest challenge shared by most of the parents as their parental journey to ensure social development.

Some of them expressed concerns that urban lifestyles and small living spaces restrict children's social exposure and also the child's limitation of not being able to explore the world outside their homes is negatively affecting their social capabilities. One parent shared,

“The limited number of social experiences is the main obstacle for children's social development I believe. Families are nuclear, children don't get to see relatives quite often and going out too frequent is not possible. As a result, children are caught in homes and spending time with mobile phones and don't get the benefits they could have from more social interactions. That's a major challenge I face with my boy” (FGD #7, 1-3-25)

Two parents showed concern about excessive screen time affecting children's natural social learning and communication skills. So, they are in favour of not giving children this young any kind of electronic gadget exposure at all.

But most of them were in favour of limiting screen time rather than totally against using it.

A small parent group in the focus group discussion mentioned about struggling sometimes to limit their child's time spent on gadgets.

Most of the working parents expressed their guilt of not being able to spend regular quality time with their children due to the lack of a balanced work life.

Working parents, especially mothers, struggle with time management and feel guilty for not spending enough time with their child.

Some fathers acknowledged their limited involvement due to work schedules and expressed the need to balance work and family time better for the development of their child.

A father mentioned,

“I will mention my lack of time is the biggest challenge. I know my wife is taking care of our daughter very well but sometimes as a father I feel I am not being able to perform my responsibilities properly due to lack of time” (FGD #6, 1-3-25)

Several parents reported that their child hesitates in new environments and struggles with social interaction, especially in larger gatherings. But they don't see this as a big challenge but rather a problem due to current social circumstances and young child's unwillingness. But parents do believe this factor is also limiting children's social development.

They also mentioned nowadays children get very limited chances to mingle with people outside their home. This is also creating a barrier in their natural process of learning how to cope up with new faces.

One mother mentioned,

“My child is extremely shy around new people. Even when we go to family events and meeting the people he already knows he still refuses to greet them or engage with them. He stays quiet. I find it difficult to make my son feel comfortable around people. I worry about how he will adapt with school as I am planning to put him in school soon. Maybe for a few days it will be difficult for him but I see school as the only option where he can get the exposure of mingling up with children and overcome his social awkwardness” (FGD #5, 1-3-25)

Apart from these struggles some parents also mentioned about not having the facilities of child friendly playgrounds and family members unwillingness to mingle with a child if they are socially awkward. Parents believe playgrounds are very important to a child's growth and peer learning, and the opportunity to enjoy spacious space to play can contribute a lot in the development process.

Theme 3: Understanding Changes in current practices

This theme highlights the comparison between traditional parental practices with current parental practices. It helped to get an idea of how current parents are helping their child to obtain growth more effectively and what challenges our participants have overcome as parents.

Parents mentioned how their childhood was limited to a strict way of upbringing. How the parents of the participants of this research were mostly focused on academic knowledge and little connection and knowledge of childcare.

Most of the participants expressed how they did not get the opportunity to create a strong bond with their parents and now when they are parents, they realise it affected their social development.

Also, one of the participants mentioned having a strong bond with her mother and how this parental support helped her to chase her dreams.

Most parents elaborated their concerns on how they are always trying to secure a strong bond with their child because these parents believe strong parental security can provide children the confidence to thrive in their individual journeys. Some parents mentioned that they are also concerned about their child's academic journeys but a healthy parental bond comes first.

