

# Parents' Perception about Parenting Knowledge on Child Development in Early years

By

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

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.

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

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## Approval

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## **Ethics Statement**

Title of Thesis Topic: Parents' Perception about Parenting Knowledge on Child Development in Early years.

Student name: **Most. Monira Khatun**

1. Source of population: The participants were selected from my classmates of ECD master's program and other friends from my own social contacts.

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

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

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

- a) Nature and purpose of the study (Yes)
- b) Procedures to be followed (Yes)
- c) Physical risk (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 (no)
- 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**

Parenting knowledge about child development is correlated with parent-child interactions and the likelihood of parents' engagement in practices that promote children's quality development focusing on physical health and safety, emotional and behavioral competence, social competence, and cognitive competence (Akinsola, 2011). A significant number of Bangladeshi children face developmental risk factors related to caregiving practice, and there is a gap between knowledge and practice concerning early child development among Bangladeshi parents (Begum, 2019).

This research attempted to explore the parents' perception about parenting knowledge on child development in the early years. Data were collected through in-depth interviews and group discussion. This study discovered that most of the parents' have the concept on child development in the early years, but there have been gaps in their knowledge and practices. However, it was found that if they get an opportunity to disseminate knowledge among them, it will help them to reinforce their knowledge about child development that helps them practice activities related to child development.

**Keywords:** Parents' perception; Parenting; Parenting knowledge; Parenting practice; Child development.

## **Dedication**

The study is wholeheartedly dedicated to My Mother, My Husband & My Niece Raifa.

## **Acknowledgement**

I would like to express my deep and sincere gratitude to my thesis mentor Areefa Zafar for her constant guidance, endless effort, care, and productive feedback. It would not be possible to carry out this thesis without her time and dedication. Her insightful feedback helped me to sharpen my thinking. Thank you, Areefa Zafar. Your motivation, empathy, and appreciation inspired me a lot.

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## List of Acronyms

ECD	Early Childhood Development
GD	Group Discussion
IDI	In-Depth Interview
LMIC	Low and Middle Income Countries
COVID-19	Corona Virus Disease-2019
WHO	World Health Organization
UNICEF	United Nations International Children's Emergency Fund

# **Chapter-I: Introduction & Background**

## **Introduction**

Decades of evidence have shown that early years are a critical period in human growth, laying the framework for the organization and functioning of intellectuals. Early interactions in the home and in societies connect with genes to develop the nature of the brain and to enhance early skills with cognitive, social, self-regulatory and functional information (Children as a Basis for Sustainable Development, 2015).

Parenting quality has an inordinate effect on all domains of development including cognitive, brain, social, emotional, physical and linguistic development and provides the basis for future connections. In the last 80 years, a lot of research has demonstrated the significant influence of parenting on child outcomes (Perez, 2017). Mullin (2012) asserts, "Results from those studies indicate that the quality of early care-giving is perhaps the most important factor for early as well as long-term development and behavior" (as cited in Perez, 2017, P. 1).

Parents are the main caregivers of young children, and the extent and quality of their parental knowledge is therefore considered essential for the development and well-being of children. Child rearing and child development knowledge is important to parenting and children's well-being (Bornstein, 2010).

The knowledge of parenting involves how to properly address the biological, social, socio-emotional, and cognitive needs of children as they develop; recognizing and accounting for normative development in children's skills and achievements; and recognizing how to sustain and support the wellbeing of children and interact effectively with children's disease (Bornstein, 2015).

Tickell (2011) found that the research indicates that children's experiences in their early years have a profound impact on subsequent life outcomes in multiple ways, from wellbeing and social conduct to their employment and educational attainment. The most significant factors on children's early development are those that come from home. Parks and Smeriglio (1986) stated that the aspect of parenting knowledge was directly linked to the level of stimulation in the home and caregiving practices which in turn were associated with child development.

Diener and McGavran (2008) state, "The family context is a core determinant of subjective well-being across the lifespan, including childhood and adolescent years, and the clear connection between childhood well-being and relationships between parent and child is clear throughout cultures" (as cited in Suldo & Fefer, 2015, P. 133).

Bowlby (1951) asserts, "The parent-child relationship is especially critical throughout the early life years when children are entirely dependent on parents to fulfill their needs" (as cited in Perez, 2017, P. 1). Parents engage in a number of parenting activities, in a variety of ways during a child's life, to promote the well-being of their children (Sanders & Morawska, 2018).

The extent and style of parental involvement is strongly influenced by their social status, maternal level of education, maternal psycho-social fitness and single mother or father popularity and to a lesser extent family ethnicity. Parental engagement in the home-friendly parenting structure has a significant positive influence on children's fulfillment and adjustment, even after the multiple elements shaping attainment have been eliminated from the equation (Desforges & Abouchaar, 2003).

## **Statement of the Problem**

There is a strong family bond among parents and children in Bangladesh but knowledge about parenting is inadequate and many lack a comprehension of effective parenting, including early child stimulation and interaction. Parents' nutritional knowledge is not optimal and over 50% of the children are malnourished (Hamadani & Tofail, 2014). Forty three percent of children in the low and middle-income countries (LMIC) are unable to realize their full development potential (WHO, 2016). There are few national data on child development, but the optimistic estimation is that more than 200 million children under 5 years will not rise to their full potential in developing countries (Grantham-McGregor, et al., 2007).

Wallander (2014) declares, "25 % of children in LMIC such as Bangladesh have been subject to psycho-social risk factors such as inadequate stimulation, lack of learning resources, unresponsiveness of parents and failure of parents to recognize child behaviour" (as cited in Begum, 2019, P. 214). In Bangladesh and India, children's lives appear to be wasted because of communicable infections, preventable disorders, insufficient and inadequate care and factors linked to childbirth. Parent-child relationships are affected by poverty (Jabeen & Karkara, 2005).

Poverty diminishes the ability of parents to be compassionate, persistent, and involved with their children. In fact, poor parenting harms children's social and emotional development, which reduces their intellectual and social opportunities (Mayer, 2002). Many children under the age of 5 are exposed to multiple risks in developing countries, including poverty, malnutrition, inadequate health, and un-stimulating home environments, affecting their cognitive, motor and social-emotional development (Grantham-McGregor, et al., 2007).

Aboud (2007) found almost half of rural mothers had no education and that the value of nurturing a child's curiosity and self-confidence remained unknown to others.

Aboud (2007) also mentioned that the most frequently reported parental activities that encourage mental stimulation of children were the availability of nutritious food (26%) and teaching a child to talk (21%); the availability of opportunities for play and interaction was rarely mentioned.

Parenting education and support needs substantial affirmation to improve the self-confidence and skill of caregivers, parenting education and support needs substantial affirmation in Bangladesh (UNICEF, 2015). Mothers lacking parenting knowledge display low parenting competence and may struggle in fostering the growth of their children and view their children as less competent (Bornstein, et al., 2010).

Begum (2019) found that among Bangladeshi parents, there is a gap between knowledge and practice concerning early child development. Most of the parents did not pursue early stimulation and early learning practices as often as for older children compared to the younger ones.

### **Purpose of the study**

From the statement of the problem we could see there has been lack of knowledge among the parents on child development in Bangladesh. Begum (2019) commented that a significant number of Bangladeshi children face developmental risk factors in terms of care-giving practice.

It has also found that it is important to have knowledge about child development especially in early years. Parenting knowledge of subjects such as good parenting, aspirations and successes, and health and protection forms the different cognitions and

attitudes of parenthood, affects child development, and has consequences for children's health and well-being (Bornstein, et al., 2010).

Parents are the most significant influence on children's development and cannot be ignored. Cognitive theories have shown that the parent-child partnership is a critical environmental framework in which the child's growing cognitive skills are organized (Popov & Ilesanmi, 2015). The supportive behavior of parents contributes to children's positive development (Hossain, et al., 2015).

The purpose of this study is to explore parents' perception about parenting knowledge on child development in early years. If this kind of research could be done and get some significant findings from this study, it might be helpful for further study in a large scale. On the basis of which a program or intervention can be taken.

### **Significance of the study**

Parents' perceptions of the well-being of their children and their own conversation and teaching skills are shaped by different elements, such as gender, age, personal and family attributes, and socio-economic status. The quality of the parent-child partnership has a great influence on child development. Positive parenting action, through adaptation, self-regulation and endurance, leads to the high quality development of children (Gaspar and Matos, 2017).

Parenting is essential to ensure the full development of the child with emotional stability. Children need to know that they are constantly and unconditionally loved, and the inevitable result of this is attachment conduct. If a child is severely emotionally deprived in early childhood, there is a risk of developing Bowlby's "affectionless psychopathy" with the entire social handicap that will result for both the

individual and society. The child will be at risk of evolving insecure attachments with consequent disruption of social and emotional relationships if the deprivation is partial (Hoghughi & Speight, 1998).

Negative parenting practices are correlated with harsher, permissive, negligent and inconsistent discipline, whereas comfort, coordination and corrective practices are associated with positive parenting practices (Gaspar & Matos, 2017).

Sharif (2015) emphasized on parents role and mentioned that since parents are the primary caregivers, they play a crucial role in children's development and learning. Parents and the home environment have a very large effect on the engagement of the children and their educational performance.

Sharif (2015) also mentioned that parents require pedagogical knowledge to play the role, but most parents have little or no experience or training to assist them. This role is likely to be played more successfully by parents with certain pedagogical knowledge than those with none, although this has not been demonstrated before.

Smith (2002) asserts, "Mothers with more knowledge of child development tend to use less withdrawal of love and assertive discipline strategies and use inductive reasoning. On the other hand, a mother who is less knowledgeable about child development, may have unrealistic expectations and adopt harsh and erratic discipline, resulting in poor results in child development" (as cited in September, et al., 2016, P. 4).

Akinsola (2011) asserts, "The development of social and cognitive skills of the child is thus influenced by the quality of child-caregiver interaction. Parent-child interactions are especially important during early years, and the support provided by the parent in the learning experience of the child allows for more efficient



development of skills. This interaction between parenting centers and children, including discipline and control, is part of the techniques utilized to develop socio-emotional and cognitive skills in children" (as cited in September, et al., 2016, P. 4).

