Role of Parents in Pre-Primary Education:

An Exploration of Parental Awareness

& Involvement in Bangladesh on Pre-Primary Education.

By

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A thesis submitted to the BRAC Institute of Educational Development in partial
fulfillment of the requirements for the degree of
Master of Education in Educational Leadership & School Improvement

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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/We have acknowledged all main sources of help.

Student's Full Name & Signature:

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Approval

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of Summer, 2022 has been accepted as satisfactory in partial fulfillment of the requirement for the degree of Master of Education in Educational Leadership & School Improvement on [Date-of-Defense].

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Ethics Statement

This study was carried out sincerely following the steps of qualitative research. All participants involved in this study were involved upon their consent and were promised confidentiality. No names or identities of the participants are revealed in this study. The secondary research in this study is from valid sources and all sources have been done justice through the appropriate citation of their work. No one was harmed in any way in the course of this research.

Abstract

This paper informs the degree of parental awareness of pre-primary education by analyzing the parental awareness and viewpoint regarding pre-primary education along with understanding the factors that influence their awareness and perception.

This was a qualitative study which used two methods of data collection- focus group discussions and in-depth interviews. The focus groups were done with parents of ECE children. These parents were categorized into two groups based on their income level where one group was from a humble and wealthy background to gain an understanding of their perspective and knowledge regarding preschool education. The study revealed relevant stakeholder viewpoints, expectations and hiccups regarding the existing pre-primary education system of the country. Such revelations hold the potential to contribute to bringing a key change in improving the quality and accessibility of education being provided. The findings suggest significant heterogeneity between private and public pre-primary centers concerning facilities and resources. The numbers in awareness and understanding also indicate a gap due to financial status and accessibilities.

Key Words: Pre-Primary Education, Parents, Awareness, Accessibility, Financial Status

Dedication

I dedicate this study:

To my parents, Barkat Ali Habib and Rozmin Barkat, who have sponsored my entire education and raised me to become capable of reaching this level.

To my sister, Bilkish, for being my constant inspiration in diligently delivering all that is taken upon.

To the Aga Khan Foundation, which has led me through to the door of education and shown me the opportunities that exist to better myself and contribute to the world around me.

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List of Acronyms

BRAC IED- BRAC Institute of Educational Development

ECD- Early Childhood Care and Development

ECE- Early Childhood Education

FGD- Focus Group Discussion

GoB- Government of Bangladesh

IDI- In-depth Interview

IQ- Intelligence Quotient

MoPME- Ministry of Primary and Mass Education

PEDP- Primary Education Development Program

PPE- Pre-Primary Education

SDGs- Sustainable Development Goals

UN- United Nation

UNDP- United Nations Development Programme

UNESCO- United Nations Educational, Scientific and Cultural Organization

UNICEF- United Nations International Children's Emergency Fund

Chapter 1

Introduction and Background

1.1 Introduction

It is the parents to be aware of their actions, body language and linguistic tonality with and around the child, especially in the early years of childhood. The duration of early childhood is denoted from birth 8 years of age, which is considered key in an individual's cognitive, emotional and physical development (Aktar, 2013). Education for the child during this period is defined by experience, actions and attitude as opposed to formal bookish learning. This type of education requires a conscious effort in creating an environment at home that allows the child to grow, and explore. Modern education has labelled it as Early Childhood Education (ECE) and is researching ways of ensuring the delivery of quality ECE. According to UNICEF, quality early childhood education creates a positive learning sequence, while lack of access to preschool education increases achievement gaps and limits opportunities (UNICEF, 2019). Access to this quality education at an early stage gravely depends on the parents. The positive learning sequence highlighted by the UNICEF begins at home when the language used around children is child-friendly when parents are aware of the correct tonality around the child and many other meticulous considerations which add up to creating a positive growth environment. However, research reveals the concerning level of low parental awareness in Bangladesh regarding early care, support and stimulation which could have a serious impact on the formative years of the child leading to delays in their cognitive, language and social development (Sikder, 2018, pp. 569-587). This delay in overall child development could even delay the child's school readiness. While it can be argued that pre-primary centers exist to prepare the child for school readiness, mere enrollment will not guarantee the success of these centers; it again comes upon the parents to actively involve themselves with the child. The pre-primary centers play the role of the catalyst but the foundational work of child development rests with the parents and it is therefore important for parents to be aware of their role in child development. This does not mean that pre-primary centers should be ignored. The pre-primary centers become a key player in combating low parental awareness by integrating their involvement with the child's play at the centers while also learning from other parents in a group setting (Källebo, 2020). As the existing process of early childhood education in

Bangladesh holds limited guidance on parental involvement it is crucial to discover the present-day scenario in pre-primary centers with parental involvement- whether or not they exist at all or whether they require a guided approach.

1.2 Research Topic and Title

Research Topic: The Role of Parents in Pre-Primary Education

There are many different stakeholders in the phase of early childhood in actualizing pre-primary education. Among them, parents play a key role since they are always in contact with the child since birth. A child's sensory, linguistic and emotional experiences are deeply rooted at home with the parents, especially during the pre-primary years. This makes it important for parents to realize and understand their role in the pre-primary stage of the child to enable holistic growth and development of the individual.

Research Title: An Exploration of Parental Awareness & Involvement in Bangladesh on Pre-Primary Education

1.3 Statement of the Problem

Quality pre-primary education has been recognized as an investment for future success (UNICEF, 2019). The significance can be traced back to the sustainable development goal (SDG) 4.2 which targets ensuring access to quality early childhood development, care and pre-primary education as means for preparing children for primary education (UNDP). Bangladesh, in alignment with SDG 4- quality education, has also recognized the significance of pre-primary education. Since independence, the growing awareness of the significance of pre-primary education has led to an increase in the number of early childhood educational institutions in the form of daycare centers and nursery schools (Begum, 2021). The Ministry of Primary and Mass Education had approved a competency-based national pre-primary curriculum in June, 2011 (Aktar, 2013). In the context of Bangladesh, the private and public pre-primary curriculum ceased to be aligned. As Akhtar mentioned in his research that while the government pre-primary is seen to follow the national curriculum, the English medium pre-primary is seen to adopt the international curriculum (Aktar, 2013). A disparity prevails in the resource availability concerning teaching material, playing

facilities- both indoor and outdoor, and teachers' training (Asad, 2008). A key resource in early childhood development is the parent. They take a crucial stand with regards to their children's development and education as a whole, given that they are responsible for the overall children's physical and intellectual development, till the point the children get independent and ready to face the challenges of the society they live in (Ceka, The Role of Parents in the Education of Children, 2016) With the passage of time, Bangladesh is experiencing an increase in the number of working parents. The busy schedule of the parents often pushes the parents into enrolling their child into a pre-primary center. English medium and private centers are a common choice of the parents despite the higher fees to maintain an international standard of education (Begum, 2021). Kularajasingam's (2019) research brings to light that parents choose English medium pre-primary centers over government ones due to reasons including but not limited to the environment, extracurricular opportunities, along with a sense of security over academic achievement (Kularajasingam, 2019). While these reasons emerge from a certain stratum in the society, it is important to identify and understand parent's awareness and viewpoint on the significance of pre-primary education and the importance of parental involvement beyond the enrollment into a pre-primary center as there is limited research available in this regard. Hence this study aims to explore parental awareness in Bangladesh on the significance of pre-primary education and their involvement in their child's early years.