One parent shared,

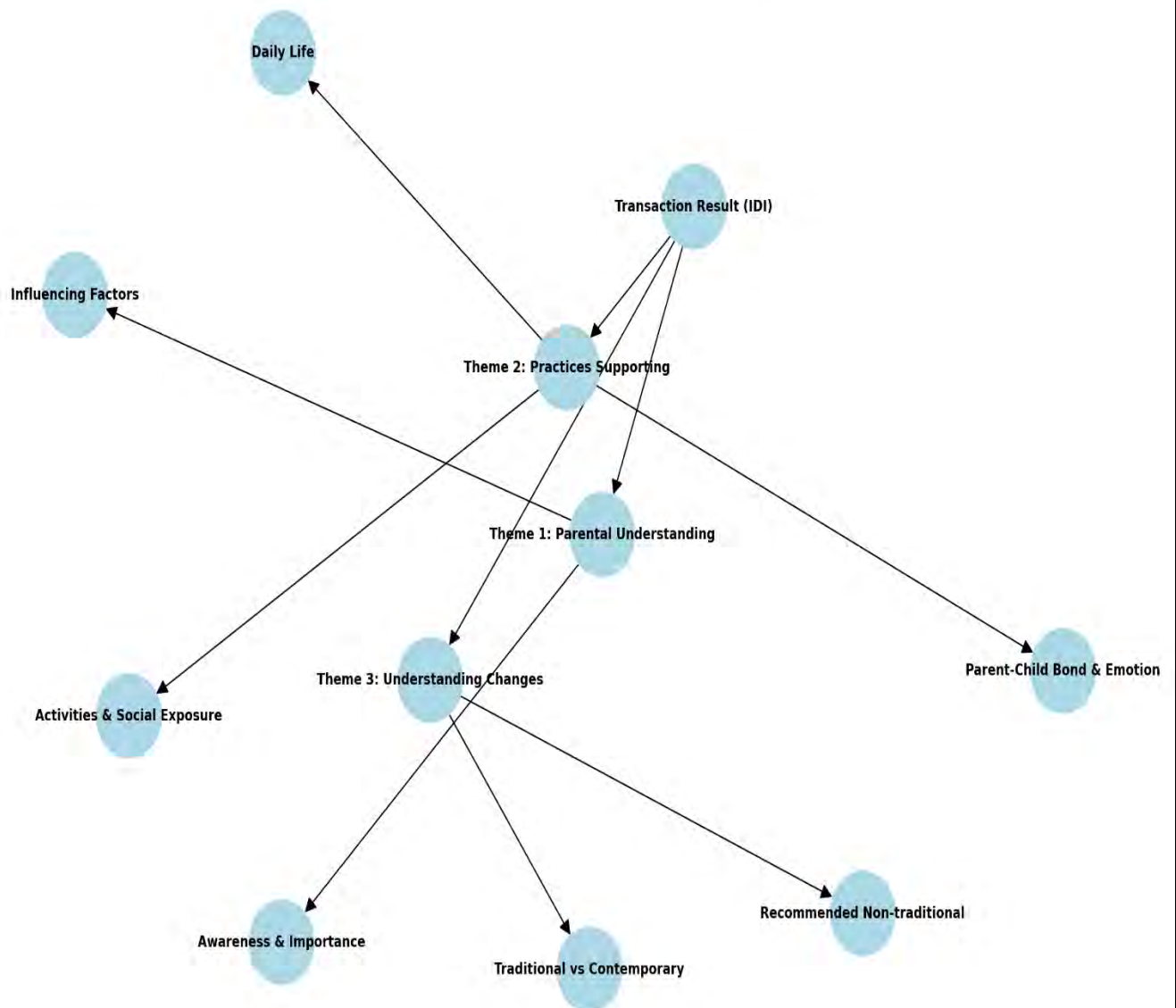
“More emphasis should be put on emotional intelligence and less on strict parenting. They should be encouraged to share their thoughts and emotions with parents and family. A strong healthy bond with family will make them feel less vulnerable in difficult situations in the near future.”

(IDI #8, 19-2-25)

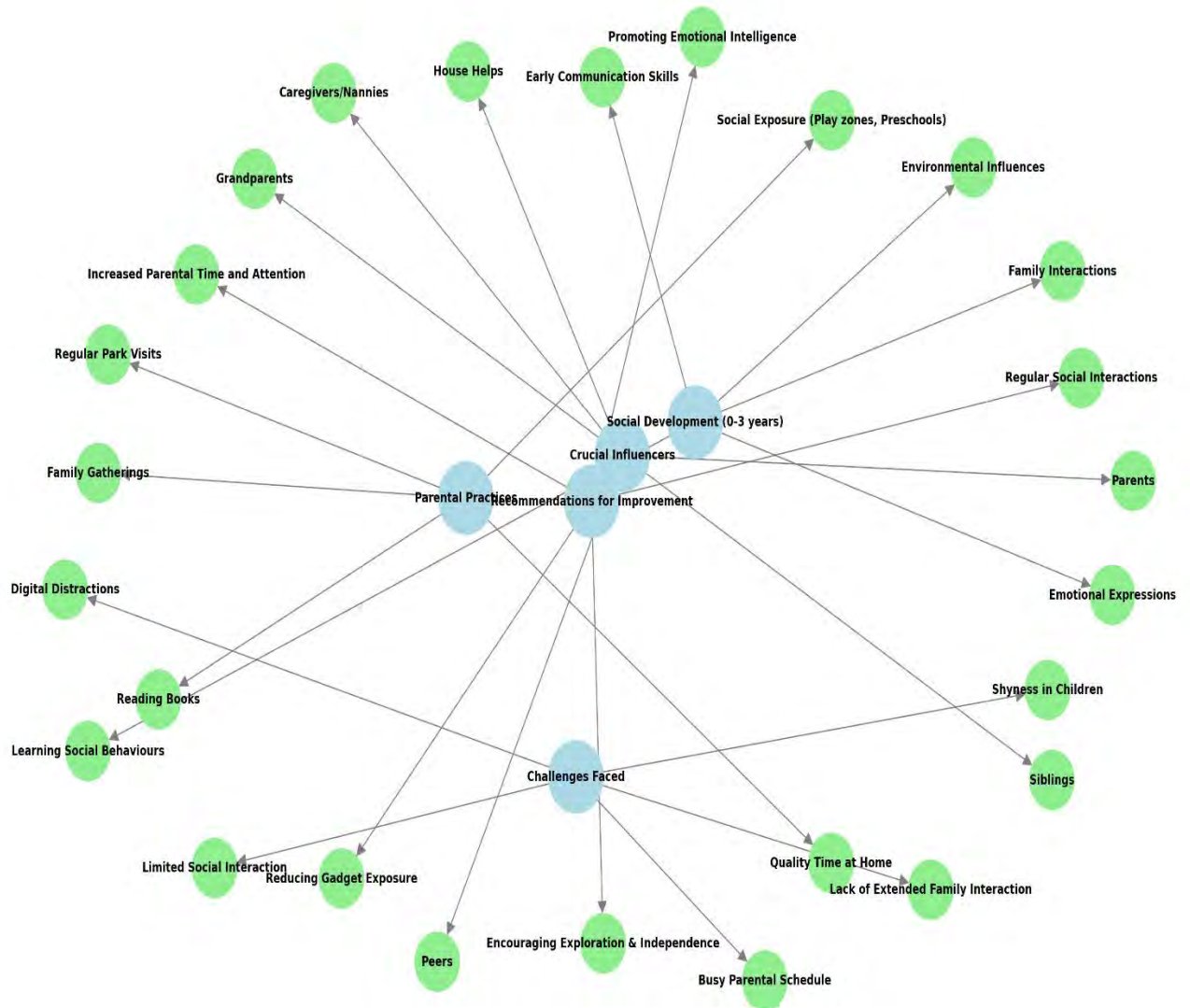
Insight of IDI and FGD results through Diagram:

These two mentioned diagrams below graphically organize the key insights derived from the IDI and FGD data to portray a more prominent picture of the parental understanding about child's early social life.

Graphical Diagram of Transaction Result from IDI



Graphical Diagram of FGD: Parental Role in Children's Social Development (0-3 years)



Social Development (0-3) year age:

Connections show the areas of early learning, including behaviours, emotional expressions, and interactions shaped by the environment and family as parents present their opinion.

Practices to support development in children:

Data also presents parental Practices and captures effective parental activities aimed at enhancing social skills, including parental support, family gatherings, reading, and outdoor exposure, preschool experiences.

Challenges faced and difference between the practices in generation:

Presents common hurdles parents face in nurturing social development, such as digital distractions and limited social interaction and also how they perceive parenting differently from stimulation the participants got as children.

These diagrams also provide an actionable picture of what should be the recommendations to strengthen social development in early childhood for children in Bangladesh.

Diagrams address the connection and emphasis in which factors parents provide their concern in their child's childhood experiences.

Demographic information of participants

Information about In-Depth Interview Participants:

Serial No	Participant Name	Gender and location	Age	Profession	Child Detail
1	Tanzil Hasan Khan	Male, Banani	35 years old	Service holder	2-and-a-half-year-old boy
2	Mehnaz Sharmin	Female, Shahjadpur	30 years old	Housewife	3-year-old girl
3	Tarina Rahman	Female, Banani	32-years old	Pre-school teacher	1 year old girl
4	Nawshaba khan	Female, Mohammadpur	28 years old	Bank officer	2 year old girl
5	Tasmia Rahman	Female, Gulshan	30 years old	Teacher	3 year old girl
6	Mohammad Najim khan	Male, Shyamoli	32 years old	Corporate officer	3 year old boy
7	Asma Rahman	Female, Gulshan	26 years old	Teacher	10 months old boy
8	Samia Sabrina	Female, Mirpur	24 years old	Housewife	2 years old boy

Information about Focus Group Discussion Participants:

Serial No	Participant Name	Gender and Location	Age	Profession	Child Detail
1	Afreena Alam Bushra	Female, Eskaton	30 years old	Bank employee	1 and a half years old girl
2	Asheka Zannat	Female, Mohammadpur	25 years old	Student	1 year old girl
3	Ramisha Rahman	Female, Mirpur	26 years old	Teacher	3 years old boy
4	Tajkia Tabassum	Female, Banani	29 years old	Housewife	2 year old girl
5	Sanzida Haque	Female, Shyamoli	24 years old	Housewife	3 years old boy
6	Sajidur Rahman	Male, Gulshan	32 years old	Private service holder	2 years old girl
7	Sadia Islam	Female, Mohammadpur	28 years old	Private service holder	1 year old boy
8	Mumtahana Tania	Female, Shyamoli	29 years old	House wife	3 years old boy

Discussion:

This section discusses the findings in detail based on the three themes identified in, In depth interviews and focus group discussion. It emphasizes on, Parents' understanding of children's social development, Practices to support children's social development and the challenge while nursing child's social development and Understanding changes in current practices to support better development.