Lots of researchers work to examine parental knowledge, and practices related to child development but very few in Bangladeshi perspective. Information about the present scenario on the parents' knowledge and practices can be beneficial for the researcher and policymakers. To understand the level of knowledge and practice might help to formulate useful interventions to promote parents' knowledge related to child development.

## **Research Topic & Research Questions**

The research topic is on parents' perception about parenting knowledge on child development in early years. Research shows that there is a strong connection between what parents know about child development and how they practice the knowledge in their children's development. Parents with more knowledge are more inclined to involve in positive parenting practices, whereas those with less knowledge are at greater risk of negative parenting behaviors (Bartlett, et al., 2018). The study will enquire what parents' perceive about parenting knowledge on child development and what they practice for their children's development.

Therefore the present research attempted to find answers for the following research questions:

- ✓ What is parents' understanding about parenting knowledge on child development?
- ✓ What is the parents' practice to ensure their children's development?

## **Operational Definition:**

**Perception:** Perception is a personal expression of how one sees the world that shaped by various socio-cultural elements (McDonald, 2012).

**Knowledge:** Knowledge is the understanding, identification and application of it to human growth. It is produced in the human imagination and grows as people engage in its provision and distribution. Previous knowledge thus improves the creation of new knowledge (Nasimi, et al., 2013).

**Parenting:** Parenting is a process that facilitates and supports the physical, emotional, social, financial and academic development of children from infancy through adulthood (Mahapatra & Batul, 2016).

**Parenting Knowledge:** Parental knowledge can be operationally defined as the parent's understanding of developmental norms and milestones, child development processes and experience with caregiving skills (Benasich & Brooks-Gunn, 1996).

**Child development:** Child development applies to the continuum of physical, linguistic, mental and emotional changes that occur from birth to adulthood (Kid Sense Child Development, 2017).

## Chapter-II: Literature Review

According to Wikipedia (2008), "Perception is the process of attaining awareness or understanding of sensory information" (as cited in McDonald, 2012, P. 3). The Merriam-Webster (n.d.) states, "Perception is the ability to understand inner qualities or relationships; the information gained from the process of coming to know or understand something" (as cited in McDonald, 2012, P. 3). Humans have remarkably a kind understanding of themselves and other individuals in exclusive societies. The assessment of two cultures and the essence of the man or woman's trip will even be affected if two cultures intersect (Markus & Kitayama, 1991).

Wiig (2000) commented that people use knowledge on four rational levels and often partly understood knowledge to represent the extreme ideals and sophisticated concepts to form their goals and views and reasoning from a theoretical point of view. He also argued that people have some understanding that is so familiar to them that they can use it without thinking about it.

Hoghugh & Speight (1998) stated that despite using frequently, the concept of parenting is difficult to define but a relationship, a process, or a group of activities. Anyone who cares about a child can be considered part of the parenting process. Family friends, relatives and neighbors, school teachers, family aides, community workers, and even doctors and nurses are known to be part of the continuum of parenting.

Parenting is multidimensional. To respond to their children's different needs, parents should develop both depth and breadth of knowledge, ranging from being conscious of developmental milestones and norms. The importance of parents' knowledge of child development is a key concept of many efforts to promote parenting. The

importance of parenting knowledge to parenting practices is established in various sources and applies to various cognitive and social-emotional behaviors and practices to support parenting environment (National Academies of Sciences, Engineering, and Medicines, 2016).

The quality of parenting children be given during the early years impacts their cognitive ability, social skills, and behavioral functioning, which impact their subsequent success in life (Mahapatra & Batul, 2016). A strong base in the early years improves the chances of positive outcomes in the child's existence, while a poor base significantly increases the probability of potential difficulties (Maternity and early years, n.d.).

Emotional well-being and social competence create a strong base for the development of cognitive skills, and together they are the bricks and mortars that shape the foundation of human development. Furthermore, psychological and cognitive skills, language abilities in early years are all necessary conditions for development in schools and future in the workplace and community (National Scientific Council on the Developing Child, 2007).

Children in their early years need an environment that ensures their protection and security while optimizing their developmental potential. Their behavioural and cognitive outcomes may increase with adequate integrated support from their family. Families with good parenting, comfort and consistency, and a paradigm of sound instructional behavior may positively affect children's outcomes (Siraj-Blatchford, et al., 2009).

O'Connor (2002) asserts, "The most examined dimensions for parenthood include warmth, sustainability, conflict or rejection, supervision and control methods,

including the promotion of autonomy. Parenting styles represent the combination of parenting behaviors and the use of specific parenting practices" (as cited in Suldo & Fefer, 2015, P. 132). Both positive parenting and family bonding may establish a supportive framework for child development, where social interaction skills can be developed by modeling and improving (Leidy, et al., 2010).

Integrated engagement, particularly the implementation of parenting and household assistance, can enhance cognitive improvement and faculty readiness by delivering ECD knowledge, the value of early stimulation, adequate care-giving activities, and ensuring the best in the home environment. From parents' experience, the dominant behaviors and exercise or dedication played a very good role in children's healthy development (Begum, 2019).

Understanding parenting strategies and child development lets parents consider what to expect and how to provide what children need at each development stage.

Acquiring new knowledge regarding parenting and child development allows parents to critically evaluate their experiences on their development and current parenting practices and realizes that there may be more effective ways to guide and respond to their children (Knowledge of Parenting & Child Development, n.d.).

Parenting knowledge is positively and significantly associated with children's Neuro-development, including cognitive, language, motor, and social-emotional development. Many studies examine parental knowledge and practices related to ECD but little evidence is found in the Bangladeshi context (Zhong, et al., 2020).

Sharif (2015) stated that parental education is attributed to parenting and pedagogy on children's development and learning. He also observed that parental personality,

parenting style, and understanding of parenting and pedagogy are connected to their parenting practices and interplay with children through caring and teaching-learning.

Ample scientific evidence acknowledges that parenting significantly influences children, particularly in their early childhood years (UNICEF, 2015). Early childhood interactions shape the base of brain construction, and scientists also recognize that the relationship between children with their parents or guardians is a significant component in this brain formation process (Center on the Developing Child, Harvard University, 2007). Parent-child relationships focused on children's development were more thoroughly studied about parental practices (Suldo & Fefer, 2015).

Recent studies in neuroscience have provided compelling proof that early years' experience in brain development has identified neural and biological mechanisms that influences health, learning, and behavior throughout life (Mustard, 2006). In a research, O'Connor et al. (2012) explained that Children's strategies for managing emotions and engaging with others are learned from experience. Children usually learned this from the parent-child relationship, and the family environment can be the primary source of these experiences.

Decades of study have shown that the parent-child relationship and the family environment, which comprises all primary caregivers, are the pillar of children's well-being and healthy development. From Birth, children learn and depend on parents and other caregivers to care for them. The influence of parents could never be greater than in the early years of life when the brain of a child is rapidly forming and all of the experiences are created and shaped by parents and the family environment (National Academies of Sciences, Engineering, and Medicines, 2016).

Families provide their children special attention for development by offering them affection, devotion, and many opportunities to learn. Families support their children in developing healthy and stronger by playing and engaging with their children (UNICEF, 2012). Play is a critical factor in a child's life. Play allows the child to learn mentally, physically, and emotionally and often builds bonds between parents and child. The skill and personality of a child can be completely explored by play. Through play, he also learns social skills that help him know others in his life and learn how to respect others (Cheong, 2007).

Play is related to memory formation, self-regulation, oral language, and symbol recognition. The play has also been related to improved literacy skills and other aspects of academic learning (a view held by Piagetian and Vygotskian theories of child development). The play can foster several aspects of young children's development, including social and cognitive development (Bodrova & Leong, 2005).

A study by UNICEF (2014) stated that children's development is facilitated by parents' active engagement in learning activities. Parents play a vital role in developing children cognitive skills through reading or looking at picture books, telling stories, or spending time identifying, numbering, and drawing with their children.

Structured-construction plays materials such as building blocks, LEGO toys, and jigsaw puzzles are the most common play materials in families. The functions improve children's sensual development and more detailed motion development and improve their cognitive capability (Changa & Yehb, 2015).

Benasich & Brooks-Gunn (1996) found a significant effect of maternal knowledge and concepts of development on child outcomes. The effects of maternal knowledge

and concepts of development influence child outcome directly and indirectly through the home environment. Parenting knowledge on child development relates to children's positive outcome.

Hess, et al. (2004) emphasized that parental knowledge of child development and parenting is meant to understand and interpret the connection between parental self-efficacy and parenting skills. The association between parental self-efficacy and parenting skills is often positively correlated with parenting knowledge.

Scott, et al. (2010) showed that negative parenting, parental distress and tension, and spouse abuse significantly influenced child cognitive development. When nurtured under negative parenting, the risk of developing a significant antisocial archetype in child activity often raised, and child inattention and restlessness also increased the probability of antisocial behavior.

Scott, et al. (2010) also found more extreme child antisocial behavior has been correlated with a negative parenting style marked by more harsh, erratic discipline. The proximal parent-child relationship means that each has a strong influence on the other. The theory of social learning indicates that a child learns behavior through interaction with important people in their community, specifically parents, and through modeling and reinforcing, these behaviors are sustained. Conversely, unintended behaviors can unwittingly be reinforced by parents' exposure to such behavior and subsequent pacification efforts.

It was also recommended by Stoiber (1992) that early childhood practitioners should have sound knowledge in social development as well as a strong contribution to parental engagement. The advantages of promoting increased awareness in parents might be greatest for children representing the least knowledge.



Parenting interventions can be feasible and efficient in strengthening the parent-child relationship and parental knowledge about child development in LMICs, and can also be influential in addressing the reduction of child maltreatment in these settings (Knerr, et al., 2013).

Nutritional knowledge among parents of children is probably one of the most significant and defining factors impacting children's health (Sultana, 2017). Parents' knowledge and practice may impact on children's nutritional status. Children's nutritional status is highly dependent on the quality or quantity of food provided by their parents. Parental knowledge of food and nutrition is the critical factor leading to the decision-making of the diet. Parental knowledge and children's nutritional status are factors that are highly coherent with each other (Parental knowledge, n.d.).

There is a significant relationship between parental knowledge of child development and early childhood outcomes. Parental knowledge of child development has a significant influence on forecasting child social competence. Parents with greater knowledge of child development are more likely to be cooperative towards their child regarding child independence. Parenting knowledge may provide a positive formative direction focusing on the cognitive development of children (Zand, et al., 2014).