1.4 Research Questions

The aim of this research is to explore parental awareness in Bangladesh on the significance of pre-primary education and their involvement in their child's early years. These aims are further explored through the following research questions:

1. What does Pre-primary education signify to parents?

    a. What do parents understand by pre-primary education?

    b. What type of parenting preparation are parents undertaking?

    c. How have parents come to know regarding pre-primary education?

2. What is the effect of income level a child's pre-primary education with the parental lens?

a. What is the difference in the level of knowledge among income groups regarding pre-primary education?

b. What factors affect the child's pre-primary education due to the parent's income level?

(A comparision of the parental education, schooling, time-management and space affecting pre-primary education).

c. What is the difference in the approach to pre-primary education between the different income groups?

3. How do parents perceive pre-primary Education offered in the country & what are the key factors that led to the formation of this perception?

4. To what extent are parents involved in the pre-primary centers?

a. What is the amount of time parents spend with teachers and their child at pre-primary centres?

b. What role do parents play in the pre-primary education of their child?

1.5. Purpose of the Study

The purpose of this study is to explore parental awareness of pre-primary education in Bangladesh along with understanding their level of involvement in their child's pre-primary education. The study aims to understand the parent's definition to early childhood education and where and when it begins according to them. It further intends to find out regarding the current level of parental involvement in any and every form from the time the child was born till the age of 8; this is the early childhood window and is impacted the most by parental behavior and actions. The research will be done through exploring the parent's awareness and knowledge in the field of pre-primary education along with discovering the various ways in which parents engage themselves with their child in their early years.

1.6. Significance and Justification of Study

Bangladesh is a rapidly developing country; however, it still has its own challenges especially in the field of social services when it comes to creating learning opportunities for young children

with around 18% children below 9 years (Rashid & Akkari, 2020). Despite achieving great progress in primary enrolment rate, early childhood education in Bangladesh is still lagging alarmingly (Rashid & Akkari, 2020). Work has been done by the government from policy levels to the operationalization of initiatives with respect to pre-primary education and early childhood growth. Under the Second Primary Education Development Programme (PEDP II) to be implemented from 2003 to 2009, the government launched its Pre-Primary Education (PPE) initiative through the commencement of "baby classes" for children below six years of age (Ministry of Primary and Mass Education Government of the People's Republic of Bangladesh, 2013). Another initiative in this regard is the Operational Framework for Pre-primary Education (PPE) that has been adopted in Bangladesh in 2008; it stated that, "Pre-primary education is the developmental and educational support provided to the child in the age range of 3 to <6 years...irrespective of the child's physical, mental and social status" (MoPME, 2013, p. 5)) Despite having policies and frameworks in place pre-primary education is still suffering. The struggle can be traced back to the stakeholders involved. Oftentimes education is associated with structure, i.e. schools, centers, teachers, curriculum and books. However, a key stakeholder in a child's primary years is the parent- with whom the child has the first interaction, with whom the child spends most time. Till a certain age the child looks towards parents as a source of inspiration and tries to mimic the parent. Learning for children begins at birth; moreover, they develop and learn at a rapid pace in their early years. The rapid growth acts as a critical foundation for lifelong progress, hence the adults who provide for the care and the education of young children bear a great responsibility for their health, development, and learning (National Academies of Sciences, Engineering, and Medicine, 2015). In these years' parents play the play the role of direct leaders as well as supporters and hence can positively influence to shape the personality through involvement in the education process of their children since birth (Ceka, The Role of Parents in the Education of Children, 2016). "A secure parent–child attachment is widely recognized as foundational for healthy development, and the evolving understanding of the importance of attachment encompasses research in developmental psychology and developmental neuroscience" (National Academies of Sciences, Engineering, and Medicine, 2015). The growth in the primary years requires a joint effort between the parents and the trained professionals in school/pre-primary centers to ensure appropriate learning of the child. While much research has been done on the structured school-based education in pre-primary years, there is a need to study the field of parental awareness and knowledge on

this aspect and research regarding their perception. This study shall open doors for Bangladesh in the field of parental views and awareness regarding pre-primary education and their perceived role in this regard. Findings of this study can direct resources and initiatives towards not only the children but also parents in order to provide the children with holistic development which shall set the child for success in his later years. The results of the research can also help close the loops between the gaps of child growth and development in the early years despite allocating resources in the field of early childhood development and pre-primary education. The parental views can also shed light on the quality of pre-primary education being offered and their expectations from it. This can also help educators design the practical level of parental involvement in pre-primary education.

Chapter 2

Literature Review and Conceptual Framework

2.1 Literature Review

In order to comprehend the intensity and urgency of parental involvement and awareness regarding pre-primary education, a series of literature and research has been explored and reviewed in alignment with the key terms of this research. To reiterate, these key terms consist of Significance of Pre-Primary Education, Parental Awareness, and Parental Involvement in Pre-Primary education in the context of Bangladesh and comparison, to the global standards and practices.

2.1.1 Child Development & Early Learning

Multiple disciplines of learning and development have been explored with respect to child development. For ease of understanding and structuring this discussion, the literature reviewed aligns with two key domains of child development and early learning. These two domains are cognitive development and socio-emotional development.

2.1.1.1 Cognitive Development

Cognitive development in the stage of early childhood encompasses the growth of cognitive abilities with multiple domains including language, memory, spatial domain and the domain of the executive function (Carson & Hunter, 2016). A common belief among experts, neuroscientists, developmental psychologists, and economists is the existence of early sensitive periods in a child's development during which environmental experiences should particularly be taken into consideration (Schady, 2011). Recent studies have presented evidence on the significant impact of family on children's cognitive development (Barreto et al., 2017). This familial influence on the child is explained in Bronfenbrenner's Ecological Systems Theory in which family is considered as an interactive microsystem connected with the social world (ibid). It views child development as a complex web of relationships which is impacted by its surrounding environment, from immediate settings of family and school to broad cultural values, laws, and customs (Guy, 2020). A key variable in the familial microsystem is cognitive and linguistic stimulation (Barreto et al., 2017). Research suggests that the promotion of autonomy in children by parents influences their

cognitive development; those who were allowed more independence at the 15 months resulted in possessing better verbal skills at the age of 2, which accounted for their comparatively better performance one year later in executive tasks (ibid).