The discussion will relate these themes with the existing literature and examine the relevance of the findings with regard to the research questions.

Theme 1: Understanding of children's social development

The results show that parents in Bangladesh do value early childhood social development. Both in-depth interviews (IDI) and focus group discussions (FGD). Participants started with a consensus that children start learning as soon as they are born and that their early relationship development will determine how they will behave and feel in future.

Participants that engaged with data collection had a structured idea of what social development means in early childhood. All the parents expressed their views on social development but elements of development varied parent to parent. Some of them talked about the importance of home environment, exposure to the outside world, social interactions, pre-schooling experience, role of extended family, peer engagement for their child's growth.

Apart from talking about the different elements contributing to childhood all of the participants did acknowledge the most essential element is parental engagement. Even while participants answering different questions, they talked about their beliefs evolves around that conscious parental practices are the pathway of holistic development. All the parents on one note expressed that they are the most crucial provider to a

child's development. Parents shared that parent's engagement does shape the type of development a child is going to receive which later on contributes to their complex learning experiences.

All the parents from both IDI and FGD pointed to the early phase of childhood as the best time for a child's growth. Parents also believe only a healthy childhood experience can ensure healthy emotional as well as physical growth to a child. Even though every parent acknowledged the

To begin with the definition of "Social development" parents referred simply to a child's capability to learn and use the learning in different situations. For example, parents mentioned the primary capability of a child like talking, waking, expressing needs as a part of social development. They did see the child's social development as important as any other domain.

The main obstacle of child development is the unawareness of parents but here all the participants showed a well-rounded acknowledgement of parental role and significance of early development in children which is the first step to help a child to achieve optimum growth.

From the participants some parents only mentioned about the role of a parent in a child's life but others also emphasized on elements like what kind of relationship a child has with other family members like siblings, grandparents, extended family members; home environment, preschool set-up and other caregivers. Under this theme parents also opened up about how they are concerned about how they can fuel their child's social stimulation.

This section maintains a positive response from the parents, it shows parents are well aware about their role in their child's life. Parental acknowledgement is the first step of child development when a parent is conscious and educated about child development only then they can ensure a sustainable development for the child.

Apart from that parents who only believe parental engagement as the only stimulation for child development needs to acknowledge the necessity of other factors like extended family engagement, peer engagement, nurturing child's independence to explore the world around them. If parents are aware about the different element's contribution in their child's life only then they can help their child to achieve development from the mentioned factors.

Theme 2: Practices to support children's social development

Under this theme parents elaborated about the different activities they do to nurture their child's social development. Different parents expressed different ways that they practice with their child to ensure they are getting social stimulation from an early age.

Parents mentioned talking to their children, reading books, bedtime stories, taking children to parks for physical social interactions, attending social gatherings, some mentioned about exposing their child to preschools and peers. They believe practicing these activities regularly is helping their child's social abilities.

Parents believe when a child is getting social incentives they learn to act in different social settings. Some parents also expressed that even if a child is too young to understand social norms still they can pick up on behaviours and learn how to act. From the findings of data, encountering people is mentioned as one of the most effective parts of social development.

Parents showed a series of constant efforts by doing above mentioned activities to make the path of development easy for their child.

One of the most important sections of the findings is, parents talked about the different Challenges they face while trying to develop their child's social aspects. The most common challenge draws attention to the structure of nuclear families where a child's social interactions and the opportunity to learn new behaviours, skills get limited. As the research is conducted on the age range of 0-3 so it's also difficult for parents to

arrange regular physical meetups for their child and as a result children are getting dependent on electronic devices which is causing developmental problems like speech delays, difficulty in social interactions.

Apart from that a big part of the parents group mentioned their struggles to balance their work life. Due to busy schedules parents expressed their inability to spend time with their children, specifically fathers. They believe if they could spend more quality time doing activities that would have ensured a more prominent development for their child. Working mothers also struggle with ensuring proper development for their child, some of the mothers also mentioned their families' unwillingness to help them with taking care of the child as well.

Despite all the drawbacks parents are tirelessly trying to compensate for the lost quality time with their children by making the weekends full of activities.

Another noteworthy part from the data is, few parents from the participants showed the acknowledgement of letting their child explore the area of social development considering their child's ability. As every child is unique, so are their requirements and the path of development. Two mothers and a father mentioned how their child feels uncomfortable in social gatherings but they are always trying to make the situation easy for their child by staying and comforting them constantly. This shows certain parents are well educated about caring for a child's emotional stability which is a big part of social development.

Talking about emotional stability, most of the parents showed very little knowledge about regulating the emotional state of their child. Most of the parents showed remorse to maintain and making their children learn how to regulate their emotions. These participants did share that children should learn regulation of emotions but from an older age. Even though they are not consciously making the effort to make their child learn how to regulate emotions, the activities parents believe helps their child's social development are also contributing to the path of proper regulation of emotions of a child. As social settings and social qualities make children aware about their individual role and how to behave in different environments.