One of the important aspects of early child development is socialization and development of communication skills (Gnjatovic, 2015). The quality of parenting is critical for socializing children. The family environment is one of the most significant possible factors to children's development. Parental knowledge of child development has also been mentioned as a factor linked to child development outcomes (Sanders & Morawska, 2005). Although the research has looked at parental knowledge as a risk factor for poorer child development across a variety of domains, there is a lack of a clear understanding of the mechanisms by which parental knowledge influences the

development and behavior of children. In general, risk factor in the care-giving environment is transmitted by the experience of the child in their primary care-giving relationship (Sanders & Morawska, 2005).

The association between parents' knowledge of child development and their ability to create a quality home learning environment was explored (Stevens, 1984). Huang et al., (2005) states “several studies have demonstrated that parental knowledge has a significant effect on parenting. Both parents have scarce knowledge in the area of norms and milestones, which is especially essential for guidance when structuring a child's healthy environment and providing age-appropriate activities” (as cited in Scarzello, et al., 2016). Parental knowledge is supposed to provide a global cognitive organization for adapting to or anticipating developmental changes in children (Stoiber & Houghton, 1993).

Despite this widespread recognition of the relationship between parenting and child development, there are several gaps in our knowledge and understanding to support constructive parenting strategies, particularly in vulnerable contexts (UNICEF, 2015). 39% of children worldwide are deprived of their development and growth potential (Aboud, et al., 2013). Begum (2019) found that about 30% of parents did a lower level of practice with their younger children. On the other hand, 42.3% of parents having a 3-5-year-old child did the lower level of practice.

UNICEF (n.d.) claimed that early childhood applies to critical years of care and development in which improvements, both physical and emotional, are clearly described in the first eight years of a child's life. Early years are most critical when a child's brain is most flexible and develops rapidly. But brain development is experiential A child faced with neglect or violence will most likely experience

cognitive, behavioral, or emotional problems. Most Bangladeshi parents have poor childcare knowledge and do not know the scientific fact of childcare.

In developing early nutrition, stimulation, protection, and learning, parents are the main caregivers of the required components. In Bangladesh, the extent of abuses faced by children is alarming. Three in four children encountered psychological aggression, while two in three experienced physical punishment. On the other side, at least one type of physical or psychological punishment by family members is encountered by more than 80 percent of children aged 1 to 8. Children are most at risk in slums, remote rural regions and disadvantaged minority groups, where access to basic services is limited (UNICEF, n.d.).

Begum (2019) also argued that ECD knowledge should be stated at the community level and initiatives should be taken to reinforce the value of ECD and encourage parents to practice in further activities that enhance the development of their children; to focus future parenting activities on enhancing knowledge and practices related to early childhood stimulation, in particular cognitive benefits associated with early stimulation, such as play with child read book; family members should be included to encourage sustainable progress related to early stimulation and development of children.

The home environment and child-rearing practices of mothers of severely malnourished children can be improved through community-based parenting education and child-rearing activities with or without food supplementation and recommended that for a sustainable psycho-social engagement program, mothers/caregivers need to be empowered through training and supervision so that they can be confident and able to carry on (Nahar, et al., 2012).

## **Chapter III- Methodology**

### **Research Approach**

The research was conducted following the qualitative approach. The researcher had chosen the qualitative approach as the qualitative research attempts to probe deeply into the research setting to achieve an in-depth interpretation of how things are, why they are like that, and how the participants are in the context view them. This approach is useful for describing and answering questions about participants and contexts. Qualitative research is the collection, analysis, and interpretation of comprehensive narrative data to gain insights into a specific phenomenon of interest (Gay et al., 2012).

Qualitative researchers typically rely on various methods for gathering information: participating in the setting, observing directly, interviewing in-depth, and analyzing documents and material culture etc (Silva, et al., 2008). The researcher had chosen In-Depth-Interview and Group discussion as two different methods to collect the data. In-depth, qualitative interviews are the perfect equipment to be included in the planning and review of extension packages since they use an open-ended, discovery-oriented method that enables the interviewer to fully discover the respondent's opinions and perspectives on a topic (Guion, 2011).

### **Research Participants**

Research participants are the parents having 3-5 years old children. All the participants are working parents. The age range of the parents was 30-38 years. All the parents had completed post-graduation except one mother. She was doing her master's in early childhood development. Two parents had two children, and the rest had only one child.

## **Research Site**

The proposed research was conducted in different areas of Dhaka city. In-depth interviews were conducted with the participants from Dhanmondi and Badda, and the group discussions were conducted with the participants from Gazipur, Dhanmondi, and Gulshan.

## **Sampling Procedure**

The convenient sampling technique was followed to select the participants. Parents who had the willingness to participate were selected in the study. In the study, a homogeneous group of parents was selected for In-depth Interviews (IDI) and Group Discussions. The participants were homogeneous in the criteria that all of them have at least one child of age 3-5 years; all of them are working parents, all of them live in urban area.

Four parents were selected for In-depth Interviews, and six parents were selected for Group discussions. The four in-depth interviews were conducted with two fathers and two mothers separately. Each Group Discussion will have 3 parents. In the two group discussions, one was with 3 fathers, and the other was with 3 mothers.

## **Data Collection Methods**

To conduct the In-Depth-Interview and Group discussion, the researcher opted for a homogeneous group of parents who have at least one child of age group 3-5 years. The researcher then developed thematic questionnaires for In-Depth-Interview and Group Discussion mixed with some semi-structured and open-ended questions related to the objectives. Due to the COVID-19 pandemic, the In-Depth-Interview and Group Discussion were done over the phone. Before doing the In-Depth-Interview and Group Discussion, the researcher asked all of them for a convenient schedule and was

explained the purpose and the whole process of the In-Depth Interview and Group Discussion.

Data was collected in a naturalistic setting of the participants. As the in-depth-interview and group discussion were taken over the phone, data had been recorded using an audio recorder with their consent. To take the interview for both In-Depth-Interview and Group discussion, the researcher first built rapport with the participants by asking some informal questions about their profession, their family, and children to feel free and respond with genuine answers. Then they were asked some selected questions sequentially following the questionnaire, which was mixed with some semi-structured and open-ended questions.

It has been developed 21 thematic questions for in-depth interviews and 15 questions for group discussions. Piloting was done for both the in-depth interview and group discussion before taking the final interview. Piloting was done to check the validity and reliability of the questionnaire. The researcher interviewed the participants by Bangla version of the questionnaire. After the end of the selected questions and answer session, they were asked to say about their experience and reflection on the interview.

The researcher also asked them to share if they would have any comments about the interview process and the purpose of the interview. Then the researcher wrapped up the interview session by thanking them for giving enough time from their busy schedule. Each in-depth interview duration was 45 to 60 minutes, and the duration of each Group Discussion was 60 to 90 minutes.

## **Data Analysis**

Data were analysed in a way to get the answer of the research questions. After data were collected, it was transcribed and compiled into a single file. As the content analysis technique was used to analyze the data, the researcher had read carefully all the transcripts several times to identify the pattern of the data and on the basis of that, data were placed for analysis under different sub theme under different themes. The data were later interpreted on the basis of different themes. Conclusion was drawn on the basis of interpreted data meaningfully and with validity. All the documents were preserved in backup files.

## **Ethical Issues**

All ethical issues related to research involving human subjects mentioned in the guidelines form WHO and also the Ethical review committee of BRAC University guidelines was followed in the study. It is unethical to use or collect information without the permission of the participants. Some significant ethical concerns that should be taken into consideration in the conduct of qualitative analysis are: anonymity, confidentiality, and informed consent (Richards & Schwartz, 2002).

So the researcher gave a clear explanation of the interview and the purpose of the interview to the participants and took verbal consent from them. Then the participants participated in the interview voluntarily. The researcher never forced them to participate.

The researcher assured the participants about confidentiality that the information would never be disclosed and used only for the research purpose. The confidentiality of the participants was strictly maintained. The researcher would never elicit the participants' identity. To protect the anonymity of research participants, no name of

parents was used. The participants were also assured that the data would be used what the participants would say without manipulation. The researcher was sensitive while collecting information that hurt or upset the participants; they were treated respectfully.

### **Validity & Reliability**

Reliability and validity are conceptualized as trustworthiness, rigor, and quality in the qualitative paradigm (Golafshani, 2003). Healy and Perry (2000) clarify the validity and reliability of judgment within the realism model, which depends on various interpretations of a single fact. They argue that the triangulation of several data sources and their interpretations of these multiple perceptions is part of the realism paradigm. The researcher was concerned to maintain the validity and reliability of the research.

The researcher tried to find some important parenting problems in the Bangladeshi context through some literature reviews. Then identified the problem and selected the research topic. To promote the validity of the research, triangulation approach was applied to conduct the research from different perspectives. Triangulation is a validity technique in which researchers seek convergence among multiple and different sources of information to shape themes or categories in a study (Creswell & Miller, 2000).

Triangulation may involve several data collection and data processing methods. The methods chosen for triangulation to assess the validity and reliability of a study depend on the research criterion (Golafshani, 2003). Different methods such as In-Depth-Interviews and Group discussions were utilized to collect the data from various sources. All the tools were verified by ECD expert from BRAC University. After



getting the feedback, the researcher had refined the design, and tools were applied in a pilot project. By piloting the developed In-Depth-Interview and Group discussion questionnaire, the interview questions' reliability had been checked. In this way, the researcher had ensured the validity and reliability of the study.

### **Limitations of the Study**

One of the limitations of this study was the smaller number of participants. In this study, only urban areas were selected. In this study, only In-Depth-Interview and Group discussions were conducted. Due to the COVID-19 pandemic, it was not possible to do an observation and FGD. If one observation and FGD could be done, it would be better to see the study from more standpoints. As we maintained social distance, the researcher had to conduct both the In-Depth-Interview and Group discussion over the phone instead of face-to-face interviews.

## **Chapter IV- Results & Discussion**

### **Results**

There are two parts in this section. One part covers the demographic information of participants', where participant's age, academic qualification, profession, number of children they have, and another part is the findings part, where data has been analyzed that have been collected through four in-depth interviews and two group discussions.

#### **Demographic Information of the Participants:**

The demographic profile in the study examined the age range of parents and children, the educational qualification of parents, and their profession.