2.1.1.2 Socio-emotional Development

Another key aspect of child development and early learning is the development of social and emotional competence (National Academies of Sciences, Engineering, and Medicine, 2015). This aspect is valued over IQ as a predictor of future success (Kirschbaum et al., 2018). Despite this recognition the struggle remains to decode the proper categorization of these areas of development (National Academies of Sciences, Engineering, and Medicine, 2015). The development of socio-emotional competence is not limited to a single setting or program; it involves a coordinated effort across schools, homes and communities; its benefits of strong social and emotional skills spreads over various walks of life in form of supporting academic success and development of emotional, social and cognitive skills (Kirschbaum et al., 2018). One theory that can help conceptualize socio-emotional development during infancy is the attachment theory (Keller, 2018). John Bowlby, an English psychiatrist and psychoanalyst, proposed a model explaining children's attachment development during the early years as a synthesis of psychoanalytic, evolutionary/ethological and systems theoretic knowledge combined with his experiences in clinical practice in post-war England (Keller, 2018). According to Bowlby attachment – to the mother (or a mother substitute) is an innate need of infants as well as the basis for healthy development (Keller, 2018).

2.1.2 Pre-Primary Education - Global & Local Context

In its report on Prioritizing Quality Early Childhood Education UNICEF described a toddler's brain to be an irreplaceable window of opportunity owing to its innate potential which if properly shaped sets up the child for success in life (UNICEF, 2019). Properly acquired primary education and early learning experiences contribute in child development and assist children in school readiness to help them set up for success in school and well beyond (Spier et al., 2020). The benefit of universal pre-primary education extends further to children, families, education systems and society at large (UNICEF, 2019). Education in the primary years holistically prepares the child shaping the child's emotional, intellectual, moral, social, physical and spiritual development (Asad, 2008). Research denotes 0-8 years as the early childhood period during which brain

development is at its peak (Aktar, 2013). Bangladesh has been in the journey of pre-primary education since 1974 when the Qudrat-e-Khuda education commission, the first education commission of Bangladesh, recognized the importance of early childhood education and recommended its introduction in the country (Aktar, 2013). After the approval of the National Education Policy in 2010, the government of Bangladesh made it a goal to introduce a one-year pre-primary through the government primary education system (Ministry of Primary and Mass Education Government of the People's Republic of Bangladesh, 2013, 5). The Ministry of Primary and Mass Education (MOPME) approved the Preprimary Education Operational Framework in 2008 with a vision of ensuring full attendance of all children, 3-5 years of age in preschool programs of some kind and providing access to programs of health, nutrition, social, physical and intellectual development in the long run; the short-term vision of this framework was to introduce one-year pre-primary education for all children of 5 to below 6 ages (Ministry of Primary and Mass Education Government of the People's Republic of Bangladesh, 2013, p.5). Despite this Bangladesh ranks amongst the lowest in Asia for pre-primary enrollment owning to its inadequate quality due to untrained teachers and lack of facilities (Dr. Moniruzzaman, 2019, p.493). Experts recommend the harmonized collaboration of governmental and non-governmental organizations in the field of pre-primary education to improve its quality and focus resources on further research to close the gaps to enable the successful provision of pre-primary education (Sikder, 2018).

2.1.3 Significance of Parental Awareness in Pre-Primary Stage

The probability of a child attending early childhood education in any form is directly linked to the level of maternal education (UNICEF, 2019, p.44). Research states "If a mother has completed secondary education, her children are, on average, nearly five times more likely to attend an early childhood education programme than children whose mothers have primary education or lower" (UNICEF, 2019, p.44). Parental awareness adds meaning and substance to the process of child development; they should be aware of any changes that may occur to their children (Sainain et al., 2020). Parents in general have limited knowledge and awareness regarding early childhood communication and language therapy is limited; this knowledge acquisition takes place as they transition into parents (Sainain et al., 2020). While parental knowledge impacts a child's learning and development, their education level dictates the child's social foundation (Sharif, 2015, p.28). The journey of a child's mental emotional and social development becomes smoother if parents

recognize and execute their roles (Sainain et al., 2020). A study in Bangladesh revealed that while parents shoulder the heavy responsibility of teaching their children at home, most however lack the awareness of enacting proper parenting and pedagogical roles (Sharif, 2015, p.29).

2.1.4 The Need for Parental Involvement in the Pre-Primary Stage

While positive outcomes are associated with parent involvement (PI) in education, little is known about how parents decide to be involved in children's education (Anderson, 2010). It is a common misconception among parents that education is entirely the responsibility of teachers and schools. National Coalition for Parent Involvement in Education conclude from their research that "no matter their income or background, students with involved parents are more likely to have higher grades and test scores, attend school regularly, have better social skills, show improved behavior and adapt well to school" (NCPI, 2006). Early childhood times are considered foundational in grooming a morally upright child which requires parental involvement during this period (Tabassum, 2021, p.22). Parents have been recognized as a key stakeholders in preschool education by the International Journal of Research Studies in Education in 2014; their engagement in pre-primary education was labeled mandatory for enabling quality learning and education (Annonciata & Nadege, 2020).

2.2 Conceptual Framework

Shikhalepo (2020) defines a conceptual framework as the representation of key ideas and concepts derived from literatures, policies, research and theories that direct the research project (Shikalepo, 2020). In understanding parenting in its initial stage of awareness and preparation this research will extract from two key conceptual frameworks- the POP (parenting occupations and purposes) framework, and Epstein's Framework of Six Types of Involvement.