But two parents consciously mentioned about making sure to answer their child's emotional state so they are making sure that their child knows from a young age how to regulate and control their emotions. For that, they ensure regular social exposure and talking to their child to make them understand the atmosphere and elements around them.

But if a parent is not always consciously making sure that their child is learning the emotional regulation process, in later life that might cause a child's inability to handle situations. In most cases emotionally unstable children do not understand the way they should behave in social settings and how to handle challenges. So, more parental knowledge has to be corporate in the child's social regulation area and the way how parents can incorporate that in early childhood.

A big part of the parents group accepted the importance of pre-school which is a positive sign in child development. Pre-schooling can actually widen a child's possibilities to learn more from an early age, especially peer interactions can help a child to be more confident, earn better communication levels and self-esteem. Also, the limitations of social interactions can be eliminated by pre-schooling. As a pre-school concept and the acceptance of it is not very high in our society but making more parents aware about it can create a massive progress in the child development arena.

Theme 3: Understanding Changes in current practices

This theme shows how parents are doing things differently for their child's development than the stimulation they got while growing up. The difference of generational upbringing makes the views clear which is actually required for a child's better development.

Parents talked about shifting the attention to building strong connection, comfort for their child rather than academic excellence. Almost every parent expressed how their childhood was shaped by strict upbringing and distant parental bonding which they believe does not ensure a secure development for their child.

Parents raised the importance of creating a safe zone for their child.

If a parent wants to have a well-balanced development for their child, then ensuring a strong parental relationship is top tier priority. Secure and present parenting is the primary requirement for a child to be confident and the ability to explore the world around them. Without parents being supportive towards their child they cannot learn the resilience they require, they cannot overcome the challenges life will present.

It's a revolutionary fact that parents are not driven by traditional parenting practices and understanding their child's individual needs to support them.

Parents also mentioned some activities like reading bedtime stories, having a friendly relationship with children, making them self-dependent as a part of non-traditional practices of child development from an early phase of child's life.

These mentioned non-traditional paternal practices, also diverse family setting, space for a child to express himself/herself, gender inclusive parental presence can help to grow up as an empathetic human with better social skills. As parenting a child is an ongoing process, parental experiences and knowledge changes over time and it is also required to maintain healthy changes to uplift the child in every aspect of life.

Conclusion:

This research showed an overview how parents are perceiving child social development in early years in Bangladesh. There are different levels of awareness parents highlight how they can create a positive scope for their child's social endeavours, even though some parents lack few elements to provide for their child but overall, the concept of development parents are practicing has the potential to ensure a sustainable development for children.

The main purpose of the research was to explore the parental role in shaping social development in children's early years (0-3) years which is being achieved with the data collection. But all the participants of the data collection procedure were from the urban setting which partially narrowed down the views from an urban setting. Another purpose of the study was to know about the ways parents engage with their children to ensure social development, both the in-depth interviews and focus group discussion parent groups mentioned different activities they do to improve their child's social capabilities. Parents are the primary and most important caregiver in a child's life. As a result, how parents are involved in a child's social development journey plays the most vital role in shaping the process of development.

Not only the variants of activities but the well understood acknowledgement of parenthood is more climacteric as the essence of child's growth. So, as children are dependent on their parents in early stages of life, gaining knowledge about parental involvement can give insight into the state of a child's development.

Even though the participant parents are playing a praiseworthy role in their child social journey still there are some gaps in parental education while thinking about how some parents are only limiting the process into in parental involvement and heavy practicing of dependency, often it it's ignored how to balance the boundaries of dependency and independence in early stages of life. But overall, the research drew attention to some noteworthy practices by parents like active parental presence, and non-traditional parental rituals are promising a sustainable development.

Proper studies and guidelines based on the effectiveness of existing parental practices can help to create a positive scenario by ensuring a lasting impact in the early childhood sector in Bangladesh.

Recommendations:

On the basis of the literature review, findings and discussion from data collection some recommendations can improve the early childhood sector further.

More acknowledgement from parents on how they are parenting their child needs to be addressed as the most significant priority in parenthood. Parental involvement is mainly based on the responsibilities they perform towards their child for their growth and if the involvement is effective only then it can create a positive impact on the child. From providing a child with basic needs to every exposure they have parents have to guide their child based on their need paired with proper parental knowledge.

Parents should have a balance individual and work life to support a healthy childhood for their child.

A person's experience both at their regular life and work environment shapes how much they can contribute as parents so making sure both the parents are balancing their every element of life to provide for their child in an effective manner.