All the participants are working parents. All of them are teachers by profession except two parents, where one parent (father) is a banker and another parent (mother) is an entrepreneur. Among the 10 participants, 9 parents completed masters, and one mother is doing masters in early childhood development. After analyzing the participants' age, it has been found that the mean age of mothers was 32.6 years, whereas the fathers' mean age was 32 years. The respondents belong to the age group 30 to 38 years. Among the parents, two of them have two children, and the rest have only one child.

The main objective of this research was to explore the parents' perception about parenting knowledge on child development in early years; therefore, the age distribution of the children was an important factor of this study. The age range of the children was between 3 years 2 months to 4 years 7 months. Two of them were female, and the rest were male.

## **Findings**

The findings were categorized under three different themes, and there are sub-themes under the three themes. Findings from in-depth interviews and group discussions are discussed sequentially in each sub-theme. There are some sub-themes, where only in-depth interviews were conducted to collect the data.

### **Theme#1: Parents understanding on child development in early years.**

#### **Parents' understanding of early childhood:**

In the in-depth interviews, every parent shared their thought about early childhood in a different way. One mother shared that early childhood lasts till adolescence. She also mentioned about the way a child grows from an early age to grown-up age is early childhood. Another mother who is a master's student of Early Childhood Development particularly mentioned, "Early childhood defines 0-8 years of a child's life" (IDI#1, 14.10.2020). But in the case of fathers in the in-depth interview, there have been similar answers where one father mentioned zero to five or six is the early childhood stage and another mentioned zero to class five is the early childhood age.

#### **Parents' understanding of Child development:**

According to most of the parents in the in-depth interviews and group discussions, child development means the holistic development of a child consisting of physical and mental development that occurs after the birth of a child.

Few parents explained that child development refers to whether the child is growing up properly or not, whether the child is responding to everything we do or not, whether he gets proper nutrition or not, whether his height and mental development are all happening properly or not.

It was found in the in-depth interviews that one mother emphasized on mental development rather than physical development of a child as child development; she mentioned,

*“It seems to me that development of a child is the development of language and social skills development. Sometimes, it seems that the body is growing naturally, and it is difficult to define it as development. From one point of view, it can be development, and from another point of view, it cannot be. So, I think it is not development but just growth” (IDI#2, 19.10.2020).*

Another mother shared her understanding of child development and added something more. She narrated that when physical, mental, spiritual, aesthetic, moral, human, and social, all these development occurs together, it will call the development of a child.

When replying about the development of a child, one father has given priority to the environment and stated that child development is when a child grows up physically and mentally in the right environment.

**Importance of early years for child development, parents view:**

All the parents reported that the early years are important for a child to grow up well. At this time, the child develops physically and mentally, and most of the development happened. Children brain also develops in this stage. One mother shared that every positive and negative thing around is learned by the children at this age. At this time, the lessons he will learn from his parents, from the environment, will affect his future life

Few parents mentioned that a child starts to observe everything and starts imitating by seeing from the day of birth. At an early age, the child follows everything. He imitates his parents. If the parents spend quality time with the children, then the child's development will be achieved well.

One mother shared that it is very difficult to teach older children if we do not teach everything early. So, if the development is good at an early age, it will be much more beneficial. Another father stated about the importance of early years this way,

*“At this age, children have more adaptability. At this time, whatever they can be taught, they will record everything like a tape recorder. This is why this time is more important. I think the more we can teach at this age, will be helpful for them” (IDI#4, 21.10.2020).*

According to the group discussion, mothers responded that at early age a child learns to walk slowly, learns to sit and talk a little; these are very important. This is how a child goes forward for the next life.

Another mother shared her thought this way,

*“This is important from the time of birth to the first three years of life or to the age of five because the child learns to imitate during this time. The child's physical and mental growth are higher during this time; this is when he learns to walk, so how he will learn to walk at this time when he will grow up, will do it the same way. This means that they are like clay; the shape they will be given at this time, they will grow up that way” (GD#1, 14.10.2020).*

From another group discussion, one of the fathers responded that this is when the child's basic things are developed; his development depends on the guidelines he received. It is the time when the foundation of every human being is formed.

### **Important factors for child development:**

According to all parents, child development depends on the various factors that influence a child's development. All the parents shared that parents, family, and the environment are the most important factor for child development.

It was also found that one mother also emphasized on parenting. How parents are giving time, what is being shown, what environment is being kept, what is being fed, what kind of play the child plays, everything is very important. Another mother shared that if the child goes to school, then the school environment, relatives who come home or interact with the child, all these are also the important factors for a child's development.

It was also found that one father shared since a child can not do anything on his own as a child, everything about him depends on his family. So the family is the most important for his development at this time. He also mentioned that the environment where he is growing up is undoubtedly an important issue.

One father shared that he stays a little away from his village and keeps his child in another environment. He does not underestimate how village children grow up, but he wants his child to grow up in a better environment away from the village. Besides, another father emphasized the importance of giving adequate time to the child, and creating a good environment for the child is very much important.

**Persons to play a role in child development:**

Most of the parents shared that parents especially mothers' play a vital role in child development, and the other family members also play a vital role after parents. One mother shared her thought that parents and other family members' care are important for child development. Another mother responded that the most important person is the mother, then the father, then the family members with whom he is attached.

In the case of fathers, there have been similar answers as one father responded that mother and father are important. Grandparents are also important if they have.

Besides, one father stated, "Of course parents play the most important role, then grandparents. That means those who are in contact with him. However, since the

mother is the closest here, I think the mother should be given the most importance”  
(IDI#4, 21.10.2020).

**Parents reported about parents’ role for child development:**

According to all the parents, parents play a vital role in their children’s development.

There is no alternative of parents to ensure the development of the child

Most of the mothers mentioned that the role of the mother comes first in the development of a child. The mother should actually treat the baby positively.

Everyone around the mother should be very supportive for the mother's behavior to be positive. Then the mother will be able to take care of her child properly.

Few parents shared that parents should take care of whether the child is growing properly or not, whether he is playing properly or not, parents have to know what to feed him, and how to raise him. All these things should be taken care of by parents. In the group discussion, one mother mentioned,

*“The role of the mother is most important, the child learns first from the mother, also learns from the environment, but the mother is the first teacher of the child. We often get annoyed when the child insists on doing something; it should be managed beautifully without scolding the child” (GD#1, 14.10.2020).*

Another mother mentioned that mothers must be positive in any situation which will play a vital role in development of a child. She also mentioned, “There is a saying that ‘says yes for children’. So children should always be said ‘yes’ and mothers should always be positive” (GD#1, 14.10.2020).

Most of the parents especially fathers mentioned that parents should give quality time to their children. The child needs time for his mental development. One father shared that mothers give more time to their children. Father should also give his child time

whenever he gets time after his work hours. According to him, even when a father away from his child, he should try to keep contact with the child over the phone. The child needs to get the feeling that his parents take care of him.

From another group discussion, it was found that one father emphasized not to give gadgets much to the child. He also shared that fathers have to keep the children away from gadgets by providing enough time to their children. Fathers have to play with them, have to go out, play with different things at home or take them for a walk instead of letting them looking at the device.

Another father shared about the COVID-19 benefits as he gets more opportunities to stay at home during the pandemic period as he has been managing office from home, so he views the pandemic as a kind of blessings. He mentioned,

*“Since we work, we cannot spend much time with our children. So I think we should give enough time. I did not use to give much time before covid-19, but I am giving enough time now. I am playing cricket, I am playing many more games, I don't take him out during the pandemic, but I always used to take him out for a walk before the pandemic. I took him to different places, bought different toys for him, and did not use to give them the mobile, because they become addicted to it. We should give more time to our children” (GD#2, 18.10.2020).*

## **Theme#2: Parents’ understanding about parents’ knowledge on child development.**

### **Importance of parents’ knowledge on child development:**

The study also sought to find out why parents think that parents’ need to have the knowledge of child development. All the parents agreed on the importance of parents’ knowledge on child development in the in-depth interviews and group discussions.



The results showed that parents identified many reasons behind the importance of parents' knowledge on child development.

In the in-depth interviews, one of the parents shared that it is important for parents to have knowledge regarding child development from the time the child is in the mother's womb. A pregnant woman and other family members need to know that the mother needs regular checkup from the day she conceives. Fathers should also be supportive. She also mentioned that it is important for a mother to know about the physical development at different ages of a child even before a mother gets pregnant. Another mother shared that for the first time mother when a baby is born, the baby is also new, and the mother is also a new mother in the Earth. So a mother should know about parenting and child development before she conceives. She also shared that the parents should know how to breastfeed, what kind of toys should be given to their children.

From the father's point of view, they explained that parents should know child psychology, child behavior, and what environment should be given to the child. If parents know about child psychology, parents can guide the child better, give the child a good environment, and can play a good role in child development.

In group discussions, most of the parents mentioned that since the child spends most of the time with the parents and imitates the parents, parents have to know about the child's physical and mental development to raise the child properly. As one parent mentioned that if the parents do not have knowledge about child development, then how the child will grow up properly. Parents need to understand the child's psychology, what the child wants; if the parents do not have the knowledge, then the child will not grow up well physically or mentally. So parents need to have knowledge on child development.

One mother shared her experience that since it is her first child, she knows little about parenting, but when she sees someone is doing better than her in child-rearing and caring, she thinks she should have more knowledge about parenting.

Another mother who is a teacher by profession mentioned,

*“I am a working mother, It would be helpful for me if I could know how could I properly give my children time after office hours, how could they be more attached to me. Now they have lost faith in me as I cannot give much time to them. Since they are close to their aunt, they become very restless if their aunt is not there to take care of them for some reason. This is a matter of adaptation; they cannot do it. I think that as my child is dependent on one person who is taking care of my child is actually limits my child’s mental development and it would be good if I could know more about this how to minimize the dependency of my child from one perso” (GD#1, 14.10.2020).*

**What types of knowledge on child development is important for parents to know:**

Most of the parents responded that parents should know about the child's physical and mental development, child nutrition, child's health, treatment, and play. One father mentioned that parents should know about children’s behavior, especially socialization. This must be taught by their parents. In fact, whether the child’s physical and mental development is going well or not, whether the child growing up properly or not, whether the development that should take place at that age is going well or not, whether the child can do everything properly or not, all these should be known by parents.