2.2.1 Parenting Occupations and Purposes (POP) Framework

The occupational theory framework is explained by Yu Zhuang Germaine Lim as being a client-centred framework that addresses parenting from a parent-centric approach (Lim, 2021). As the name suggests it considers parenting to be an occupation in which capacity building is focused upon. This therapy regards parenting as a crucial activity affecting and influencing a child's care and developmental needs (the American Occupational Therapy Association, Inc., 2014). The

framework is divided into two frames – the occupation frame and the purpose frame (as shown in the figure below). The Occupation frame highlights 10 types of parenting occupations. To begin with, a basic parental occupation is attending the basic needs of the child which takes into account feeding, sleeping, personal hygiene and other such routine self-care. The second occupation the framework highlights is moving the child; it accounts for all actions in relation to careful handling, positioning, lifting and carrying of the child. A third aspect is the provision of materials including resources like food, shelter, clothing, school supplies and other financial means of survival. Then the framework moves on to address the management of a child's health and protection from harm which assigns parents with the job of making healthy choices along with responding to safety concerns about the child's physical and mental health. The framework moves on to emphasize on communication with the child as an occupation. This aware the parents of the impact on the child of both verbal and non-verbal communication. The next occupation presented is play and engagement in a child-focused leisure which directs parents towards engaging with the child in play and child form of recreation. The next occupation in the line-up for parents is the provision of emotional support and stability to the child in form of positive emotional experiences, actively fostering a parent-child bond and meticulously attending to the child's unique needs. Another occupation in this framework assigns parents with the task of teaching and facilitating the child's learning. This learning is not limited to formal education but extends to the acquisition of life skills, discipline and behaviour management along with offering the guidance and support system for the child to reach developmental milestones. The creation of a supportive environment has been recognised as a separate occupation itself which demands the creation of appropriate environments contributing to the child's development. The final occupation is the management of the child's social network. The parent is held accountable in opening up opportunities for socialisation and building up the mindset along with the attitude that helps the child build positive social relations. The second frame explores the parenting purpose. This frame results from the first frame in its enactment to meet the needs of a child and additionally being influenced by the other occupations shown on the left panel of the diagram Purpose gives rise to the occupation and this relationship between the two is utilised to frame a holistic parental approach to child growth, learning and development.

2.2.2 Epstein's Framework of Six Types of Involvement

Contributing to the ongoing research on the school, parents and community partnerships, six types of parental involvement avenues were structured into a framework by Dr Joyce Epstein of John Hopkins University that assisted educators to develop school-family partnership programs. These six types of parental involvement included different challenges, practices, a redefinition of terms, and possible results for parents, students, and schools for each type (Newman, 2019). Among the many different models of parental involvement, the research community has rigorously reviewed Epstein's model (Caño, 2016). His six pillars are parenting, communicating, volunteering, learning at home, decision making and collaborating with the community (Newman, 2019). Parenting was the first pillar in the framework. In this pillar, Epstein recognized the significance of the home environment and its impact on children as students. This acknowledgement pointed toward the need for educating and training parents to equip them with knowledge on health, nutrition and other key aspects of creating a positive home environment (Caño, 2016). The second pillar was communication. Epstein worked on minimising the gap between parents and schools through communication. This led to him arranging conferences and effective forms of school-home and home-school communication regarding the child's progress. Phone calls and newsletters were also part of the regular check-ups (Newman, 2019). The third pillar in the framework creatively binds parents by seamlessly involving them as volunteers to help teachers, students, and even other parents. It included the formation of a parent room or family centre for meetings, volunteer work and resources for the family (Mertens, 2008). The next pillar focuses on home-learning. It covers the provision of knowledge on various ways to help children to study at home and indulge in other curriculum-related activities, planning and decision making. This also includes educating parents on homework policies and ways to monitor and discuss schoolwork at home (Caño, 2016). Branching from the previous pillar is the next one covering the skill of decision making. Parents are developed as leaders in enabling their child to make decisions. This development is done through various parent-teacher sessions, parent leadership committees and other parent organizations (Newman, 2019). The final pillar is collaboration with the community. Parents are made aware of community health, cultural, recreational, social support, and other programs or service along with ongoing community activities that relate to learning such as summer schools (Mertens, 2008). Through this framework, Epstein tries to integrate parents as partners of the student's education with the school.

Chapter 3

Methodology

3.1 Research Approach

With regards to the aim of exploring parental awareness of the significance of pre-primary education and their role in the early childhood learning and development, this study shall adopt a qualitative research approach to dig deeper into the parental stance. Various stems from the qualitative branch shall be employed to conduct this research. The study on parents shall be conducted through focus groups and interviews, while the study on the infrastructure of the preschool facilities shall be conducted through keen observation. The information obtained from the focus groups and interviews shall consist of thorough and intensive parental discussion surrounding their thoughts and ideas on pre-primary education and early childhood learning and development. While focus groups are expected to provide an overall understanding of parental awareness and perception, the individual interviews shall allow a deeper insight into the reasons and clarifications of perception and knowledge which shall allow the study to recognize the gaps and directions towards an improved quality of pre-primary education.

3.2 Research Site

The research site for this study shall be Bashundhara Residential Area Dhaka. The rationale for selecting this research site is the site's proximity to multiple local and private educational institutions which make it a convenient place of residence for parents. This allows us to reach a variable pool of participants from all income groups enrolling their children in public or private educational institutions to become part of the research conveniently within one area. Furthermore, the area is home to a large open space indoor hall that will allow safe conduction of the FGD maintaining appropriate social distancing.

3.3 Research Participants

In alignment, with the research purpose, this study shall reach out to those parents who have children between the ages of 0-8 years of age. This is the window for early childhood where a

child's brain development is at its peak. While the pre-school going age is 4-5 years, we have intentionally targeted parents inclusive of the 0-8 age group because this shall allow the researcher to better understand the preparation made before entering pre-school and the situational analysis of parental involvement and awareness post the pre-primary period. Hence the entire period of 0-8 years is being taken into consideration to allow a holistic understanding of the problem. The research shall adopt convenient sampling method to finalize the sample that match the requirements. Owing to the diversity in parental nature impacting this research, the participants shall be classified into different categories while reaching out to them for discussion. Purposive sampling shall be used while choosing these participants. A total of 12 parents from 2 different categories shall be part of this study. The two broad categories shall be parents from privileged backgrounds and parents from humble groundings. The participant criteria are mentioned in the appendix.

3.4 Sampling Procedure

Parents were categorized into two income groups to form the study strata. Stratified sampling was used to proportionately select 6 parents from lower-middle income group and 7 parents from higher middle to upper-income groups. This sampling technique enabled the research to cover the parents from both income groups and take into account the financial factor to this research which is especially important in a third-world country like Bangladesh. Simple random sample dictated the selection of the parents from within the two defined strata.

3.5 Data Collection Methods

3.5.1 Data Collection Tools

Two qualitative tools were used to collect the data for this research. The first tool was focus group discussion and the second tool was in-depth interview.