Sharing every responsibility regarding a child by both the parents is essential for child's optimum growth. Both the parents should be present to parent their child so that they can get better experiences of learning, adaptability and earn confidence to tackle challenges.

Community services and local authorities should ensure child friendly playing stations for social development. Social interactions are getting limited day by day so, location-based playing exposures can give children the opportunity to learn from environment and other peers as well as will also ensure them to enjoy benefits of nature by exploring world outside their home.

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Appendix A

Research Title:

"Exploring Parental Role in Shaping Social Development in Children in their Early Years (0-3) in Bangladesh"

Questionnaire

IDI

Theme 1: Parental Understanding of children's social development

1. Are you aware of the term "Social development"?
2. What do you know about social development in a child's early years (0-3)?
3. Do you think it is necessary to develop the social area of a child in their early (0-3 years) phase of life?
4. What are the most significant elements that shape how a child develops?
5. Who are the most crucial people you believe that shapes a child's development?
6. How do your parental practices help your child's social development?
7. Do you think it is important for parents to have proper acknowledgement of their child's social development?
If yes, why?

Theme 2: Practices to support children's social development

8. What is the summary of your child's daily life; like the eating habits, behaviors, playing patterns?

9. How would you describe the bond between your child and you?
10. How do you spend time with your child in both home and outside settings?
11. Typically, how does your child express their different emotions like happiness, sadness, anger and excitement?
12. How do you respond to your child's emotional and physical needs?
13. Do you always actively respond to your child's every need, every time?
14. Can you share some examples of engaging activities that you do with your child and believe that are important to develop social skills in your child?
15. Do you focus on your child's active social exposure with people outside of the home? If yes, how do you do that?
16. Do you spend quality time with your child? If not, then do you believe spending quality time will create a change in their social behavior?
17. Do you feel it's important to teach the child about regulation of emotions at this stage?
18. What are the major challenges you face in your parental journey to develop social development in your child?

Theme 3: Understanding Changes in current practices

19. What were the social stimulation you got as a child from your parents and what are the practices you are doing differently now to support the social development of your child?
20. What changes can be made in traditional parenting practices to make it more effective to support a child's social development?
21. Are there any non-traditional things you would like to practice with your child to achieve better social capabilities?

Focus Group Discussion Guideline

Theme 1: Parental Understanding of children's social development

1. What do you know about social development in a child's early years (0-3)?
2. Do you think it is necessary to develop the social area of a child in their early (0-3 years)

Phase of life?

3. Who are the most crucial people you believe that shapes a child's development?

Theme 2: Practices to support children's social development

4. Can you share some examples of engaging activities that you do with your child and believe that are important to develop social skills in your child?
5. What are the major challenges you face in your parental journey to develop social development in your child?

Theme 3: Understanding Changes in current practices

6. Are there any non-traditional things you would like to practice with your child to achieve better social capabilities?
7. Do you have any more views to share about your child's social phase?

Appendix B

Bangla Questionnaire

পরিশিষ্ট খ

বাংলা প্রশ্নাবলী

ইন-ডেপথ ইন্টারভিউ (IDI) নির্দেশিকা:

বিষয় ১: শিশুদের সামাজিক বিকাশ সম্পর্কিত প্রাথমিক ধারণা

১. আপনি কি "সামাজিক বিকাশ" শব্দটি সম্পর্কে সচেতন?
২. শিশুর প্রাথমিক বছরগুলিতে (০-৩) তার সামাজিক বিকাশ সম্পর্কে আপনি কী জানেন?
৩. আপনি কি মনে করেন যে একটি শিশুর জীবনের প্রাথমিক পর্যায়ে (০-৩ বছর) সামাজিক ক্ষেত্র বিকাশ করা প্রয়োজন?
৪. সবচেয়ে গুরুত্বপূর্ণ উপাদানগুলি কী কী যা একটি শিশুর সামাজিক বিকাশকে সাহায্য করে?
৫. শিশুর সামাজিক বিকাশে সবচেয়ে গুরুত্বপূর্ণ ব্যক্তি কারা বলে আপনি বিশ্বাস করেন?
৬. পিতামাতা হিসেবে আপনার কোন পদ্ধতিগুলি আপনার সন্তানের সামাজিক বিকাশে সহায়তা করে?
৭. আপনি কি মনে করেন পিতামাতার জন্য তাদের সন্তানের সামাজিক বিকাশের সঠিক জ্ঞান থাকা গুরুত্বপূর্ণ? যদি হ্যাঁ, কেন?

বিষয় ২: শিশুদের সামাজিক বিকাশে সহায়তাকারী অনুশীলন বলি

৮. আপনার সন্তানের দৈনন্দিন জীবনের সারসংক্ষেপ কি; খাওয়ার অভ্যাস, আচরণ, খেলার ধরণ?
৯. আপনি কিভাবে আপনার সন্তান এবং আপনার মধ্যে সম্পর্ক বর্ণনা করবেন?
১০. আপনি কীভাবে আপনার সন্তানের সাথে ঘরে এবং বাইরের পরিবেশে সময় কাটান?
১১. সাধারণত, আপনার সন্তান কীভাবে তাদের বিভিন্ন আবেগ যেমন সুখ, দুঃখ, রাগ এবং উত্তেজনা প্রকাশ করে?
১২. আপনি কীভাবে আপনার সন্তানের মানসিক এবং শারীরিক চাহিদার প্রতি সাড়া দেন?
১৩. আপনি কি সবসময় সক্রিয়ভাবে আপনার সন্তানের প্রতিটি প্রয়োজনে প্রতিবার সাড়া দেন?

১৪. আপনি কি আপনার সন্তানের সাথে এমন কিছু ক্রিয়াকলাপের উদাহরণ বলতে পারেন যা আপনি বিশ্বাস করেন যে আপনার সন্তানের সামাজিক দক্ষতা বিকাশের জন্য গুরুত্বপূর্ণ?
১৫. আপনি কি বাড়ির বাইরের মানুষের সাথে আপনার সন্তানের সক্রিয় সামাজিক যোগাযোগের দিকে মনোনিবেশ করেন? যদি হ্যাঁ, আপনি কিভাবে তা করেন?
১৬. আপনি কি আপনার সন্তানের সাথে যথেষ্ট সময় কাটান? যদি না হয়, তাহলে আপনি কি বিশ্বাস করেন যে যথেষ্ট সময় ব্যয় করা তাদের সামাজিক আচরণে পরিবর্তন আনবে?
১৭. আপনি কি মনে করেন যে এই পর্যায়ে (০-৩ বছর) শিশুকে আবেগ নিয়ন্ত্রণ সম্পর্কে শেখানো গুরুত্বপূর্ণ?
১৮. আপনার সন্তানের সামাজিক বিকাশের জন্যে পিতামাতা হিসেবে আপনি কোন সমস্যাগুলির মুখোমুখি হন?

বিষয় ৩: শিশুদের সামাজিক বিকাশ অনুশীলনের বর্তমান চিএ এবং পূর্বের চিএর পার্থক্য

১৯. শিশু থাকাকালীন আপনি আপনার পিতামাতার কাছ থেকে কী ধরনের শিক্ষা পেয়েছিলেন যা আপনার সামাজিক বিকাশে সহায়তা করেছিল এবং আপনার সন্তানের সামাজিক বিকাশকে সমর্থন করার জন্য আপনি এখন ভিন্নভাবে কী অনুশীলন করছেন?
২০. একটি শিশুর সামাজিক বিকাশকে সমর্থন করার জন্য এবং এটিকে আরও কার্যকর করার জন্য অভিভাবকত্ব অনুশীলনে কী কী পরিবর্তন করা যেতে পারে?
২১. সামাজিক সক্ষমতা অর্জনের জন্য আপনি কি আপনার সন্তানের সাথে এমন কোন কাজ অনুশীলন করতে চান যা সচরাচর করা হয় না?

ফোকাস গ্রুপ আলোচনা নির্দেশিকা:

বিষয় ১: শিশুদের সামাজিক বিকাশ সম্পর্কিত প্রাথমিক ধারণা

১. শিশুর প্রাথমিক (০-৩ বছর) বছরগুলিতে সামাজিক বিকাশ সম্পর্কে আপনি কী জানেন?
২. আপনার কি মনে হয় জীবনের প্রাথমিক (০-৩ বছর বয়সে) পর্যায়ে শিশুর সামাজিক ক্ষেত্র বিকাশ করা প্রয়োজন?
৩. শিশুর বিকাশকে রূপদানকারী সবচেয়ে গুরুত্বপূর্ণ ব্যক্তি কারা?

বিষয় ২: শিশুদের সামাজিক বিকাশে সহায়তাকারী অনুশীলন বলি

৪. আপনার সন্তানের সাথে করা এবং আপনার সন্তানের সামাজিক দক্ষতা বিকাশের জন্য গুরুত্বপূর্ণ বলে মনে করেন এমন কিছু কার্যকলাপের উদাহরণ বলতে পারেন?
৫. আপনার সন্তানের সামাজিক বিকাশের জন্য পিতামাতার হিসেবে আপনি কোন প্রধান চ্যালেঞ্জগুলির মুখোমুখি হন?

বিষয় ৩: শিশুদের সামাজিক বিকাশ অনুশীলনের বর্তমান চিএ এবং পূর্বের চিএর পার্থক্য

৬. উন্নত সামাজিক সক্ষমতা অর্জনের জন্য আপনার সন্তানের সাথে অনুশীলন করতে চান এমন কোনও অপ্রচলিত জিনিস কি আছে?
৭. আপনার সন্তানের সামাজিক বিকাশ সম্পর্কে আপনার কি আরও কিছু মতামত আছে?

Appendix C

Consent Form

Title of the study:

“Exploring Parental Role in Shaping Social Development in Children in their Early Years (0-3) in Bangladesh”

Risks:

The participants in this study will not be subjected to any risks or threats as a result of their involvement. The data collected from these individuals will exclusively serve the purpose of fulfilling the requirements for a thesis necessary for obtaining a degree.

Confidentiality assurance:

All data obtained from study participants will be treated with the utmost confidentiality, ensuring its protection throughout the research process.

Further use of information:

A portion of the data acquired from participants may be retained for subsequent research endeavors. However, such retention will not compromise the confidentiality of the participants involved in the study.

Voluntary participation:

Participation in this study is entirely voluntary, with no undue pressure exerted to encourage involvement. Should an individual choose to participate, the signing of a consent form is mandated. Participants retain the right to withdraw from the study at any time. In the event of withdrawal for any reason, any collected data associated with that individual will be returned.

Consent:

Participants will have the opportunity to review all pertinent information related to the study and are encouraged to seek clarification by posing questions. Participation is strictly voluntary, free from coercion, and individuals may withdraw at any point during the study if they so choose. Consent is given with full awareness and understanding of these terms.

Participants Name and signature:**Date:**

Thank you for your support.

পরিশিষ্ট গ

সম্মতি পত্র

গবেষণার শিরোনাম:

"বাংলাদেশের শিশুদের প্রারম্ভিক বছরে (০-৩) সামাজিক উন্নয়ন বিকাশে অভিভাবকদের ভূমিকা অন্বেষণ করা"

ঝুঁকি:

এই গবেষণায় অংশগ্রহণকারীরা তাদের জড়িত থাকার ফলে কোনো ঝুঁকি বা হুমকির সম্মুখীন হবে না। অংশগ্রহণকারী ব্যক্তিদের কাছ থেকে সংগৃহীত তথ্য শুধুমাত্র একটি ডিগ্রী প্রাপ্তির জন্য এবং থিসিসের কাজের উদ্দেশ্যে ব্যবহৃত হবে।

গোপনীয়তার নিশ্চয়তা:

অংশগ্রহণকারীদের কাছ থেকে প্রাপ্ত সমস্ত তথ্য অত্যন্ত গোপনীয়তার সাথে বিবেচনা করা হবে, পুরো গবেষণা প্রক্রিয়া জুড়ে তথ্যের সুরক্ষা নিশ্চিত করা হবে।

তথ্যের ব্যবহার:

অংশগ্রহণকারীদের কাছ থেকে অর্জিত তথ্যের একটি অংশ পরবর্তী গবেষণার জন্য ব্যবহার করা হতে পারে। তথ্য পরবর্তী ব্যবহারের সময়ও অংশগ্রহণকারীদের গোপনীয়তার সাথে কোন ধরনের আপস করা হবে না।

স্বেচ্ছায় অংশগ্রহণ:

এই তথ্য সংগ্রহ অংশে অংশগ্রহণ সম্পূর্ণরূপে স্বেচ্ছাসেবী, অংশগ্রহণকে উৎসাহিত করার জন্য কোন অযথা চাপ প্রয়োগ করা হয় নি। একজন ব্যক্তি অংশগ্রহণ করতে আগ্রহ প্রকাশ করলে, এই সম্মতিপত্রে স্বাক্ষর করা বাধ্যতামূলক। অংশগ্রহণকারীরা যেকোনো সময় তথ্য প্রদানের কাজ থেকে প্রত্যাহার করার অধিকার রাখে।

কোনো কারণে অংশগ্রহণ প্রত্যাহার করা হলে, সেই ব্যক্তির সাথে সম্পর্কিত যেকোন সংগৃহীত তথ্য ফেরত দেওয়া হবে।

সম্মতি:

অংশগ্রহণকারীদের তথ্য সংগ্রহ, গবেষণা সাথে সম্পর্কিত সমস্ত বিষয় সম্পর্কে প্রশ্ন করে ব্যাখ্যা চাইবার সুযোগ থাকবে। অংশগ্রহণকারীদের অংশগ্রহণ জবরদস্তি থেকে মুক্ত, স্বৈচ্ছায় এবং অংশগ্রহণকারীরা তথ্য প্রদানের প্রক্রিয়া চলাকালীন যেকোনো সময়ে নিজেদের অংশগ্রহণ প্রত্যাহার করতে পারে।

উপরোক্ত সকল শর্তাবলী সম্পর্কে সম্পূর্ণ সচেতনতার সাথে সম্মতি দেওয়া হলো

অংশগ্রহণকারীদের নাম এবং স্বাক্ষর:

তারিখ:

আপনার অংশগ্রহণের জন্য আপনাকে ধন্যবাদ।