Besides, one father mentioned that parents should consider whether the child is getting the right environment. One mother said that parents should know about all the sectors of child-rearing before conception. She also mentioned that a woman needs

regular checkup from the time she conceives. Another mother shared her thought this way,

*“Parent should know about parenting and nutrition. Another thing that has to know is how to play at home since we don't have a playground outside. Another thing is that language development, such as how much a child will talk at which age, a lot of speech delay child is seen now a days, it is also to understand whether the child has such a problem or not. So these issues also seem important to me” (IDI#2, 19.10.2020).*

From group discussions, it has been found that most of the fathers emphasized on parents understanding of child psychology. One of the fathers shared that if parents know child psychology, it will be easier to understand the child. He also mentioned that we often do not understand what the child wants or what the child needs, so it is important to know child psychology. They also mentioned that how to give time to a child and how to spend time with a child is helpful for a child's development, should be known by parents.

Most of the parents also shared that they try to know about parenting and child development through google or youtube, or reading a book. They see different types of writing in different groups on Facebook; they become confused which information is accurate and which is not accurate.

### **Theme#3: Parents' practices to ensure their child development.**

#### **Parents' Contribution on their children development and how they are involved in their children's daily routine:**

In-depth interviews were conducted to explore the parent's contribution to their children's development. Most of the parents think that spending time with children

and providing mental support is important for child development. They informed that they usually spend time with children by playing different types of games, i.e., hide and seek, driving car, cricket, football, carom, and ludo, etc.

One of the mothers claimed that playing the game and telling a story is helpful for child's development. She helps her child to learn new words. She also informed that child safety is very much important to the child, and in this regard, she tries to mention children's safety in using internet. She tries to keep her child in active mode and help her to grow freely. She thinks that ensuring child safety and freedom is helpful in child development.

One of the mothers informed that child safety is very much important to her and in this regard she tries to ensure children safety net. She also claimed that she tries to keep her child in active mode and helps her child to grow up freely. She thinks that ensuring child safety and freedom is helpful in child development.

*“I allow him to do whatever he wants or whatever he likes because that would help him to develop. But I ensure his safety above all else. And I don't bother with her food as much as he wants to eat, so I just make sure he is active. And on the active mode, I make sure he is not unsafe. So I try to make sure that he grows up like howt he wants” (IDI#2, 19.10.2020).)*

Another mother mentioned that parents should give enough time to their children. She tries but cannot give time always, but she takes her child for a walk on holidays, whenever she gets time she tries to play with her child. In fact, she tries to stay with the child all the time after her working hours.

According to the fathers, they contribute to child development by spending time with proper guidance and playing games with them. They try to ensure children's development even during the selection of toys. One father informed that,

*“When I buy a toy, I keep in mind if that toy would have any uses in child development. Like, I do not let my child to play games on my mobile. I bought him all the toys to play games at home, I play cricket, football with my child at home. I allow him play as much as he wants. Though it is boring sometime for me but I try to give my full effort. I talk on video calls even when I am away from him. I mean, I try to stay in touch. Most of the time, his mother takes care of my child but I try to stay in touch with my child” (IDI#3, 19.10.2020).*

Another father acknowledged that he cannot contribute to his child's development as he wants. He tries to spend time playing and watching TV with his child, he tries to do a lot for his child's mental development after his office hours, but he regrets that he cannot concentrate on his child's nutrition.

### **Children's daily routine:**

According to the parents, most of the children used to wake up early in the morning, but due to the COVID-19 pandemic, the situation impacted children's daily routine. From dawn to dusk, they mentioned that their children spend their days by playing, eating, drinking, watching cartoons, and sleeping. They also noted that a large portion of time in a day, they spend by playing, and during the COVID-19 pandemic situation, screen time has been increased drastically.

One father mentioned that he keeps a teacher for his child's learning from his very early age, while some parents said that they teach their children by themselves for a

certain period in a day. One mother informed that her younger child follows his elder brother. He follows whatever his brother does.

It was also found from the in-depth interviews that most of the parents shared that their children like to watch cartoons regularly. One of the fathers claimed that his daughter spends 70% time of the day watching the cartoon. Even when she is playing, she watches cartoon simultaneously.

**Parents' contribution in their children's play and providing learning material:**

Most of the parents mentioned that they help the children to select their toys. They provide selected toys or learning materials to their children, which is age-appropriate and helpful for their development. One of the mothers informed that she provided toys that the child can easily hold and understand. She also provides painting materials to her children instead of reading materials since her child cannot read at this certain age. Another mother shared that she tries to provide that type of toy or learning material, which is useful for her child's development. She buys books, colored pencils for her child.

In group discussions, one mother shared that she tried to participate with her children in role-play games. She plays as teachers, and her children play as students.

Sometimes they play as mothers and child.

Another mother also shared that she and her daughter also play the role-playing game as mother and child. She also mentioned that she plays the sorting game with her child, such as separating some specific color toys from her toy basket. From the IDI and group discussion it has been found that most of the fathers play with their child with ball, car or blocks. They play football, cricket, carom, ludo with their children.

One of the fathers provides carom, fishing toys, and a bicycle to his child. He mentioned about his child,

*“He plays carom, he plays ludo, he has some puzzle games to develop his intelligence, he also plays with building blocks, he likes to draw pictures, I bought him coloured pencils and many picture books. I also try to draw different pictures by watching YouTube; it is a game for him; when he doesn't like to read, he asks me to draw pictures. He is happy to draw pictures, he also has a bicycle at home, we play cricket, ludo, carom and the games of fighting, that is, if I touch him a little, he fall down, then he role plays of army, he hides at home with a pistol, and much more game we play together”* (GD#2, 18.10.2020).

Few fathers informed that to avoid the child's addiction to the gadget they should stay away from the gadget themselves. One father shared that he tries to keep the child away from virtual games and play practical games with the child. One father mentioned that he interacts and plays in the water with his child during shower time. Another father responded about his child,

*“He became addicted to playing games on my mobile. I played cricket, football with him to keep him away from mobile. Later he did not take mobile anymore. Another interesting thing is that he can do different types of exercises. He does it whenever I tell him to do it; he usually does it in the morning and in the evening”* (GD#2, 18.10.2020).

The study also revealed that the mother having two children think that it is a blessing, because both the child plays together. She doesn't need to play too much with the child.

**Parents' contribution to ensure nutrition of their children:**

All the parents are very conscious of ensuring nutrition of their children. The mothers include protein, fruits, vegetables, and carbohydrates in their child's daily food list.

One mother responded,

*“I actually try to avoid sweet food for my children. I try to balance protein and vitamins as well. Many times children do not want to take vitamins. So I try to give fruits or vegetables. I make vegetable soup. I try to keep the amount of carbohydrates high during the day and give protein in the evening or at night. If the stomach is heavy at night, it is difficult to sleep, my child play during the day, and for that, they need much energy during the day. So I give carbohydrates during the day”*  
(IDI#2, 19.10.2020).

One of the fathers shared that he is worried about his child's nutrition. He can't ensure nutrition because his child does not want to eat milk, eggs, or bananas. His child only eats rice, pulses, and fish and does not want to eat anything else. That's why he is worried about the child's nutrition.

On the other hand, in group discussions, it has been found that fathers are not much involved but they contribute in a different way to ensure child's nutrition. All the fathers informed that the mothers' of their children's take care of their children's food. They also shared that they only buy the foods for their children. But their wives mainly take care of it. One father shared,

*“Nutrition is a very important issue. My wife actually takes care of the nutrition issue of our child. I buy fruits, Horlicks and chocklates though*



*chocolates is not good for health. But the menu of food, how to prepare and what to eat, my child's mother takes care of it" (GD#2, 18.10.2020).*

Another father mentioned that, searching in different places, in different groups, on the internet, he has found that nutrition varies in proportion to age; a child needs nutrition very much from the age six months.

One of the mother mentioned, "I try to give nutritious food according to age every day, fruits, milk, vegetables, pulses, at least two types of protein must be in the food list. And of course, I avoid the outside food like junk food, fast food, and try to make snacks at home" (GD#1,14.10.2020).

**Parents' contribution in different domains for their children's holistic development:**

From the IDI and Group Discussion, it has been found that all the parents have an understanding of the different domains of child development. They all are aware of contributing to the development of their children in all aspects of child development.

**Language development:**

Most of the parents reported that they talk much to their children for children's language development, tell stories and recite rhymes. They try to give answer everything the child asks. But one mother responded that when she is busy doing something, she answers after saying it two or three times instead of one time. A few of them mentioned that when the child says something incorrectly, they try to correct immediately.

One mother responded, "In the breastfeeding time, I used to recite Bengali rhymes. It has worked well I think. And I take him out; he gets a chance to interact with others. I tell stories to him. It happens more at bedtime" (IDI#1, 14.10.2020).

Another father shared that he buys storybooks for his child, the child can't actually read, but they enjoy looking at pictures. He read aloud the storybooks to his child.

In group discussions, one mother shared that she talks a lot to her child, and everyone at home used to speak to her child. Another mother responded,

*“I have taught him many rhymes so far to develop his language, and he has memorized twenty-five rhymes. I recite rhymes to him, tell him stories taking close to my chest and want to hear stories from him. Sometimes telling half of a story, then I ask him to tell the rest. He says the rest by himself” (GD#1, 14.10.2020).*

### **Cognitive development:**

All the parents understand children's cognitive development and they contribute in developing their children's cognitive development in different ways. According to most of the parents, their children play with a puzzle, blocks. They help the child to make different shapes with the blocks. But a few of them did not give the puzzle to their children as their children are so young. As one mother shared that she did not give the puzzle because if the child could not solve the puzzle, then inferiority will be created, or he will be less confident. So she prefers blocks instead of puzzles.

Most of the parents shared that they always help their children to do creative things such as drawing and crafting. One father mentioned that he buys intelligence development games, such as fishing games, Ruby cube matching, or building blocks for his child. He also mentioned that he buys small storybooks for his child, and he or his wife read aloud the storybooks to their child. As the child cannot read those books.

One mother responded- “When I read different books to him, I look at the pictures and tell him what it is, or tell him to draw a picture, he draws home. I don't give

puzzles, but I play riddle with my child. He makes paper boats, paper flowers” (GD#1, 14.102020).