** Questions and procedure of these tools are included in the appendix

3.5.2 Data Collection Method- Data Collection Tools & Methodology

Two focus group discussions and two in-depth interviews shall be conducted. The focus group discussions shall be conducted in person in an enclosed sanitized setting. It shall be guided through

an unstructured questionnaire. Participants of the FGD will be parents of children aged 0-8 years. The FGD will be divided into two categories – those from humble groundings will be group A, and those from privileged backgrounds shall be group B. The participants for the in-depth interviews shall be one parent from Group A and one parent from Group B. Both mother and father shall be reached out for this interview, they may choose to join as a couple or just one can partake in this session. A consent form shall be handed out to every participant before commencing the discussion. The consent form shall be signed by the participants and returned to the facilitator. With full consent of the participants, the discussion shall be recorded manually and via audio tapes. For in-depth interviews the participants will be allowed the flexibility of a virtual setting using either video or audio call. This shall also follow a similar procedure of participant briefing and signing of the consent form prior to the onset of the interview. The focus group shall have 6-8 participants each and shall last for around 60-90 minutes. There shall be two groups in total. The interview shall be one on one and shall be around 40 minutes. In the case of the non-participant facilities observation, four homes shall be observed – two homes of participants from group A and two of participants from group B. This shall adopt a convenient sampling approach upon the consent and comfort of the parents.

3.5.1 Interview method

The interview method was a hybrid method of face-to-face and virtual video conferencing among interviewer and interviewee. This hybrid method was adopted taking into consideration the rise in the covid-19 cases across the country. Participants were given the choice of both methods. The in-depth interviews aimed to collect data firsthand from the field. This made the interview my key tool for data collection. For this research, I interviewed two parents of children aged between 0-8 years. Upon the full consent of the participants, I recorded this interview and transcribed it immediately after the interview. The recording allowed me time to engage in discussion with the participant through the interview guide to obtain complete information.

3.5.2 Focus Group Discussion

Focus group discussion was an important tool in my qualitative research. It allowed me to have participants come together and discuss the issue with their own life experiences. I played a role as a facilitator and found one volunteer to become the note taker. I began with a brief introduction of myself, BRAC IED and the purpose of this study. Then I introduced the parents among themselves to break the ice and begin the session.

3.6 Role as a Researcher

In a qualitative study, the researcher's role is to be attentive to the participant's verbal and non-verbal actions and access their thoughts and feelings while being careful of not offending them (Sutton, 2015). The researcher in a qualitative study is advised to maintain a personal journal recording the reactions and reflections from the interactions (Simon, n.d.). It is said that the integrity of the researcher defines the integrity of the research as credibility, dependability, and transferability rely on the person and performance of the researcher (Meredith). It is key to acknowledge bias as a source of error and be mindful of avoiding this error by ensuring not to jump to conclusions instantly upon receiving information. The qualitative study requires specialized skills and competence at every stage of the research from conducting interviews to recording information with integrity to coding and decoding them. In doing so the researcher must be careful of all referencing of relevant literature.

3.7 Data Analysis Process

The process of data analysis shall consist of recording data from the field, segregating the data according to focus groups and interviews, decoding the data, assigning themes relevant to the study, classifying data according to the relevant themes and interpreting the data obtained. This process shall begin with the onset of data collection in the form of field notes, audio recordings and visual observations. All data recording- audio, visual and written shall be done upon the consent of the research participant. Following the collection of data from FGD and Interviews, they shall be analyzed through techniques of content analysis. While skimming through the data, information critical to the research and those in alignment to the research questions shall be highlighted. Once analyzed they shall be categorized thematically according to the themes that they fit appropriately into. The collected data shall be revisited to recheck and finalize the

categorizing. A final draft of content summarization shall be done which shall be used to interpret the information researched.

3.8 Ethical Issues and Concerns

This research did not involve any children or minor participants. It interviews and discussions conducted were done solely upon the consent of the participants. No pressure was put on any individual for their involvement. The covid-19 considerations were met keeping the interviews virtual where possible and ensuring a safe, sanitized and socially distanced environment in case of physical interaction. To establish confidentiality no names of any participants were disclosed in the research findings; the recordings taken were deleted upon transcription and no recordings were forwarded to any other individual except the interviewer.

3.9 Credibility and Rigor

This research has been done under full supervision of a senior faculty member of the BRAC Institute of Educational Development. Prior to starting this research, I have undergone EDU 602-Research Methods course which tested and verified my data collection, report writing and research relevant skills. Following EDU 602 (Research Methods 2: Planning and Preparing Research) I have developed the research proposal of a qualitative research taking into account the ethical considerations of the research along with the procedure of conducting interviews and maintaining confidentiality. This research topic has been a close area of study throughout my Masters level course at the BRAC IED and is now a part of my thesis. The research was designed step by step over a period of few months to take into consideration the proper methodologies of conducting the research and gathering the data. After properly developing the research proposal with all relevant elements it was reviewed by my supervisor at IED and presented to the IED thesis committee for approval.. The interviews and research began only after receiving the letter of approval to conduct the research.

3.10 Limitations of the Study

The proposed study, given its reach and duration shall be met with several limitations. To begin with the number of research participants is expected to be limited owing to the adherence to a compliant process of reaching the participants, taking their consent, and arranging a time and place that suits all simultaneously. The process can be streamlined by having all options of providing consent, i.e. digital or manual to speed up the process according to participant convenience. A second limitation expected is in the breadth of the research. The possibility of exploring parents of various cultural and ethnic backgrounds may be low, the diversity in the participant pool could become another limitation to the study. One way to reduce this is to organize the participant selection category on the basis of prior knowledge of the existing diversity and reach out to as many as possible. A major concern is conducting face to face focus group discussions since the fear of pandemic and provision of masks is still alive. This might limit the face to face interaction, limiting the recording of the softer part of the participant's reactions. While the participants shall be ensured of a safe environment with sanitized equipment, where possible only those comfortable with the in-person interactions shall be chosen.

Chapter 4

Results

4.1 Introduction

This section presents the data gathered during the course of the research through FGD and IDI with parents of children aged 0-8 years. It will provide a brief description of the findings and connect it with the research questions and purpose of the study. Further through the section a brief context shall be provided explaining the process that led to the result.

4.2 Findings

Data from There two FGD and two IDI has been presented and analyzed in this section. For the two FGD, groups were classified based on the income groups. FGD Group A consisted of parents from Lower-Middle Income Group. FGD Group B consisted of parents from Higher Middle- Upper Income Group. Each FGD had 6 parents and the discussion lasted 45 minutes in each group. The focus of the findings revolves around the research objectives of determining parental awareness on Pre-Primary education and their involvement during the course of pre-primary education.

4.2.1 Demographic Information

This research had a total of 12 participants. The age range of the parents was between 27-40 years. 8 mothers and 4 fathers participated in the research. 4 were homemakers, 5 were service holders and 3 worked for their own business. 2 participants belonged to the low-income families, 4 participants belonged to middle income families, 4 belonged to higher middle-income families, and 2 belonged to upper income families. 4 have completed their bachelors, 2 have completed their Masters and 4 have passed 10th grade and 2 have not studied after 5th grade. 8 parents had two children, 4 parents had 1. The ratio of male to female child was 7:5. All children are between the age group 2-5 years.

4.2.2 Theme 1: Parental Awareness on Pre-Primary Education

This section is representative of the first theme of parental awareness of Pre-primary education. It is divided into three parts- parental understanding of Pre-Primary Education, Parental Preparation during the course of Pre-Primary Education and Source of Parental Awareness regarding Pre-Primary Education.

Parents' response to this notion differed in two FGD groups. Group A, those parents from higher middle to upper class, had a basic understanding of Pre-Primary education being a means to prepare their child for formal schooling. Those from Group B, those parents from low to lower middle class, agreed on the first two years of school i.e. Playgroup and Nursery as being pre-primary education. Both groups agreed on pre-primary being a play-based education. Below are responses from the participants-

"Pre-primary is a means of preparing my child to be capable to compete in this meritocratic society and get admitted in the best school. It gives my child an early start to use his capabilities. Most importantly he gains experience of social interaction which is limited at home." (FGD#1, Dated: 17th July 2022).

"The school has two years of play-based learning- Nursery and Playgroup- these are the pre-primary years. My child is learning through activities and games. He is learning more than just studies, he is learning to interact with people." (FGD#2, Dated: 18th July 2022).

4.2.2.1 Parental Understanding of Pre-Primary Education

There were two clear distinction found from the two groups. Group A considered Pre-Primary education to be a foundational block in shaping an individual while Group B agreed that pre-primary education is just another new concept which is not a necessity for the child's development. A similar pattern was observed in the two IDI. Below are responses from the participant-

"Enrollment for pre-primary is essential for the growth of children. Home learning can never become a replacement for pre-primary education because we cannot offer the expertise required to develop a child, nor can we provide the social environment necessary for the child's social development" (IDI#1, Dated: 15th July 2022).

"We have never gone to pre-primary schools but we have a decent job and have been good students in our class. It is not necessary to send children to pre-primary schools. They will be in school for the next 14 years of their life, the first few years is best spent at home. These new ideas are just a way to make raising a child even more expensive" (IDI#2, 16th July 2022).

4.2.2.2 Parental Preparation for Pre-Primary Education

While there was a difference in the perception of pre-primary education, all parents, in different forms expressed a lack of time for prepping themselves and their child for pre-primary education. Most parents from group A were working parents and had a nanny to take care of the child. Parents from group B were a mixture of home-makers and working parents. The working parents struggled to manage time for their children and the home-makers had little knowledge and were not confident to teach their children. Responses from the participants are mentioned below-

"I need to work harder because the cost of education and lifestyle is increasing every day. My way of preparing for my child's education is ensuring I have enough to finance her an English-Medium education" (IDI#2, 16th July 2022).

"As parents we understand that it is important to give the child care and attention constantly; however, both of us are busy throughout the day hence we have kept a full-time nanny to ensure our child is always attended to. We have selected an educated

nanny and she also engages with our son in playful learning activities" (FGD#1 Dated: 17ᵗʰ July 2022).

4.2.3 Theme 2: Effect of Income Level a Child's Pre-Primary Education

The income level proved to be a major source of difference in the child's pre-primary education. Most parents have agreed that the provision of pre-primary education is a practice of the upper class. The heavy fees of the private pre-primary schools are just an added burden for their pockets. Parents from group A have discussed pre-primaries to be a social pressure from their social groups. Some parents from group A have expressed this practice to be the start of a competitive behaviour as well. Below are responses of participants in this regard-

"It has now become a social pressure to enrol children in pre-primary. My daughter is turning 3 and I am already being pushed to enrol her into pre-primary. Just last week at an event I was asked about which pre-primary I am planning to enrol my child in! Before you realise it becomes like a fear of missing out, like my child is being left behind of the friends' circle and learning curve" (FGD#1, Dated: 17ᵗʰ July 2022).

"I have made a conscious effort in finding a pre-school for my child, but it is so expensive. The costs do not make sense. I will have to pay two admission fees in a span of two years, each over a lac. I explored the public ones also, but I don't know much about them, and the few I went to did not seem convincing especially because of the facilities and the teacher quality. In this case I chose to skip the pre-primary enrolment for my child" (FGD#2, Dated: 18ᵗʰ July 2022).

4.2.4 Theme 3: Perception of Pre-Primary Education Offered in the Country

Parents have expressed limited knowledge on the availability of pre-primary schools. Most are aware of private play and pre-schools but little knowledge on the public pre-primary facilities. The little that is known of them is perceived to have low quality due to the qualifications of teachers and the space provided. Below are few responses from the participants-

"My child learnt to speak late, so I felt a need to enrol him for therapy as well as pre-school as recommended by the therapist. So, I looked in the tristate area and found few

excellent private facilities. They were priced high but I was happy with the kind of set-up they had for the children as well as the teacher's clarity on dealing with the children was very impressive" (IDI#1, Dated: 15th July 2022).

"I will be very honest, I am a parent of 2 children but till today I have no knowledge of local pre-primary schools. To my knowledge the playgroup and nursery are the first years of schooling. But if there is any such facililties how do parents find out about it? I did hear of the overly expensive private facilities but if something similar and affordable if offered in the country then this information should be more circulated" (IDI#2, 16th July 2022).

4.2.5 Theme 4: Parental involvement in Pre-Primary centres

Recent pandemic has made parents a key part of child's learning. Parents have become more involved in their child's pre-schools and teachers have been very supportive in offering time and feedback as per the parents. Below are responses from the parents:

"Due to the pandemic my daughter had to have online classes for which I had to sit with her throughout the class to manage the laptop and zoom technicalities. As a result, I felt involved in what she was learning. The school opened a separate portal for parents where weekly updates and daily tasks for students are sent. Teachers are also available after class whenever we request their time" (FGD#1, Dated: 17th July 2022).

"Whenever I go to pick up my child from school, I make it a point to speak to the teachers and understand the progress or areas of opportunities. However, that is not very frequent. There is two bi-annual teacher-parent sessions and few activities that children do with parents" (FGD#2, Dated: 18th July 2022).

Chapter 5

Discussion and Conclusion

5.1 Discussion

This section explains the observations and learnings resulting from the field study supported by the collected data. We shall discuss possible directions pointed by the data followed by the importance of the outcome. This shall be used to predict its importance in bringing about a change for the better.

Theme 1: Parental Awareness on Pre-Primary Education

The findings from the FGD and IDI indicate that not all parents are aware of the existence and availability of a separate pre-primary education. This was a more common scenario of Group B, consisting of parents from low to lower middle class. While participants of Group A expressed their awareness of Pre-Primary education, they said the options were limited and very expensive. None of the parents were aware of local or public pre-primary facilities. This is however not true as Bangladesh offers government facilities for children below the age of six years with the main objective of preparing the children for school (Aktar, 2013). For most parent pre-primary education began in school in form of Playgroup and Nursery. Although pre-primary was not a familiar name for the parents, they expressed a general understanding of play based learning. Most parents agreed on the importance of sending their child to a school from a young age of 3 as it opens the doors to the outside world. When it came to preparing for pre-primary education, most parents agreed that learning for a child starts much before the child is born. They mentioned preparing by indulging in positive readings, listening to peaceful music, reading more religious books and being more active throughout pregnancy. Post arrival of the child all parents agreed on having a change in their lifestyle. These changes were in terms of behavior, temper and time management. They expressed being very careful about their language around the child. Some parents were also very particular about the toys they got for their children ensuring all had educational purpose. Others argued that children should live their age and enjoy this time with fun toys. Overall there was a general understanding of the learning process during pre-primary years. Parents were aware that child learns through play during these years and is sensitive to everything happening around including language and temper.

Theme 2: Effect of Income Level a Child's Pre-Primary Education

The FGDs and IDIs have proved that income level affects a child's pre-primary education. This begins with parental education. Most parents from group A have completed their undergraduate and are comfortable with English language. Parents from group B do not hold such qualifications. Some have studied till grade 10 and some till grade 4 or 5. They are not in the practice of learning through books or any other sources. Their life is very budgeted and schooling is a major portion of their expense. While parents from group A are considering educational options in toys and gifts, these can get expensive for the parents from group B who resort to simple affordable ones. While deciding schools, those from group A can afford private preschools and the lifestyle that comes with it like play dates, dresses and toys. Those from group B convince themselves that their child does not need these fancy learning and will start school directly. Working parents seldom have time to spend with their children. For the middle-class working parents, they leave their children with the grand parents and spend a maximum of two hours with them before and after office. They expressed the need to work harder to afford the increasing cost of raising a child which makes work life intense and time management very difficult for the parents. Those from higher middle to upper class also have a very busy lifestyle. They however hire a house help to take care of their children. Some have even mentioned hiring an educated house help to be with their child throughout the day and be involved in all the work related to the child while they are away. This would involve taking them to pre-schools, play dates and playing with them at home.

Another factor that was highlighted in this study was space. The importance of space for the child and the repercussions of the lack of it which is directly related to income level. The FGD discussions highlighted that this country has limited open spaces for the child to play. Those that are there are very far from residence and parents have a major concern of safety and security. In this regard the child is seen to spend his growing pre-primary years at home. Parents from low-middle class informed that their homes had limited open space. The child eventually resorts to electronic devices to play with given the lack of playing ground or parents to play with. This results in developing an introvert behaviour which the parents understand but feel helpless about since they cannot afford a bigger house or dedicate more time to play with their children due to work.

Theme 3: Perception of Pre-Primary Education Offered in the Country

Parents have collectively expressed their lack of knowledge and awareness on any public pre-primary facilities offered in Bangladesh. The general perception of parents regarding pre-primary is that it is a fairly new concept offered by the private institutions. The admission fee is high and it comes along with a fancy lifestyle of playdates which makes the higher middle or upper class the target group. The few parents who explored the public facilities were not satisfied with the teachers and infrastructure; they mentioned they were not convinced that the teachers were trained and qualified enough to take care and teach children of such young age. Parents considered buying puzzles and Lego blocks instead of paying the hefty admission fee and saving the monthly expense. Parents however did express their interest in sending their child to quality pre-primary if they were affordable and meaningful for their children.

Theme 4: Parental involvement in Pre-Primary centres

The post pandemic scenario of parental involvement has seen to improve according to parents. The need for parents to operate the online classes allowed parents an insight on how and what the child is learning. Schools have also opened up more options of communicating with teachers at a more flexible time which is helpful for the parents. As schools are opening the parents try to drop their children to school. Picking them up from school is not always possible for them but they make an effort to do so once a month and in that they speak to the teachers regarding the child's progress. Parents have expressed they feel more involved than just annual parent teacher meetups. Schools also give homework that require collaborative effort of children and parents which acts as a good bonding time for the parents. Overall parents have expressed their satisfaction in being involved and updated with their child's progress and development in schools.

5.2 Conclusion

There is an overall awareness of pre-primary education among parents in terms of child care and learning. There is however a major gap in the understanding of the purpose of pre-primary schools and their availability. The gap is seen in the reach of the public facilities to parents. The income factor plays a major role in enabling quality pre-primary years for the child. Some consider pre-primary as a social pressure while others consider it a facility for the elites. The lack of open space and playgrounds along with security concerns have also been highlighted to hinder with the personality development and growth of the child in early years. This coupled with the income limitations leave no room for the child to move into open space and results in the child growing

up in a confined space with gadgets and media. The parents have reported that this makes the child introvert however they have also expressed their helplessness in this scenario.

5.3 Recommendations

The recommendations in this study results from the major gap identifications. To begin with it is seen that parents are unaware of the public pre-primary facilities despite their existence. This indicates a communication gap. In a digital age there should be targeted communications made to reach the parents of young children and even the potential parental population to inform them about the provision of public facilities and their standards and practices. Secondly, government should take into account the lack of open and secure spaces for children. Given that majority of the population of Bangladesh is low-middle class, they all have small homes and limited space. In its next plan government should invest in such open space facilities for children and give special attention on the issue of security. Another recommendation is the manufacturing and subsidizing of educational learning toys and resources. It is very important for these resources to be available given the lack of space in homes so that children do not resort to screens and gadgets. It is even more important for these resources to be affordable or else their provision will not serve its purpose. Lastly there should be parental trainings and sessions to educate parents on the importance of pre-primary years of their child and ways in which these years can be used effectively and efficiently.

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APPENDICES

Appendix A. Letter of Consent

Consent Form for Parents

Research Title: Parental Awareness on Pre-Primary Education

Researcher: Shabnam Barkat Ali

Purpose of the research

I am conducting this research as a part of my Master's Degree requirement from the Institute of Educational Development (IED) - BRAC University. This research is being conducted with the aim of exploring parents' parental awareness on the significance of pre-primary education.

Expectations from Research Participant

Your consent shall allow the researcher to introduce you to a discussion forum to share your perception, views and thoughts on pre-primary education. The discussion shall include your awareness of the topic, your experiences, your background, your thought process on this topic. This process shall take approximately 60 to 90 minutes, depending upon your response.

Risks and benefits

There is no risk associated with participation in this study. Your valuable insights and views shall contribute in benefitting the parents, children, policymakers in enhancing the quality of primary education and closing the gaps in this regard.

Privacy, anonymity and confidentiality

Confidentiality shall be strictly maintained with any and all information shared in this research. It would be my pleasure to respond to any of your queries in this regard. 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.

Option of Choice & Will

It is entirely up to you to provide your consent to be part of this study. If any portion of this study brings you discomfort you may choose to not participate. If you do agree to the above proposal, I request you to sign below.

Name of the Parents: **Name of the Researcher: Shabnam Ali**

Signature of the Parents: **Signature of the Researcher:**

For any further query, you may contact me. My contact no is+**8801403294208.**

You may choose to email me at can email at **shabnambarkat16@gmail.com.**

Appendix B. Research Instrument I: Parent Focus Group Questions on Role of Parents In Pre-Primary Education In Bangladesh

Participant Recruitment Criteria

Participant Recruitment Criteria for FGD

Group A: 8 Participants	
Category	**Description**
Gender	The group should contain a mix of males and females
Status	The individual should have at least one child
Location	Dhaka, Bangladesh
Child Age	They should be parents of child below the age of 8 years
Income Group	They should be from middle income-upper class. Upper middle income monthly $4036 to $12,475 to high income—$12,476

Group B: 8 Participants	
Category	**Description**
Gender	The group should contain a mix of males and females
Location	Dhaka, Bangladesh
Status	The individual should have atleast one child
Child Age	They should be parents of child below the age of 8 years
Income Group	They should be from low income monthly—$1,025 or less; lower middle income—$1,026 to $4035

Key Note	*** The income group data is relevant for Bangladesh income group and has been taken from World Bank's classificiation of Bangladesh Income Groups https://blogs.worldbank.org/endpovertyinsouthasia/numbers-behind-bangladesh%E2%80%99s-goal-middle-income-status-

2021#:~:text=The%20income%20thresholds%20are%3A%20low,%E2%80%9Clow%20middle%20income%E2%80%9D%20status.

Participant Recruitment Communication	Participants (parents with at least one child under the age of 8 who permanently reside in Dhaka, Bangladesh) will be recruited by targeted recruitment, through speaking engagements and Whatsapp Invitations with pre-identified parental groups. If interested, parents will revert back to the invitation to enroll.

12.2.2 Focus Group Introduction

Welcome, we are so glad to have you here! My name is Shabnam Barkat Ali and I am a final year student at IED BRAC. I am excited that you are interested in helping us better understand the parental awareness and practices during pre-primary years of a child. Your voice is truly unique and valuable and we look forward to learning more about your experiences of parenting through group discussions.

There is no right or wrong answer and you are our expert parents today. Before we get started let's go over some guidelines for a respectful discussion. First of all, please speak up so everyone can hear, but also be mindful that you are not talking out of turn or over someone else. This is especially important because we want to be sure we can hear everyone and we do not want our recordings to be distorted either. While we will be on a first name basis, rest assured that your name will not be attached in any report we create. All of your responses will be kept confidential and the audio recordings will be deleted once the data is entered. Again, remember that what is said during the Focus Group session, remains in this room.

Our discussion will last about an hour and a half to two hours, and while we will not be taking any formal breaks, you are more than welcome to take care of your needs as necessary. Does anyone have any questions before we begin? Let's begin!

12.2.3 Focus Group Questions- Part 1

Full Group Introduction (10-15 minutes)

1. Please tell us your name and a little bit about your children.

2. What has been the most memorable/important parenting moment you have experienced?

3. What has been the most challenging parenting moment you have experienced?

Focus Group Questions- Part 2

Small Group Discussion (15-20 minutes)

Babies and young children do not come with instructions manuals, let's talk about how and where you learn to be a parent starting with:

    a. How have you changed as an individual after becoming a parent?

    b. How have you been parenting a new born to 5years of age?

    c. How would you define education for a new born?

    d. Where and when does education start for an individual according to you?

    e. What do you consider to be the parent or family's role in a child's education?

    f. What are your thoughts on Pre-primary Education?

        i. Why do you feel so?

Schools talk about the importance of "Parent Involvement" or "Parent Engagement." Some of the main way parents are "involved"—or participate are by:

- Volunteering at school events or activities;

- Attending school events such as Orientation, Open House, Family Nights and meetings about your child such as parent-teacher conferences;

- Working with your child at home on homework, reading to your child, preparing them for school;

- Being a part of a group that advises the school or helps make decisions such as the school site council

    g. How does the school ask you to be involved?

    h. How does this work for your family?

    i. What kind of school activities do you like to attend?

    j. What do you think of Pre-Primary education in Bangladesh?

      i.   Why do you feel so?

     ii.   What are your suggestions/expectations as a parent for Pre-primary education in Bangladesh?

Focus Group Questions- Part 3

Full Group Report out and Debriefing (20 minutes)

1. Would anyone like to share something they discussed during your smaller group discussion?

- Any other thoughts from the small group discussion?

2. We have one final question: What could be done differently or kept the same to encourage you to participate in a parent education program?

12.3 In-Depth Interviews

12.3.1 Introduction

My name is Shabnam Barkat and I am a Masters of Education student at the BRAC University. As part of my thesis I am conducting a qualitative research to find out parental awareness of the significance of pre-primary education. By awareness it is meant that individuals having any form of knowledge regarding pre-primary education. This could mean both institutional and home-fed education. Your answers to these questions will help to better understand the state of awareness among parents, what they know and what their current practices are. We will collect the information, keeping participants anonymous. When responding to questions, please do not identify yourself or anyone else by name.

12.3.2 Demography Form

Participant Code: XX XX XX

1	Please Mention your Age		
2	Have you ever attended school? If no then skip to Q.4	Yes	No
3	What is your highest qualification		
4	What is your occupation		
5	How many hours do you spend at home approximately		
6	Do you live in a Village, Town or City		
7	Do you live in a nuclear family or joint family		
8	What was your age when you had your first child		
9	How many children do you have?		

12.3.3 Questions

1. How did you prepare for the baby before its arrival?
2. What are the changes that have been made in your house as well as in your way of life after the arrival of the baby?
3. Can you describe the baby's room?
4. How much time do you spend with the baby?
5. What are the top 5 things that come to your mind that you do while spending time with your baby?
6. What are the other ways in which your child learns apart from books and school?
7. What according to you is the best age to start educating your child?
8. Where does education start for a child?
9. What is your understanding of child development?
10. What are your thoughts on pre-primary education?
11. How involved do you feel in the school you send your child to? What is the level of involvement?
12. What is your relationship with the school tutors? Are you in regular contact with them?
13. What are the changes you have seen in your child since birth in behaviour, attitude and overall physique?

14. If allowed a chance to track back, what would you have changed about the child's parenting?

15. What do you wish you knew so that you could navigate through the parenting journey better?

12.3.4 Closing

Do you have any additional thoughts on this matter? Do you have any additional information or comments? Anything you would like to share that I have not asked about? Thank you for your time!