Another mother replied that telling stories, making different things with blocks, making paper boats, and paper flowers are the tasks of development of intelligence done by his husband rather than her. Whereas two fathers shared that their wives basically help the child draw, as one father said that he cannot draw, another father cannot get much time to help the child to draw.

### **Independence and self-regulation skills development:**

All the parents try to make their children independent and self-regulated. According to most of the parents, they teach their children to brush their teeth by themselves and help their children to eat with their own hands. Few of them mentioned that they teach their children to be self-reliant by giving instructions to arrange their books, clothes, toys, and to keep the toys in the right place.

One mother shared that she has taught his child to be self-reliant such as taking bath by themselves, playing independently, or eating independently. She introduces these gradually. Now her child has learned all these. One father mentioned that he and his wife try to make his child self-reliant because when the child will go out for higher education or go to university when the he grows up. Then they will not stay with their child, so they want him to learn to do his own work by himself as soon as possible.

Parents apply different methods for their childrento be self-regulated. one father stated, “I give him a target like if you finish this reading, I will let you watch cartoons, he doesn't really want to do it automatically, so I blackmail him, sometimes he says, I will watch cartoons 5 minutes more, I allow him” (IDI)#3, 19.10.2020).

One father shared that his child is very much addicted to cartoons; it is tough to divert her mind from cartoons. But he tries to divert towards play. Another father responded that he tries to divert his child's mind by giving some chocolate or something else when the child looks at the mobile during the meal.

Most of the parents try to fix the routine, such as the child's sleeping time, eating or playing time, and screen time, when the child will take a bath. One mother mentioned, "When we actually follow the routine, it becomes easier for the children to understand the routine" (IDI#2, 19.10.2020).

It was found from the group discussions that some parents try to teach their children to do their daily work. They ask their children to help their parent's day-to-day work. They guide their children to take a part in daily work such as watering the roof top garden, bring a glass of water, fixing the pillow while sleeps and sometimes teach them to use the washroom.

As one mother having two boys, responded, "They make it their daily routine that they water the trees in my balcony, on the roof top, and since I don't have a daughter, I teach them to follow some of my instructions such as, give me a glass of water and sometimes ask them to bring a broom. I teach these" (GD#1, 14.10.2020).

One mother responded that she teaches the child to wear his own clothes; she also arranges everything on the plate for her child and asks the child to eat by his own hands. Another mother shared that she gives dry food on her child's hands and the child can eat by himself. Most of the parents appreciated and rewarded the child when they follow their commands. One parent mentioned that he gives his child chocolate, whereas another gives a hug to his child.

### **Social interaction skills development:**

According to most of the parents, they are aware of developing their children's social interaction skills. To develop the skills, most of them mentioned that they allow the child to interact with everyone. They allow the child to play with other children of his age. One mother mentioned that she tries to help the child interact with other people; sometimes, she takes the child outside at different indoor playgrounds. One father replied that he introduces his child to all his relatives and tries to understand all the relationships, like the relationship between him and his cousins. Sometimes he gives instruction before going to others' houses that they should not make mischief there.

All the parents try to help the child to develop respect and feelings for others. Most of them mentioned that they teach their child to share, respect, and love for other people.

As one father shared,

*“I tell him not to fight when he goes to play with his cousins. I always teach him to share food. For example, I brought chocolates that day, he immediately shared those and gave 5 chocolates to his cousin, and 5 to another one and then kept the rest of the chocolates for himself, so I taught him these things, he often fights with toys when he goes to someone's house, he wants to take the same toy that other children are taking. Then I say that it is his toy. You have toys at home, share and play now” (IDI#3, 19.10.2020).*

### **Differences of practice between mother and father**

Moreover, this study also found that the practices differ between fathers and mothers. It has been found that mothers are more involved in fulfilling children's needs. Most of the mothers take care of their children's daily needs rather than fathers though the mothers are also working parents like fathers.

A major difference has been found in fathers' and mothers' practices on children's food and nutrition. All the fathers shared that their wives take care of their children's food, nutrition. They do not know it very well. They only buy the food that their wives ask them to buy. They buy chocolate, Horlicks, fruits, vegetables, and other items as well. But what could be the menu, how the food could be prepared, and when they have to feed their children, everything is taken care of by their wives.

It was found that one father mentioned that as he is a banker, he does not get adequate time to spend with his child. But at the weekend, he spends most of his time with the child, plays with the child. He tried to say that he mostly contribute to the mental development of his child. The study also revealed that fathers take their children's out for a walk or to roam around more than mothers.

All parents love to play with their children. It was found that most of the mothers play with kitchen things, blocks with their child, whereas fathers play mostly cricket, football, badminton, carom with their children.

Both fathers and mothers contribute to children's cognitive development. But one mother mentioned that all the tasks related to child's cognitive development include making a paper boat, drawing, or crafting done by his husband. It was also found that mothers are very conscious about children's learning. Basically, mothers teach their children and regime them. Whereas fathers only care their children but do not involve much in their children's learning.

## **Discussion**

The research attempted to explore the parents' perception about parenting knowledge on child development in early years. Data were collected through two different methods, such as in-depth interview and group discussion. Data were analyzed based

on the findings that had been collected on the basis of the research objective and question.

The demographic profile of the study indicates that all the parents were well educated, and most were young. This study implies that most of the parents have the understandings on child development in early years, but their practice activities vary related to child development.

**Theme#1: Parents understanding on child development in early years.**

According to WHO & UNICEF (2012), early childhood is defined as a time that spans the prenatal period to eight years of age. It is the most intensive period of brain development throughout the lifespan. It was found that the parents of this study shared their thought about early childhood period in different ways, which varied from one another but not much varied from the early childhood concept. Only one participant who is a Master's student of Early Childhood Development defined early childhood as zero to eight years of a child's life whereas other parents mentioned the period is from zero to up to age five or it lasts till adolescence. It implies that training or education on early childhood development has a great impact on understanding of early childhood period and child development.

Physical, motor, Spiritual, Social, emotional, cognitive, and language development are important for child development. These areas of development are interrelated and affect each other. Every aspect of development needs to be considered for the child's holistic development (Tadesse, 2016). According to the findings of this study, it can be said that most of the parents mentioned the child development is the physical and mental development of a child that occurs after the birth of a child. Very few of them mentioned differently, which includes whether a child responds or not, whether the

child is active or not, whether the child's growth is going well or not is related to child development. The other domains that came while defining child development are spiritual, aesthetic, moral, human and social. So it can be said that most of parents have knowledge on child development and have a clear understanding whereas a very few parents have lack of knowledge on child development.

The study found that all the parents acknowledged that the early years is important for a child's development as a child develops physically and mentally more during this period. The early childhood period is the foundation for later success in their lives because this is when children's brains develop rapidly and create opportunities for learning and development. A child can have a healthy and quality life when they grow up in a caring and supportive environment that meets their essential needs, including nutrition, health and safety, and psychological, social, spiritual, and intellectual needs. Parents also shared that children have more adaptability in the early years.

Research also stated that the learning of the first five to eight years of a child's life known as the early childhood period. These years are globally acknowledged to be the most critical and significant for life-long development since the speed of development in these years is incredibly high. These years are crucial and essential to maintaining an environment that creates a strong foundation for every child and therapy (Kaul & Sankar, 2009).

Children's growth and development are based on several factors such as family status, environment, poverty, nutritional status, and cultural background. Family is the most crucial factor for child development (Tadesse, 2016). According to all parents in this study, child development depends on the various factors. They shared that the family, environment, parenting, how parents give time to their children; these are the essential



factors for a child's development. Fathers emphasized giving adequate time is also important for child development. Therefore the participants' views about important factors for child development revolve around family and environment.

Parents shared that the persons who play a vital role in child development are mostly parents, and then the other member of the family. According to this study, parents emphasized the key role of parents, especially mothers' role. Changa & Yehb (2015) claimed that during children's development, their primary caregiver is usually their mother.

The findings of this study state that parents are aware of parents' role in child development. They mentioned some specific areas such as a positive attitude towards the child, spending quality time with children, and child's nutritional status should be taken care of by their parents. The influential role of parents in children's development has been acknowledged in many previous studies. September, et al., (2015) stated that parents have an intrinsic goal of raising their child to be cognitively, emotionally and socially competent.

Parents of this study are seems to be aware of their children's physical development and mental development. It was found that the parents always try to take care of their children, whether the child is growing properly or not, whether he is playing properly or not, whether his development occurs properly with time or not. Mothers also emphasized on managing time and give quality time to their children because they understand that child needs time for his mental development. Fathers acknowledged that they should give time after office hours or when they are away from their children they should be in touch with their children.

## **Theme#2: Parents' understanding about parents' knowledge on child development.**

Parents acknowledged that it is important for all parents to have knowledge on child development even from the time when a child is in the mother's womb. According to the parents of this study, parents should have knowledge about child development to ensure children's proper development, parents need to understand the child's psychology, what the child wants, what he needs. From the fathers' point of view, it will be easier to guide the child and giving him the right environment for his mental growth if parents understand child psychology. They show concern on how to get more accurate information on child development for the better development of their children. Bartlett et al., (2017) reviewed that research strongly suggests that first-time parents want to know more about child development and parenting, but it is challenging for them to access accurate and trustworthy information.

No parenting is perfect; but some important aspects must be known to each parent for their children's development. Understanding parenting strategies and child development help parents understand what children need during each developmental phase. It was also found that parents mentioned that parents should know about children's behavior, social orientation and peer interaction.

The study found that mothers should know about all the child-rearing knowledge before conception; a pregnant woman and other family members need to know that she needs a regular checkup from the day she conceives. The mothers having the second child have more knowledge and experience than the first time mothers. Experience can also enhance parents' knowledge and practice.

Other important areas that were found out in respect to parents understanding of parents' knowledge on child development are nutrition and language development. Parents should aware of the child's language development; how much a child talks at which age. Mothers also emphasized on fathers' involvement and shared that fathers should be more supportive.

### **Theme#3: Parents' practices to ensure their children's development.**

Regarding the parent's contribution to their children's development, they think that spending time with children and providing mental support is important for their children's development. A Very few of them shared that the COVID-19 pandemic is a blessing for them. Because during this period, they maintain their office work from home and get the opportunity to spend more time with their children.

Play is critical for development because it contributes to a cognitive, physical, social and emotional well-being of children. Play also offers a great chance for parents to engage fully with their children (Ginsburg, 2007).

In the study it was found out that parents usually spend time with children by playing different types of games. According to some of the parents playing games and telling stories help a child to develop, some of them emphasized on child safety and freedom in play as these are very much important during the play. Parents could recognize that play could have powerful effects on children.

Toy selection is also an important factor in child development because what is a child playing with has an important role in a child's brain and physical development. Since the parents' in this study are working parents, they cannot manage enough time to spend with their children due to their work. They regret but they try to spend time besides their office hours especially in holidays. It was also found that fathers try to spend time playing and watching TV with their children and try to do a lot for their

mental development after office hours. From this study it can be said that playing games and watching cartoons are the everyday activities that parents engaged with their child. To ensure children's learning, a very few parents take help from teachers privately appointed from a very early age.

Role-play or make-believe is a very common approach for children to involve in play activities. Role playing gives them a possibility to act and imitate the situations they face every day and in that way understand them better (Gnjatovic, 2015). It was also observed that for play mothers usually play with kitchen utensils, blocks or they role play with their children whereas fathers play football, cricket, carom, Ludo, and with bicycles with their children.

The study also reveals that the mother thinks that having two children is a blessing as both the children can play together. Parental nutrition knowledge and attitudes play a fundamental role in their children's food knowledge (Romanos-Nanclares, et al., 2018).

The study found that parents' have proper nutritional knowledge. They are very conscious of ensuring the nutrition of their children. Some mothers include protein, fruits, vegetables, and carbohydrates in her child's daily food list whereas some of the mothers cannot.

Research found that the mothers who have higher level nutritional knowledge feed their children more with vegetable, fruit, legumes, less sugary drinks and fast foods than the mothers who have lower level of nutritional knowledge. Mother's nutritional knowledge has positively effect on their children's eating habits (Hurley, et al., 2016). In this study, fathers are comparatively less involved in ensuring nutrition than mothers and their role is just to buy food for their children.

In this study for language development of children, parents usually try to talk more with their children. They tell stories, and recite rhymes to their children. Parents know that responding every question of their children is essential for children's language development. But they cannot respond immediately to the child's question when they keep busy with their work.

When children play with their parents, blocks, LEGO toys, jigsaw puzzle help and inspire children to explore and to learn (Changa & Yehb, 2015). Parents in this study contribute to their children's cognitive development through creative things such as drawing and crafting, providing games that enhance intelligent level such as fishing games, puzzles and building blocks. Parents in this study try to make their children independent. Parents' teach their children to brush by themselves, eat with their own hands. Few parents try to make them self reliant by giving instructions on doing their task, by arranging clothes, toys and ask to keep the toys in the right place.

Parents try to fix children's routine such as playing time, sleeping time, eating time, screen time to develop their self-regulation skills. Self-regulation plays a significant role in wellbeing, and the first five years of existence are crucial for the building of lifelong skills (Rosanbalm & Murray, 2017).

But COVID-19 pandemic has a significant impact on children's daily routine. Due to the pandemic situation, children have to stay at home and do not get the opportunities to play with other children. A large portion of time in a day, they spend watching cartoon during the pandemic situation. Parents' try to control their children's screen time, but screen time has been increased drastically. One study also found children's screen time has increased by 500% during the pandemic (Mullen, 2020).

Parents' help their children to develop their social skills. For children, playmates are the primary learning factor for identification throughout entire process of play (Changa & Yehb, 2015). Parents allow their children to play with other children of their ages, help the children's interact with other people and help them to understand all the relationships. Due to the COVID-19 pandemic parents do not allow their children to play with other children and do not take children out to maintaining the social distance. Parents in this study try to help their children to develop respect and feelings for others. They teach their children to share and love other people.

However, the present study also shows some significant difference between father's and mother's practices. Research showed that mothers are significantly more engaged in child-rearing activities than fathers (McBride & Mills, 1993). In light of all these findings it has found out that mothers are more involved with children whereas presence of father is less though both the groups of working parents.

Fathers also admitted that mothers playing the main role. But interestingly there have been some activities which fathers are in advance position than mothers e.g. taking children out for a walk. It is to be mentioned that both the parents agreed that both parents should have knowledge on child development and involved in practices to ensure child development.

## **Conclusion**

Parental understanding of child development is a significant aspect that may affect how parents perceive their children's behavior. Children whose parents have more accurate knowledge about developmental milestones display better cognitive and behavioral outcomes. Parental knowledge helps shape parents' practices toward their children (Vale-Dias & Nobre-Lima, 2018).

Parents need to know about child development as the early years of a child are very important as most brain development occurs during this stage. Therefore understanding parent's perceptions on the importance of child development is important.

In this particular study, parents are well-educated, and most of them were found to have knowledge about child development. It is also found that very few parents' knowledge of child development needs to enhance. It has also found out from the study that parents might know about child development, but they cannot practice those in reality.

Parents emphasized that it is important for every parent to have knowledge about child development. They brought various important elements that are associated with child development. They mentioned different factors which are associated with child development e.g. nutrition, pretend play, playing with children with toys, giving time to children, involve in language development by talking to children, be responsive and reciting rhymes or telling stories.

They give such toys or engage their children in activities e.g. puzzle art and craft for the cognitive development of their children. The parents also expressed how they are involved in developing independence, social skills, and child behavior. Parents especially fathers gave emphasis on having knowledge on child psychology.

Parents understand that they should give quality time and they try spending time with their children to help for the development of their children. Parents also have a clear understanding of the age-appropriate toys that should be considered in selecting child's toys. They know that the gadget is harmful to their children, some of the

parents mentioned that they try to keep away gadgets out of the reach of their children.

It is found that the COVID-19 pandemic has a role in parents' practices in their children's development. According to the study, few parents practiced a higher level in terms of child development. On the other hand, a very few parents regret that they cannot contribute to their children's development as they want.

But there has been a contrast scenario of the above where COVID-19 has an impact on children's daily routine, which eventually affects their development. During the pandemic, there have been many issues rising e.g. children's screen time has been increased drastically. According to the findings, due to the pandemic, there have been a lot of changes in parents' practices, though they have knowledge of child development.

During this pandemic, parents do not allow their children to play outside with other children of his age, they cannot take their children out because of maintaining social distance, but they know these are important to develop children's social and interaction skills. Despite of the disadvantages of COVID-19, some parents thought it is a blessing because parents get the opportunity to spend more time with their children.

There have been differences in child rearing practices between mothers and fathers. Mothers are more engaged than fathers. Mothers mentioned about fathers to be more supportive. A few fathers shared they try to keep in touch with their children even they are not there with their children due to they stay out of their homes for work purpose. But it has found out that fathers are ahead in playing one role than the



mothers – it is that they take lead in taking their children out for a walk or for other reasons.

It has also found out that parents have knowledge but that needs reinforcement therefore if the parents get an opportunity to disseminate knowledge among them, it will help them to reinforce their knowledge about child development. If this initiative would be taken at the micro-levels, such as if a seminar or discussion meeting is to be organized in a school with the parents, it will help them.

Parents' perspectives in difficult situation came as an important element of the study despite COVID-19 is not the core of the topic. This research might have done on a common topic but as this has done in a very unusual situation during pandemic this could bring experiences that parents have been experiencing during covid-19 and how that has been impacting on their practices. .

As COVID-19 is a recent issue, people's lives have been profoundly impacted. The government should come up with a comprehensive plan for resolving such a circumstance in the future. Parental practice regarding child development should take precedence in challenging circumstances.

## **Recommendations**

Evidence from the study suggested a few recommendations. Such as,

- ❖ More studies can be done with a large number of populations on parents' perceptions about parenting knowledge on child development in Bangladesh context to get representative evidence-based examples to the larger population.
- ❖ Further study can be done on how fathers can be more involved in child development practices since fathers mentioned that mothers involved more

rather than fathers in their children's development and mothers also mentioned fathers need to be more supportive.

- ❖ If this pandemic lasts or if this kind of pandemic will happen in the future, further research can be done to know how parents would contribute to their children's development during this kind of pandemic, since this research shows that some parents are able to give more time to their children's during the COVID-19 pandemic and few parents cannot; therefore, everyone thinks that they can contribute if they know how to contribute in the development of their children.
- ❖ There are programs that state ECD knowledge at the community level. More programs can be taken to promote the importance of ECD and encourage parents to practice more activities that enhance their children's development, especially in difficult situations.
- ❖ Social or print and other media can play a big role in promoting the knowledge on child development.
- ❖ The problem needs to be addressed at the policy level to set a national guideline that will emphasize enhancing parents' knowledge of child development through parenting classes, workshops, training, and home visit service.

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## **Appendix A.**

### **Participants Demographic Information:**

#### **IDI:**

<b>Participant SL</b>	<b>Age</b>	<b>Academic Qualification</b>	<b>Profession</b>	<b>Children</b>	<b>Sex</b>
1	33	MSc	Entrepreneur	1 girl (3 years 2 months)	Female
2	30	MSc	Teacher	1 boy (4 years)	Female
3	32	MSc	Banker	1 girl (3 years 3 months)	Male
4	32	MSc	Teacher	1 boy (4 years 7 months)	Male

#### **Group Discussion:**

<b>Participant SL</b>	<b>Age</b>	<b>Academic Qualification</b>	<b>Profession</b>	<b>Children</b>	<b>Sex</b>
1	32	MSc	Teacher	1boy (3 years 7 month)	Female
2	30	MSc	Teacher	1boy (4 years)	Female
3	38	MSc	Teacher	2 boys(7 years 3 months, 4 years 5 months)	Female
4	32	MSc	Teacher	1 boy( 4 years 7 months)	Male
5	32	MSc	Teacher	1boy(4 years 11 month) 1 girl( 2 months)	Male
6	32	MSc	Teacher	1boy(3 years 7months)	Male

## **Appendix B**

### **Questionnaire:**

#### **IDI:**

#### **Theme#1: Parents understanding of parenting knowledge on child development in early years.**

1. What is early childhood meant to you?
2. What is child development meant to you?
3. Do you think early years are important for child development? If yes, why?
4. What are the most important factors that shape how a child develops?
5. Who are the most important people who shape a child's development?
6. Do you think it is important for parents to have knowledge on child development? If yes, why?
7. In your opinion what kind of knowledge parents should have for upbringing their children to ensure their development?
8. Do you ever feel that you need more knowledge about raising a child? If yes, how can that help you in your child's better development?
9. What could be a parent's role in child development?

#### **Theme#2: Parents' practices to ensure their child development.**

10. How do you think you are contributing to the development of your child?
11. How do you spend time with your child?
12. How does she/he spend time all day? What is his daily routine?
13. What kind of play the child plays? Do you play with your child/encourage your child to play?
14. What kind of learning materials (e.g. puzzle, toys) do you provide to your child?
15. How do you think you are ensuring nutrition for your child?
16. What do you do with your child for her/his language development?
17. What do you do with your child for his cognitive development?
18. How do you teach your child to be self-regulated? Do you provide him any instructions?
19. How do you help him to develop his independence and social skills?

20. How do you help them to develop respect or feelings for others?
21. Do you think you can provide enough time that is helpful for his/her development? If not, how do you spend more time with your child that would be helpful for his/her development?

**Group Discussion:**

1. What is child development meant to you?
2. Do you think early years are important for child development? If yes, why?
3. Do you think it is important for parents to have knowledge on child development? If yes, please explain.
4. In your opinion what kind of knowledge parents should have for upbringing their children to ensure their development?
5. Do you ever feel that you need more knowledge about raising a child? If yes, how can that help you in your child's better development?
6. What could be a parent's role in child development?
7. How does she/he spend time all day? What is his daily routine?
8. What type of play the child plays? Do you play with your child/encourage your child to play?
9. How do you think you are ensuring nutrition for your child?
10. What do you do with your child for her/his language development?
11. What do you do with your child for his cognitive development?
12. How do you teach your child to be self-regulated? Do you provide him any instruction?
13. How do you help him to develop his independence and social skills?
14. How do you help her/him to develop respect or feelings for others?
15. Do you think you can provide enough time that is helpful for his/her development? If not, how do you spend more time with your child that would be helpful for his/her development?

## Appendix: C.

### Bangla Questionnaire:

#### IDI:

#### Theme#1: Parents understanding of parenting knowledge on child development in early years.

- ১। শৈশবকাল বলতে আপনি কী বুঝেন?
- ২। শিশুর বিকাশ বলতে আপনি কী বুঝেন?
- ৩। আপনি কি মনে করেন শিশুর বিকাশের জন্য প্রাথমিক বছরগুলো গুরুত্বপূর্ণ? করলে কেন মনে করেন?
- ৪। শিশু বিকাশের জন্য গুরুত্বপূর্ণ ফ্যাক্টর গুলো কী?
- ৫। সন্তানের বিকাশের জন্য সবচেয়ে গুরুত্বপূর্ণ ভূমিকা কে রাখে?
- ৬। আপনার কি মনে করেন বাবা-মায়ের শিশু বিকাশ সম্পর্কে জ্ঞান থাকা জরুরী? করলে কেন করেন?
- ৭। আপনার মতে সন্তানদের লালন-পালনের জন্য বাবা-মায়ের কী ধরনের জ্ঞান থাকা উচিত?
- ৮। আপনার কি কখনো মনে হয়েছে যে সন্তান লালনপালনের বিষয়ে আপনার আরও জ্ঞান থাকলে ভাল হত? যদি হ্যাঁ হয়, তবে এটি কীভাবে আপনার সন্তানের উন্নত বিকাশে সহায়তা করতে পারে?
- ৯। শিশু বিকাশে বাবা-মায়ের ভূমিকা কী হতে পারে?

#### Theme#2: Parents' practices to ensure their child development.

- ১০। আপনি কীভাবে আপনার সন্তানের বিকাশে অবদান রাখছেন বলে মনে করেন?
- ১১। আপনি কীভাবে আপনার সন্তানের সাথে সময় কাটান?
- ১২। সে সারাদিন সময় কাটায় কীভাবে? তার সারাদিনের রুটিন কী?
- ১৩। আপনার শিশু কী ধরনের খেলা খেলে? আপনি কি আপনার সন্তানের সাথে খেলেন / আপনার সন্তানকে খেলতে উত্সাহিত করেন??
- ১৪। আপনি আপনার সন্তানকে কী ধরনের লার্নিং ম্যাটেরিয়ালস প্রদান করেন?
- ১৫। আপনি কীভাবে আপনার সন্তানের পুষ্টি নিশ্চিত করছেন বলে মনে করেন?
- ১৬। আপনি আপনার সন্তানের ভাষার বিকাশের জন্য কী করেন?
- ১৭। আপনার সন্তানের বুদ্ধিবৃত্তির বিকাশের জন্য আপনি কী করেন?
- ১৮। আপনি কীভাবে আপনার বাচ্চাকে স্ব-নিয়ন্ত্রিত হতে শেখাচ্ছেন? আপনি কি তাকে কোন নির্দেশনা প্রদান করেন?



১৯। আপনি কীভাবে আপনার সন্তানকে তার আত্মনির্ভর হওয়ার এবং সামাজিক দক্ষতা বিকাশ করতে সহায়তা করেন?

২০। আপনি কীভাবে আপনার সন্তানের ভিতর অন্যকে শ্রদ্ধা করা বা অন্যের অনুভূতি বোঝার মনোভাব তৈরীতে সহায়তা করেন?

২১। আপনি কি মনে করেন যে আপনি আপনার সন্তানকে পর্যাপ্ত সময় দিতে পারেন, যা তার বিকাশের জন্য সহায়ক? যদি তা না হয় তবে কীভাবে আপনি আপনার সন্তানের সাথে আরও বেশি সময় কাটাতে চান যা তার বিকাশের জন্য সহায়ক?

### **Group Discussion:**

১। শিশুর বিকাশ বলতে আপনি কী বুঝেন?

২। আপনি কি মনে করেন শিশুর বিকাশের জন্য প্রাথমিক বছরগুলো গুরুত্বপূর্ণ? করলে কেন মনে করেন?

৩। আপনি কি মনে করেন শিশু বিকাশ সম্পর্কে বাবা-মায়ের জ্ঞান থাকা জরুরী? করলে কেন করেন?

৪। আপনার মতে সন্তানদের লালন-পালনের জন্য বাবা-মায়ের কী ধরনের জ্ঞান থাকা উচিত?

৫। আপনার কি কখনো মনে হয়েছে যে সন্তান লালনপালনের বিষয়ে আপনার আরও জ্ঞান থাকলে ভাল হত? যদি হ্যাঁ হয়, তবে এটি কীভাবে আপনার সন্তানের উন্নত বিকাশে সহায়তা করতে পারে?

৬। শিশু বিকাশে বাবা-মায়ের ভূমিকা কী হতে পারে?

৭। সে সারাদিন কীভাবে সময় কাটায়? তার সারাদিনের রুটিন কী?

৮। আপনার শিশু কী ধরনের খেলা খেলে? আপনি কি আপনার সন্তানের সাথে খেলেন / আপনার সন্তানকে খেলতে উত্সাহিত করেন?

৯। আপনি কীভাবে আপনার সন্তানের পুষ্টি নিশ্চিত করছেন বলে মনে করেন?

১০। আপনি আপনার সন্তানের ভাষার বিকাশের জন্য কী করেন?

১১। আপনার সন্তানের বুদ্ধিবৃত্তির বিকাশের জন্য আপনি কী করেন?

১২। আপনি কীভাবে আপনার বাচ্চাকে স্ব-নিয়ন্ত্রিত হতে শেখাচ্ছেন? আপনি কি তাকে কোন নির্দেশনা প্রদান করেন?

১৩। আপনি কীভাবে আপনার সন্তানকে তার আত্মনির্ভর হওয়ার এবং সামাজিক দক্ষতা বিকাশ করতে সহায়তা করেন?

১৪। আপনি কীভাবে আপনার সন্তানের ভিতর অন্যকে শ্রদ্ধা করা বা অন্যের অনুভূতি বোঝার মনোভাব তৈরীতে সহায়তা করেন?

১৫। আপনি কি মনে করেন যে আপনি আপনার সন্তানকে পর্যাপ্ত সময় দিতে পারেন, যা তার বিকাশের জন্য সহায়ক? যদি তা না হয় তবে কীভাবে আপনি আপনার সন্তানের সাথে আরও বেশি সময় কাটাতে চান যা তার বিকাশের জন্য সহায়ক?

## **Appendix D**

### **Voluntary Consent Form for Parents**

BRAC Institute of Educational Development, BRAC UNIVERSITY

**Title of the Research Protocol:** Parents' Perception about Parenting Knowledge on Child Development in Early years.

**Principal Investigator:** Most. Monira Khatun

#### **Introduction:**

Parenting quality has an inordinate effect on all domains of development including cognitive, brain, social, emotional, physical and linguistic development and provides the basis for future connections (Perez, 2017). Therefore, child rearing and child development knowledge is important to parenting and children's well-being (Bornstein, 2010).

#### **Purpose of the research:**

I am from the BRAC Institute of Educational Development- BRAC UNIVERSITY conducting a research to explore parents' perception about parenting knowledge on child development in early years.

#### **Why selected:**

I have selected the parents (father and mother) as they are the primary caregiver.

#### **Expectation from the respondent:**

If you agree to participate you will be expected to share your knowledge and practices about parenting Knowledge on Child Development in Early years. The respondents may give electronic signature or they can send consent in an email.

#### **Risks and benefits:**

There is no risk for you to participate in this study. Moreover, the child directly or indirectly may be benefited in future if the findings are taken into account by the policy makers and educators.

**Privacy, anonymity and confidentiality:**

All information collected from you will remain strictly confidential. I would be happy to answer your questions about the study and you are welcome to contact me; (cell # 01731292585), (Email # mony.sirajummunira@gmail.com) or anytime required.

**Future use of information:**

Some of the information collected from this study may be kept for future use however in such cases information and data supplied to other researchers, will not conflict with or violate the maintenance of privacy, anonymity and confidentiality of information identifying participants in any way.

**Right not to participate and withdraw:**

Your participation in the study is voluntary, and you are the sole authority to decide for and against your participation in this study. Refusal to take part in the study will involve no penalty. If you agree to my proposal of enrolling yourself in my study, please indicate that by putting your signature or your left thumb impression at the specified space below.

Thank you very much for your cooperation.

\_\_\_\_\_

Signature of Investigator

Date:

\_\_\_\_\_

Signature of Participant

Date: