

Experience of Child Rearing in Balance with Work- Life of Employed Parents who have a Child with Autism Spectrum Disorder



By

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BOARD OF EXAMINER

STATEMENT OF AUTHORSHIP

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DEDICATIONS

Dedicated to all the parents of the world...

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LIST OF ABBREVIATIONS

ASD	Autism Spectrum Disorder
ADLs	Activities of Daily Living
BHPI	Bangladesh Health Professions Institute (BHPI)
CRP	Centre For the Rehabilitation of the Paralysed
CDC	Centers for Disease Control and Prevention
WFB	Work-Family Balance
Qol	Quality of life

ABSTRACT

Background: Autism is considered a complex neurodevelopmental disorder. Parents' priorities, schedules, lifestyles, and emotional states all change dramatically when their child is diagnosed with autism spectrum disorder (ASD). Parents face more difficult obstacles to balance work-life because of the intricacies of raising a child with ASD. The lack of previous research on this topic highlights how crucial it is to fully understand the intricate workings of both the workplace and childrearing.

Aim: The study aimed to comprehensively explore the experiences of child-rearing in balance with the work life of those parents who have a child with autism spectrum disorder.

Methods: A phenomenological approach of qualitative study design has been used to conduct the study. Ten employed parents were selected for the study through purposive sampling involving eight mothers, and two fathers from different special schools. A face-to-face semi-structured interview was conducted to collect data from participants through a self-developed interview guide. Thematic analysis was used for data analysis followed by Braun and Clarke's six steps.

Result: The findings explored in-depth information regarding the experience of child-rearing in balance with the work life of employed parents who have a child with ASD. The results highlight the intricate ways that parents combine the responsibilities of work and rearing a child. The findings of the study are described through eight themes. The themes were: i) Understanding autism and initial feeling, ii) Child upbringing experience iii) Balancing work and child-rearing responsibilities iv) Social participation v) Support systems vi) Challenges faced by parents vii) Coping strategies viii) Resiliency. The study described both positive and negative experiences of parents.

Conclusion: This study seeks to investigate the various experiences, difficulties, support systems, and coping strategies used by these parents as they juggle their work commitments with the needs of their child, with ASD. The results of the study indicate that parents were unaware of autism and found it difficult to accept that their children had the disorder. Though they did not have enough time for their child because they were working parents, they have done a good job juggling work and raising their children. Parents adopted certain ways to balance these two features. The study also sheds light on parents' complex emotional journeys, which include resilience, guilt, and acceptance of the disorder. This study enhances comprehension of the real-life challenges faced by working parents of children, with ASD providing perspectives for policymakers, employers, and support systems to foster supportive settings.

Keywords: Autism spectrum disorder, child-rearing, work-life balance, employed parents.

CHAPTER I: INTRODUCTION

1.1 Background

Disability is currently considered one of the major problems in Bangladesh. This study will aim to explore the experience of how parents of children with autism balance child-rearing and their work life together. Autism spectrum disorder (ASD) is one of them that commonly affects children in early childhood. It has been estimated that 1% of the world population suffers from autism which can be explained as a life-long neurodevelopment condition interfering with the person's ability to communicate and relate to others (Akhter et al., 2018). Autism spectrum disorders (ASD) are a group of life-long neurodevelopmental conditions characterized by significant deficits in the social and communication domains and by restrictive, repetitive, and ritualistic patterns of behavior, interests, or activities (American Psychiatric Association (APA), 2013) (Vasilopoulou & Nisbet, 2016). The prevalence of autism projection depends on diagnostic criteria, the age of children evaluated, and geographical location. It is assumed that approximately 1% of the global population is affected by autism disorder. A current study shows that 14.7 children in 1000 were diagnosed with autism, which is around 1 in 68 children. According to (CDC), the data come from 11 different regions of the country, which do not resemble the entire population of children in the United States. Depending on affirmation prevalence estimates of ASD was 62/10000. It is supposed that, nearly 10.5 lakh individuals in Bangladesh may have autism. Nevertheless, there is no national epidemiological study found on autism in Bangladesh. In the Centre for Child Development and Autism at Bangabandhu Sheikh Mujib Medical University (BSMMU) only 12 children were diagnosed with autism in the year 2001, which increased to 105 children in 2009 suggesting apparently 10 in prevalence, awareness amongst parents presumably increased capability of the

pediatricians to diagnose the problem. In a six-month thorough analysis of a study revealed that the prevalence of autism in Bangladesh is 8.5/1000 population. It is assumed that out of every 94 boys, one is affected by autism. In the case of girls, it is one in every 150, which depicts that boys are more affected by autism rather than girls (Akhter et al., 2018).

Once a child is diagnosed with ASD, the family's hurdles continue to build along with the growing parental stress as parents struggle to adjust to meeting the need not only for their children diagnosed with autism but also for the positive functioning and overall well-being of their family. (Hall & Graff, 2010). The parental process begins with the birth of the child and the awareness of the countless changes that happened in their lives, innate to their new situation (Roquette Viana et al., 2021). Child-rearing for a child with autism is very challenging as well as builds huge stress for parents. It is reported by Hartmann (2012) that mothers of these children reported having more stress, particularly about their educational issues as mothers are usually the primary caregivers of these children (Gosh, 2015). Primarily, the best parenting is done by the mother and with both mother and father. In terms of time allocation, not only the quantitative perspective is important, but also the child's appropriate growth is impacted by the quality of parenting. According to Papalia and Old (1986), the mother has an important impact on the child's development during infancy and early childhood. At these stages of development, for the child, the presence of the mother is very important as well as the father. Consequently, a mother's prolonged separation from her child increases maternal deprivation. Parents face different experiences and challenges in child-rearing when it comes to raising a child with ASD. Understanding their experiences and challenges may help health care practitioners to provide better support in coping, which can benefit both the quality of life of the child as well as parents.

Acknowledging the unique problems and requirements of parents who care for children with ASD may help nurses establish programs, resources, services, and techniques to empower these parents. It will surely boost their self-esteem, self-efficacy, adequacy, and ability to regulate stressful situations (Shattnawi et al., 2021).

The lack of paternal participation was particularly apparent when invitations were extended to both Parenting and (ASD). The involvement of both parents, therefore, becomes a necessary asset, in order to ensure continuity in the child's learning. Additionally, this consistency needed to be administered in balance, incorporating both parental interaction and professional application. The cooperation of parents was therefore necessary to secure uniformity in therapy management (Clark, 2010). Emerging from this established field of study WFB examinations among parents of disabled children with disabilities. With initial studies in this area commencing in the 1990s, the number of studies investigating WFB among this group of parents has lately increased (Morris 2014). It is frequently operationalized as a lack of work-family conflict, which happens when components of one's work and family roles are incompatible. Effects on parental employment resulting from having a child with ASD or other disability have been studied in countries outside the US as well. In a Canadian study, Burton and Phipps (2009) used the child sample from the 2001 Statistics Canada Participation and Activity Limitations Survey (PALS) (N = 3183) to examine the effect of caring for children with disabilities on lost labor market opportunities of the parents (i.e. not taking a job, stopping working, changing work hours, turning down a promotion or better job, and working fewer hours (McCall & Starr, 2018). Specific to the present study, little research has been completed those addresses the workplace effects of parenting a child with ASD. Consequently, the present research considered parental well-being, experience, and workplace effects related to parenting a child with

ASD (Watt & Wagner, 2013). This study will focus on parents' experience in child rearing and work-life balance. In addition, it will provide a brief explanation of parental challenges, experiences, and coping strategies in autistic child rearing along with their work life.

1.2 Justification of the Study

ASD is almost a known condition among us and has a very vast impact on the parents who have an autistic child. Parenting a child with autism presents many difficulties. This study will help the therapist, parents, and readers to understand the unique dynamics of child-rearing and the work-life balance of employed parents. As an occupational therapist, we have a crucial role in child rearing and the work-life balance of an individual (Brown & Clark, 2017). Occupational therapists apply a holistic approach to improve health and well-being, considering all aspects (physical, social, emotional, and environmental)(Liddle & Mckenna, 2000). This study emphasizes the necessity of a holistic approach to addressing the challenges faced by employed parents of children with ASD. By exploring the experiences of employed parents in this context, the research can provide practical insights and recommendations for future researchers, policymakers, and support organizations. The study can be beneficial for those parents who have children with this disability. Occupational therapy provides a comprehensive and customized method to address the particular requirements of these families. Therapists can optimize daily routines, improve coping abilities, and encourage self-care habits by working in tandem with parents. The result of the study will provide information that can lead to more tailored and effective support for these families. The area of child-rearing and productive life is often neglected by therapists as they are focused on individuals' activities of daily living (ADLs) and instrumental activities of daily life (IADLs). So, this study is particularly essential for occupational therapists so

that they could be able to understand the importance of this area in parents' lives and will show interest in working on it. Occupational therapists can help to clarify the unique requirements and difficulties faced by working parents of children with ASD. Occupational therapists can create specialized interventions and support plans to help parents strike a healthy balance between their job and parenting obligations by having a thorough awareness of these difficulties. It will add a new door of rehabilitation in the autism sector. It will also help to understand the needs and expectations of parents. This study will also help the therapist to furnish appropriate family education and counseling to parents about child rearing and their work-life balance. This also helps the parents to have a better understanding of their role in child-rearing. This also provides information on different coping strategies that may reduce parent's anxiety and stressors. This research contributes to raising awareness among people about the challenges faced by parents and advocating for a more inclusive and supportive society. It may also reduce stigma and foster understanding among co-workers and the broader community. It will also strengthen the area (child rearing and work-life balance) for occupational therapists. It will capture a vast knowledge, understanding, and experience for future researchers.

1.3 Operational Definition

1.3.1 Autism Spectrum Disorder

The term "autism spectrum disorder" refers to a group of early-onset sensory-motor repetitive behaviors and social communication impairments that have a strong hereditary component in addition to other causes (Lord et al., 2018).

1.3.2 Child-Rearing

Child rearing is the process of supporting the physical, emotional, social, and intellectual development of a child (Iverson & Dervan, n.d.).

1.3.3 Work-life Balance

Work-life balance is the tendency to become fully engaged in the performance of every role in one's total role system to approach each role and role partner with an attitude of attentiveness and care (Sirgy & Lee, 2018).

1.4 Aim of the Study

The study aims to comprehensively explore the experiences of child-rearing in balance with the work life of those parents who have a child with autism spectrum disorder.

CHAPTER II: LITERATURE REVIEW

In the chapter literature review, some findings are exhibited regarding the experience of child-rearing and work-life balance of employed parents with children with ASD. Probably there is no, or limited research published that covers both child-rearing and parental work-life balance of parents of ASD children. Little research covered the parenting experience or work-life experience of employed parents from Bangladesh's perspective. This chapter of the literature review covers the experiences of parents when raising a child with ASD, work-life balance, work-family conflicts, relationship status, quality, and availability of childcare. This section also covers parental stress, anxiety, and quality of life.

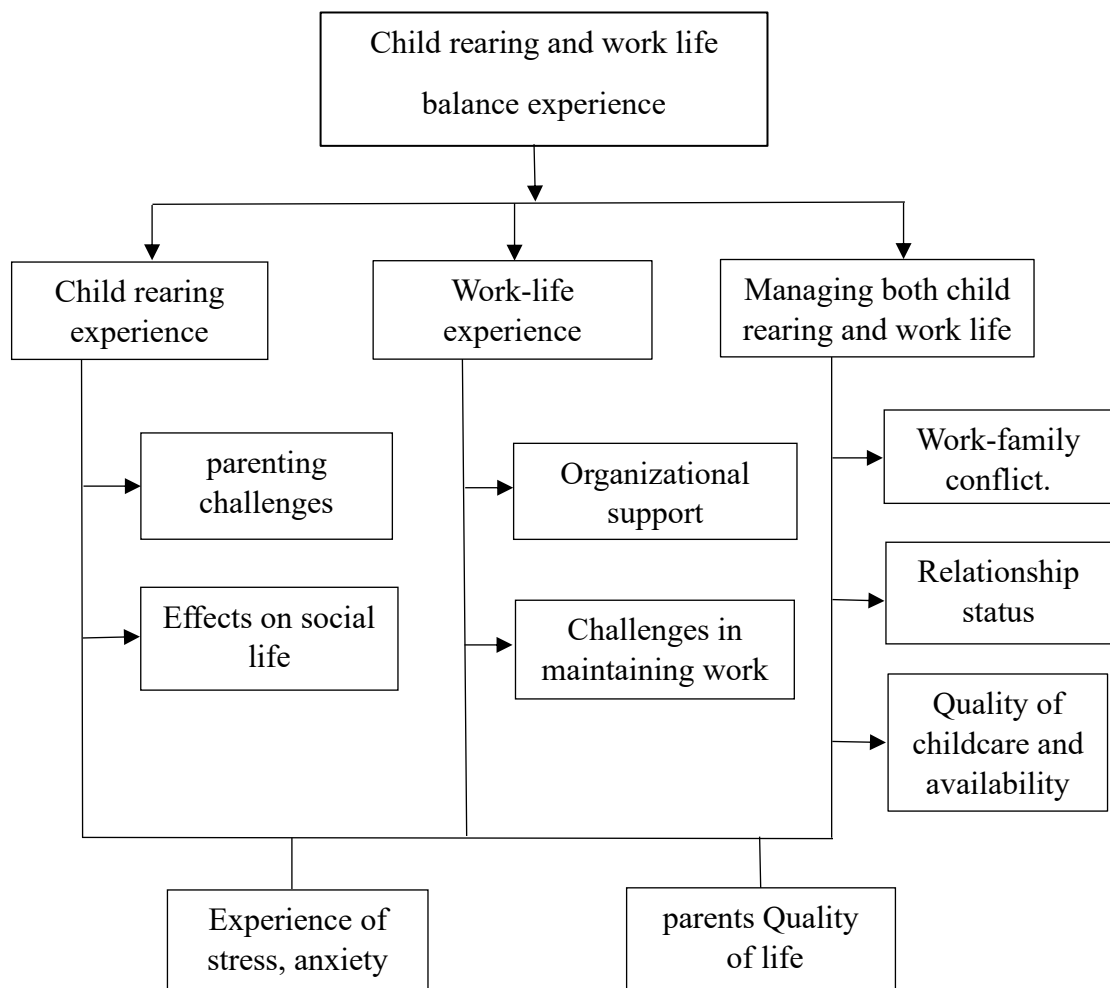


Figure: Overview of literature review findings

2.1 Child-rearing Experience:

2.1.1 Parenting Challenges:

Parenting is not easy, if it comes to parenting an autistic child then it becomes more difficult. Parenting a child diagnosed with (ASD) is challenging for mothers due to behavioral issues, barriers to receiving specialized care, and a lack of social acceptance; nevertheless, the context of these mothers' experiences is yet unknown (Shattnawi et al., 2021). Concerns about parental well-being have been highlighted by research on the difficulties involved in raising a child with ASD. There are many problems addressed by employed parents. Numerous related issues, including poor mental and physical health, social isolation, and broken families, have been connected to this group of people. Mothers have often reported feeling overwhelmed by the additional care that comes with caring for a child with ASD daily, providing continuous management, and providing follow-up care. The mothers' sleep patterns were disrupted, and they became exhausted due to the continual care that the youngsters required. To adequately attend to the child's evolving demands, the majority of them were forced to give up their jobs or social activities that demanded time and effort. Mothers voiced concerns about the growing demands on their physical health and the lack of personal independence or rest. Attempting to fulfill their responsibilities of child care along with other family responsibilities multiplied the burden felt by mothers (Shattnawi et al., 2021). Therefore, most of the mothers reported a financial burden resulting from having a child with ASD. Mothers attributed the financial burden to costs associated with transportation, hospital admission, special diet, and fees for specialized care centers, which exceeded their financial ability (Shattnawi et al., 2021). Some studies also said that parents rearing a child with ASD particularly face challenges to their psychological needs for autonomy, competence, and relatedness. In turn, these challenges potentially jeopardize parents' capacity to attune to their children. The challenges for parents' need

for competence show how the specificity of raising a child with ASD can cause parents to doubt themselves and can sometimes lead to a complete loss of trust in their own parenting abilities (Dieleman et al., 2018). Despite the challenges associated with raising a child with autism, some mothers saw their child as a gift from God that offered their life purpose and significance (Shattnawi et al., 2021). When professionals are correctly and sufficiently knowledgeable about autism and give parents up-to-date, factual information, parents may receive more help (Siklos & Kerns, 2006).

2.1.2 Effects on Social Life:

Parents of children with ASD must deal with many forms of social stigma, which is mainly directed at these kids because of their actions. This can have a negative impact on the child and make them feel abandoned or ostracized (Chan & Lam, 2018). Mothers internalize negative self-thought that may develop self-stigma. This self-stigma negatively affects their self-esteem and self-efficacy and their psychological well-being (Shattnawi et al., 2021). A study showed that, in this society, mothers are blamed for their child's condition. They are criticized for their children's behaviors as their children are unable to control their behavior. Because of the negative comments and lack of support from the community, they isolated themselves outside their close family members and compiled them to avoid social events (Shattnawi et al., 2021). Another literature on American and Senegal participants reported that- In the U.S. sample, all seven parents experienced negative social interaction. Placing the blame, being shunned, facing prejudice, and discrimination, and witnessing others staring at the youngster were examples of negative social interactions. On the other hand, Senegalese did not experience any negative social interaction. They stated that everyone in the society understood them and being with them (Cardon & Marshall, 2021)

2.2 Work-Life Experience:

2.2.1 Organizational Support:

There was an effect of organizational characteristics on the WFB of working parents of children with impairments. Even though studies on organizational factors are less common than those on individual factors, the ones that have been conducted have looked at aspects such as workplace policies, organizational culture, and supervisory support. The literature on WFB among parents of disabled children also provides evidence of the benefits of supervisory support. Matthews et al. (2011) conducted interviews with working parents in the US who had children diagnosed with ASD. They discovered that supervisors' emotional and practical assistance had a significant role in assisting parents in managing the challenges of raising an ASD kid while also balancing their work-life (Brown & Clark, 2017).

2.2.2 Challenges in Maintaining Work Life:

Having a child with a disability often had a favorable impact on parents' attitudes about employment and their performance at work; many of the parents described work as a break from their demanding caregiving responsibilities. A study (1995) discovered that parents' caregiving duties affected their choices regarding their jobs. Most mothers quit their jobs after giving birth with the intention of going back when the kid was older; however, the impairment of the child caused the mothers' return to work to be delayed. Additionally, parents reported adjusting their work schedules to meet their children's requirements and the frequently complicated childcare arrangements that were needed (Schwart & Watt, 2013). Another study shows that most interviewees stated that because they are giving their special child extra care, they are unable to devote adequate time and attention to their other child. They talked about the difficulties they are having, such as their inability to assist their other children with their schoolwork, the fact that

other kids are receiving less time and attention, and the fact that they frequently feel bored and alone as a result (Gosh, 2015).

2.3 Managing both Child-Rearing and Work-Life:

2.3.1 Work-family Balance:

WFB is a person's assessment of how well their roles in work and family align (Allen 2013). It is frequently defined as the absence of work-family conflict, which is a form of role conflict brought on by components of one's work and family responsibilities not being compatible with one another. WFB has been shown to have an impact on both physical and psychological health as well as work functioning in employed parents of typically developing children. Mature research in this area has given rise to studies on WFB among parents of children with disability.(Brown & Clark, 2017)

Many reviews and meta-analytic studies of WFB have been published, in addition to the many empirical investigations that have been conducted in this field (Brown & Clark, 2017). One study indicated that In spite of comparable levels of work outcome variables, parenting status seems to have an impact on the working circumstances of parents, with parents (fathers and mothers alike) of children with disabilities generally having lower rates of full-time employment (Watt & Wagner, 2013). Another review on the work-family balance of employed parents shows that a few organizational and individual factors are significant in different ways when it comes to influencing work-family balance (WFB) among employed parents of children with disabilities (Brown & Clark, 2017).

2.3.2 Relationship Status:

Relationship status is thought to be important for balance as partners may provide emotional support (e.g., listening to a partner's concerns about the child with a disability) and instrumental support. (e.g., taking a child with a disability to a doctor or

therapy appointment) (Brown & Clark, 2017). According to a study, having a child with an ASD can have an impact on all family members' social and psychological welfare. Some women stated that their relationships have deepened because of becoming closer to one another due to having a child with ASD. Some mothers acknowledged that their spouses gave them both emotional and practical support, while other mothers stated that raising a child with a disability caused stress in their marriage (Shattnawi et al., 2021). Milgram and Atzil carried out a study earlier in 1988 with the goal of evaluating the relational challenges parents had when attempting to raise a kid with autism. Supporting evidence was provided by Milgram and Atzil's study, which showed that parents of autistic children experience gendered inequality in the equitable distribution of caregiving responsibilities within the family when compared to other "normal" families. In addition, parents of autistic children bear greater relationship burdens than families without autistic children (Clark, 2010). In another study, De Rigne and Porterfield (2010) discovered that married parents were less likely to change or abandon their jobs as employees than single mothers.

2.3.3 Quality and Availability of Childcare:

Freedman et al. (1995) state that many working parents struggle to find childcare that is both of high quality and readily available. Parents of children with impairments face unique challenges when it comes to childcare (Rosenzweig et al. 2008). Finding a suitable caregiver and paying for childcare may be challenging for these parents, or in extreme situations, it may be impossible, with a lengthy history of paperwork supporting this claim (Brown & Clark, 2017). The ASD centers of the Ministry of Social Development provide free services to children with ASD; however, the number of these centers is limited. Therefore, most families were obligated to use private centers. Mothers' views varied on the usefulness of these centers. Some mothers

believed that their children should be integrated with other children in all grades, irrespective of their age, behavior differences, or mental disabilities. Bourke-Taylor et al. (2011) conducted mail and telephone surveys with employed and unemployed Australian mothers of children with disabilities. They found that 82% of their sample wanted to work or wanted to work more hours. Among the reasons cited by these mothers were reasons related to themselves or their children. The most often cited reason was what Bourke-Taylor et al. called service limitations and nearly all cited service limitations were related to the lack of available childcare for either all or part of the workday (Brown & Clark, 2017).

2.4 Experience of Stress and Anxiety

A study reported that - the behavior and development of their children with autism, the etiology of autism, autism-related services, the financial burden of those services, family dynamics, and the future were all mentioned by parents as sources of stress (Hall & Graff, 2010). The number of children in the home has been linked to parenting role stress, reduction in many work hours changes in employment status, and reduced work-family fit (Rosenzweig et al.). Warfield found that both employed mothers and fathers experienced higher levels of parenting role stress when there were more children in their families. Some of this stress is a result of increased financial pressures because of increased family size.

2.5 Parents Quality of Life:

The Qol of parents of children with ASD has revealed a predominately negative picture. Several studies have shown the Qol of parents of children with ASD to be lower compared to that of parents of typically developing children. Parental self-efficacy, stress, and coping style were found to be significant variables correlated with quality of life (Vasilopoulou & Nisbet, 2016). All studies showed that parents of children with

ASD scored lower than parents of typically developing children or than the general population in at least one QoL dimension. Most parents of children with ASD demonstrated lower subjective physical and mental health as well as poorer social functioning and lower satisfaction with their environment' compared to the other groups. These findings are in line with previous research indicating decreased health and general well-being among this population (Vasilopoulou & Nisbet, 2016). Most of the participants mentioned that besides taking care of their special child at home they are not able to perform their self-care activities properly and timely. A study on American mothers reported that- the daily routine of American mothers generally revolved around their children and services, with lots of one-on-one time and tightly planned schedules (Cardon & Marshall, 2021). In the same literature, it is found that Senegalese customs frequently revolved around taking care of the house and cooking for the whole family. Since everyone in the family helped with childcare, parents frequently had more freedom to leave the house when necessary (Cardon & Marshall, 2021). As a fresh perspective on impairment is attained, changes in life occur throughout the process.

2.6 Key Gaps of the Evidence

- Most of the studies in this regard either cover the child-rearing experience or the work-life of the parents, but no such literature was found covering both aspects.
- Most of the studies have overlooked some significant factors such as coping strategies and the social and psychological well-being of the employed parents.
- Several studies have not addressed their support systems and how they balance their work life and child-rearing.

- Studies in this regard did not cover the aspects of how employed parents manage their responsibilities and duties when they have multiple children with ASD and how their experience changed over the period of time.
- Numerous research has been conducted in the United States, Canada, Jordan, and Indonesia. However, little research has been done on this subject in South Asia, particularly in Bangladesh.
- The researcher is interested in doing this study because it was her area of interest also she felt necessary to conduct a study that covers both child-rearing and work-life balance.

2.7 Summaries

The evaluation of the research emphasizes the experience on child rearing and the work-life balance of employed parents. These studies indicated that parenting a child with ASD was very challenging as such parenting required more effort, time, and dedication than parenting a normal child. Sometimes parents face a negative impact on their social life due to their children with autism. Mothers internalize negative self-thought that may develop self-stigma. However, most of the studies showed that all the employed parents had flexible workplaces and organizational support so that they could manage their children and work both very well. However, they face many challenges in maintaining their activities of daily living. Mothers were more likely to face this problem than fathers as they also needed to manage household chores after returning home. These studies also revealed that the parents did not have quality time for their children. These parents had difficulty finding a suitable caregiver and paying for childcare, or in certain cases, it may be impossible. A substantial backlog of documentation substantiates this assertion. All the parents go through stress, anxiety, and other mental issues when rearing children with autism.

CHAPTER III: METHODOLOGY

3.1: Study Question, Aim & Objectives

3.1.1: Study Question

What are the experiences of child-rearing and work-life balance of employed parents after having a child with autism spectrum disorder?

3.1.2: Aim of the Study

The study aimed to comprehensively explore the experiences of child-rearing in balance with the work life of those parents who have a child with autism spectrum disorder.

3.1.3: Objectives

- To explore the experience of parents rearing a child with ASD.
- To explore the issues and barriers in child rearing and their work life after having a child with autism.
- To explore the impact of having a child with autism on career progression.
- To identify the elements that contribute to the difficulty in balancing both work and child-rearing.
- To explore their coping strategies and how they manage childcare while balancing their work life.
- To explore the social, and psychological well-being of employed parents while managing both work and child-rearing.

3.2: Study Design

3.2.1: Study Method

The student researcher used a qualitative study design to conduct the study. The purpose of the qualitative study was to address questions concerned with creating an understanding of the meaning and experience of human lives and social situations.

Qualitative research gives an advantage to the viewpoint of research participants and ‘illuminates the subjective meaning, actions, and context of those being researched.’(Barnett-Vanes et al., 2017). It is concerned with examining human behavior and the social environment to increase and/or improve our comprehension of how things came to be the way they are in our social environment (Hancock et al., 2009). In this study, the student researcher found out the extract of human experiences which is the core aspect of qualitative research. Therefore, this study design was appropriate for my study as it would provide more precise details and perceptions about parents’ experiences of child-rearing in balance with their work life after having a child affected by ASD.

3.2.2: Study Approach

Student researchers chose the phenomenological approach of qualitative research for the study. Phenomenology is the study of human experience from participants particular perspective (Knaack, 1984). Phenomenological study involves the researcher describing participants' lived experiences with a common phenomenon.(Creswell & Creswell, 2018). Reducing individual encounters with a phenomenon to a description of its universal core is the fundamental goal of phenomenology. This human experience could be a phenomenon that creates a generalized depiction of what it's like for every person. This account includes both "what" and "how" they were able to experience it. Phenomenology has a significant philosophical component in addition to these processes (Viera Valencia & Garcia Giraldo, 2019). This study explored the experience of child-rearing along with the work-life balance of parents who have a child with autism. For in-depth insights and for better understanding, student researchers used this approach as it provide a detailed view of the phenomenon.

3.3: Study setting and period

3.3.1: Study Setting

Data were collected from different organizations. The data were collected at a quiet and convenient place decided by both the student researcher and the participants. Two data were collected from the CRP at Savar. The student researcher collected data from the pediatric outpatient service. Two data were collected from the Therapist Point and Shonirvor Special School for Autism and Neurodevelopmental Disorder. The remaining data were collected from the Proyash Institute of Special Education and Research (Dhaka Cantonment).

3.3.2 Study Period

The study period was from May 2023 to February 2024, and the data collection period was between 1st December to 31st December 2023.

3.4: Study Participants

3.4.1 Study Population

The study population consisted of employed parents (parents who worked in different organizations) who have a child with autism spectrum disorder.

3.4.2 Sampling Technique

The student researcher used purposive sampling method for collecting samples in this study. Purposive sampling refers to a group of different non-probability sampling techniques. Also known as judgmental, selective, or subjective sampling, purposive sampling relies on the judgment of the researcher when it comes to selecting the units that will be examined (Rai & Thapa, 2019). Listed the carefully chosen locations or subjects for the suggested research. The goal of qualitative research is to deliberately choose places or individuals who will best enable the researcher to comprehend the issue and the study topic (Creswell & Creswell, 2018). The main cause for choosing this method is, it is inexpensive and less time-consuming. Student researcher ensure

that the participants must fit in the study according to the inclusion criteria and exclusion criteria.

3.4.3 Inclusion criteria and Exclusion criteria

Inclusion criteria

- Parents who are interested in participating in the study and have a child with autism.
- Those parents who worked in different job sectors and have to manage their children as well.

Exclusion criteria

- Parents who have a physical disability.
- Either the father or mother lived abroad of the children with autism.
- Parents who were not able to communicate.
- This study did not add those parents who have multiple children with autism in their families.

3.4.4 Sample Size

The study consisted of ten employed parents (parents who worked in different organizations) who have a child with ASD. Eight employed mothers and two employed fathers participated in the study. The sample size was estimated based on data saturation.

3.4.5 Participants Overview

The study population was the ten working parents who must rear their children with autism while balancing their productive life. Student researcher collected data from eight mothers and 2 fathers. As the student researcher maintained high confidentiality, participant's names were coded with a pseudonym. An overview of the participants is given below:

Overview of the participants:

Name	Age	Occupation	Educational qualification	Duration of Work experience	Area of living
Farzana	36	Lecturer	Master's	8 years	Urban
Sumi	29	Medical Technologist	Radiotherapy	5 years	Urban
Tarin	35	Doctor	DVM	9 years	Urban
Arshi	45	Banker	Master's	20 years	Urban
Rubaiyat	38	Doctor	MBBS	10 years	Rural
Orpa	38	Doctor	BDS	9 years	Urban
Ripa	37	Banker	B.Sc.	8 years	Urban
Sayma	36	Lecturer	MBBS	8 years	Semi-Rural
Jamal	34	Assistant Manager	Mater's	6 years	Urban
Arham	42	Govt. officer	Master's	14 years	Urban

3.5 Ethical consideration

The ethics was maintained by the World Medical Association Declaration of Helsinki Ethics Principles for Medical Research Involving Human Subjects (Association, 2022).

3.5.1 Ethical Approval from IRB

The ethical clearance for the study has been approved by the Institutional Review Board of BHPI by explaining the study purpose, through The Department of Occupational Therapy, Bangladesh Health Professions Institute (BHPI). IRB clearance number CRP-BHPI/IRB/10/2023/743. Permission from the different organizations of participants was taken before taking the participant's information.

3.5.2 Informed Consent

All the participants were informed about the purpose and other details of the study through the information sheet. Student researcher collected data of those participants

who were willing to participate in the study. Written consent was taken from all the participants. (See Appendix B and C for details)

3.5.3 Withdrawal Form

All the participants have the right to withdraw their data from the study before starting the data analysis. For this reason, a withdrawal form has been attached with an information sheet and informed the participants about this. (see Appendix B)

3.5.4 Unequal Relationship

The student researcher did not have any unequal relationship with the participants.

3.5.5 Risk and Beneficence

- The student researcher ensured that the study did not cause any risk for the participants.
- Researchers also contact a psychologist when the researcher collected data from the participants because sometimes the participants will be more emotional.

3.5.6 Power Relationship

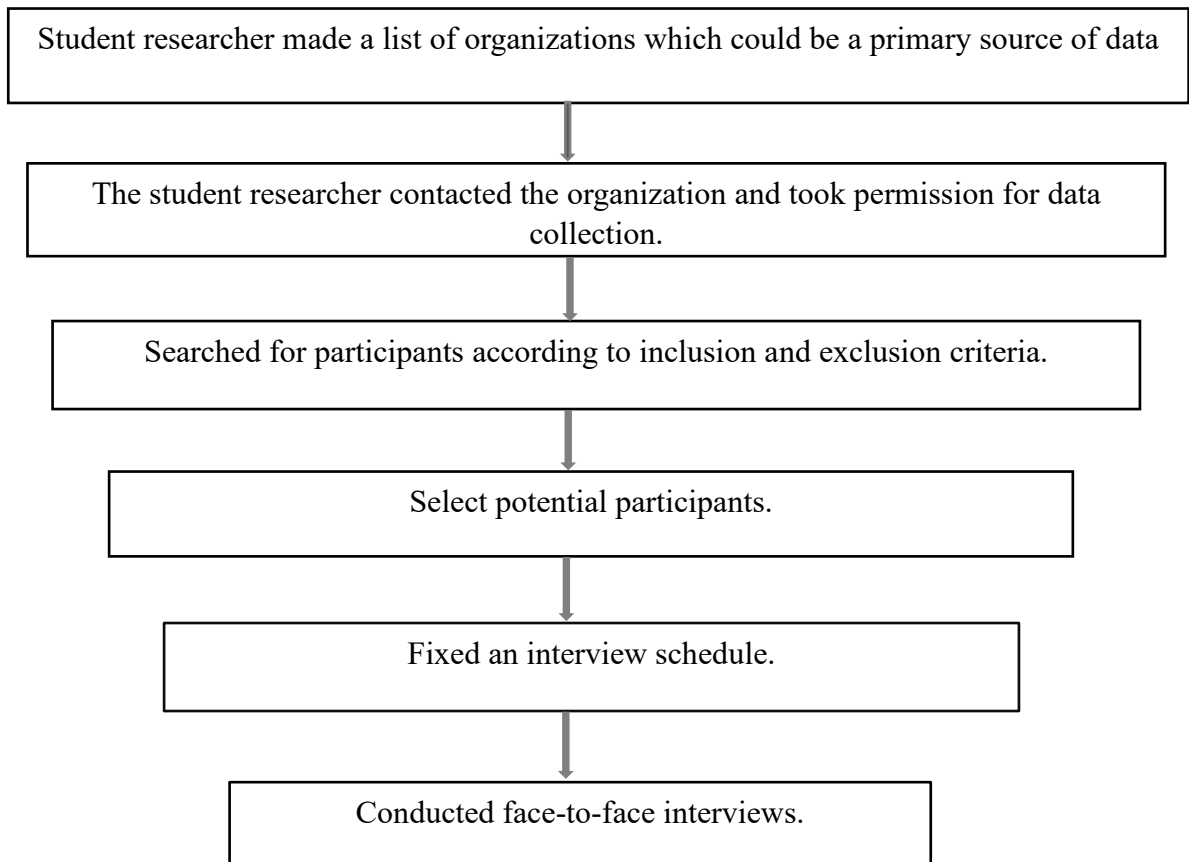
The student researcher did not have any power relationship with the participants.

3.5.7 Confidentiality

Student researcher maintained confidentiality throughout the study. Student researcher ensured that participants information was kept private. Their name and identity were not disclosed to anyone except for the supervisor, and it was stated in the information sheet. Additionally, the student researcher obtained the volunteers signatures on a transcription contact form not to ask them not to disclose the participants information. (see Appendix C for details). The participants were also informed that identity will remain confidential for report writing, publication, conference, or any other written materials and verbal discussion.

3.6 Data collection process

3.6.1 Participants Recruitment Process



The student researcher made a list of different organizations where the data could be a primary source. The student researcher contacted the organization and got permission to collect data. Then the student researcher found out the location of the organizations and contacted the responsible authorities from different sources. The respected supervisors also helped the student researcher in selecting the organization. Student researcher searched for the appropriate participants according to inclusion and exclusion criteria with the help of responsible therapists of that organization. Then the student researcher made a list of potential participants and contacted them. The student researcher then fixed an interview schedule according to the participant's convenience. Student researcher selected a quiet and comfortable place for collecting data and then conducted a face-to-face interview with a self-made interview guide.

3.6.2 Data Collection Method

Student researcher collected data by conducting semi-structured interviews of the interested participants. The data were collected through face-to-face interviews of the participants. In qualitative research, interviews are mostly used for data collection. They are typically the technical choice in phenomenological research. Semi-structured interviews are used to have a deeper conversation about a certain topic while following an interview guide. A set of questions and suggestions intended to direct the interview in a targeted, flexible, and conversational manner is typically included in interview guidelines. During further data gathering, semi-structured interviews can be utilized to follow up on specific ideas or issues that emerged from the initial unstructured interviews (Barnett-Vanes et al., 2017). There are some structured questions mixed in with semi-structured interviews. A set of questions or topics to be discussed serves as the main framework for the majority of the interview (Merriam, 2002). This method of gathering data has the advantage of respecting the language used by participants and giving their expertise priority. During further data gathering, semi-structured interviews can be used to follow up on certain ideas or issues that arose from the first unstructured interviews (Barnett-Vanes et al., 2017). The researcher prepared a self-developed interview guide according to the aim of the study guided by different literature related to the study. Student researcher selects a quiet and comfortable place for conducting the interview. The reason behind choosing a quiet place is to avoid distraction and environmental chaos. Before starting the interview, the student researcher built rapport with the participants and ensured them that their information would remain confidential. As a part of rapport building, the student researcher introduced herself to the participants. The student researcher explained the cause of the interview, the aim of the study, and the importance of the study. The student researcher made a Bangla interview guide and conducted the interview in Bangla because the participants were

comfortable speaking Bangla as the participants are Bangladeshi. The approximate time of the interview was 20-30 minutes. All the interviews were recorded by mobile recorder.

3.6.3 Data Collection Instruments

A semi-structured interview guide was used to interview the participants. The semi-structured interview guide was developed by the student researcher, in both English and Bangla. There was a question about parents work-life balance, child-rearing experience, barriers, challenges, and coping strategies. Pen and paper are used to take field notes. The interview guide was developed based on the literature findings. The student researcher also got the help of a respected supervisor in developing the interview guide.

3.6.4 Field Test

Before collecting data, the student researcher carried out a field test. The field test was accomplished with two participants. After the field test, two questions were included in the interview guide for better understanding and clear concept. The two questions were about how to cope with emotions and about affecting self-esteem and self-identity.

3.6.5 Non- Participants

There were non-participants with 3 participants. Non-participants were allowed because they were participant's children, and it was not possible to take interviews without them as there was no space where they could stay in. However, the non-participants did not affect the interview. Participants provided the information appropriately.

3.7 Data Management and Analyses

Student researcher used thematic analysis according to Braun and Clarke's six-step analysis to analyze the data. Thematic analysis (TA) is a method for identifying, analyzing, and interpreting patterns of meaning ('themes') within qualitative data. It

provides accessible and systematic procedures for generating codes and themes from qualitative data (Clarke & Braun, 2017). Thematic analysis is a potent and adaptable method that can be applied in a range of paradigmatic or epistemological contexts to analyze qualitative data. A suitable analytical technique for attempting to comprehend experiences, ideas, or actions throughout a data collection is thematic analysis (Kiger & Varpio, 2020). The six steps are given below.

Phase 1: Familiarizing with data

At first student researcher got familiarized with the data by re-reading the data taken from the interview. The student researcher transcribed the data verbatim in Bangla and then translated them into English. The student researcher involved herself in the repeated reading of the data, searching for meanings, patterns, and so on. Five transcriptions were translated by a volunteer. The student researcher rechecked and retranslated the translation. After that, the respected supervisor rechecked the translation and transcription and gave feedback. Student researcher re-read the data three times thoroughly to understand the meanings and patterns of the data.

Phase 2: Generating Initial Codes

In this stage, student researcher generated an initial list of ideas about what is in the data and what is interesting about the data. This phase then involves the production of initial codes from the data. Student researcher highlighted the interesting facts and sentences that generated the initial code and named them. The codes were checked by the supervisor. Student researcher generated various codes and listed all the codes which was derived from the data.

Phase 3: Searching for Themes

Student researcher wrote down the initial codes from each interview. The codes were written in serial. Student researcher highlighted similar codes throughout reading the translation. Following that, the student researcher organized the sub-themes and all extracts of data that have been coded concerning them. Student researcher collated codes into tentative themes wrote them on sticky notes and hung them.

Phase 4: Reviewing Themes

The student researcher created the thematic map and discussed it with the supervisor. Seven themes were generated with some sub-themes.

Phase 5: Defining and Naming Themes

In this stage, student researcher refined and revised the thematic map. Student researcher finalize the sub-themes and themes for writing the report. As well as student researchers identifying the 'story' that each theme tells. Student researcher made sure there was not too much overlap across themes. Then generated names and definitions for the themes. Student researcher ensured that names were concise, and punchy, and immediately gave the reader a sense of what the theme is about.

Phase 6: Producing the Report

Finally, student researcher produced a scholarly report in the dissertation by writing the result chapter with verbatim quotes from the participants.

3.8 Trustworthiness and Rigor

Trustworthiness was maintained throughout the study by methodological and interpretative rigor (Barnett-Vanes et al., 2017).

3.8.1 Methodological Rigor

Congruence

- ✓ The student researcher used a phenomenological approach of qualitative study design which is a perfect fit for my study as it was able to achieve the aim and objectives to explore the experience of child-rearing and parents work-life balance.

Responsiveness to social content

- ✓ The research design was developed and adapted to respond to real-life situations within the social settings in which it was conducted.
- ✓ The face-to-face interview was conducted in a quiet and comfortable place by the mutual convenience of the participants and student researcher.
- ✓ Student researcher built rapport with the participants and became familiar with the study context.

Appropriateness

- ✓ The study followed purposive sampling to find out the participants as it was the best fit for the study.
- ✓ Ten participants were selected for the study based on the inclusion and exclusion criteria.

Adequacy

- ✓ Face-to-face interviews were conducted through an interview guide which was in Bangla. participants opinions and voices were presented in verbatim quotations that represent the authenticity of the data.
- ✓ Interviews were recorded by mobile recorder.
- ✓ The description of the method was detailed enough to enable the reader to

understand the context of the study.

Transparency

- ✓ All the data was transcribed verbatim in Bangla as the first language and then translated into English for academic view.
- ✓ Data was analyzed by Braun and Clark's six steps.
- ✓ The respected supervisor rechecked all the translation and data analysis.

3.8.2 Interpretative Rigor

Authenticity

- ✓ Participants views were presented in verbatim quotes in the study.
- ✓ The student researcher rechecked the explanation verbally with the participants.
- ✓ Participants were not involved in documenting, checking, analyzing data, or reviewing the analyses due to the short study period.

Coherence

- ✓ The student researcher transcribed all the data verbatim listening to the audio in Bangla as first language and then translated them into English.
- ✓ The respected supervisor listened to all the audio records, rechecked all the transcription and refined data analysis.

Reciprocity

- ✓ The student researcher wrote down different codes from similar data and it was rechecked by the supervisor.
- ✓ Student researcher collated all the similar codes and made potential themes discussing with the supervisor.

Typicality

- ✓ The student researcher described the context of the study for readers clear understanding.

Permeability of the Researcher's

- ✓ By following ethical guidelines student researcher's intentions, preconceptions, values, or preferred theories were strictly maintained.
- ✓ There was no chance of biases as the student researcher reviewed all the data.

CHAPTER IV: RESULT

Result

This chapter discusses the experience of child-rearing in balance with the work life of parents who have a child with autism. Eight mothers and two fathers from different areas participated in the study and shared their experiences. Eight themes emerged from the data analysis. They are-1) Understanding autism and Initial feelings, 2) child upbringing experience, 3) Balancing work and child-rearing responsibilities 4) Social participation 5) Support systems 6) Challenges faced by parents, 7) Coping strategies, 8) Resiliency. Under these themes, many sub-themes are found. In this chapter, they are listed below.

Table 4.1**Overview Of Result**

Themes	Sub-Themes
Understanding of autism and initial feelings	Awareness about Autism
	Seeking various Treatment for child
	Feelings of parents
Child upbringing experience	Interaction and Bonding of child with parents
	Quality time for the child
	Variations in child upbringing experience
Balancing work and child-rearing responsibilities	Job satisfaction among parents
	Career Progression
	Factors contributing to difficulties in balancing both
	Strategies for balancing responsibilities
Social participation	Avoid social Events
	Social relationships
	Community attitude toward parents
Support systems	Family Support
	Partner Support
	Support from helping hand
	Organizational support
Challenges faced by parents	Challenges faced in daily life
	Conflict and self-guilt
Coping strategies	Lifestyle modification
	Counseling
	Self-strategies
Resiliency	Self- esteem
	Acceptance of the disability

4.1 Theme-1: Understanding Autism and Initial Feelings

Symptoms are sometimes difficult to understand for parents that their child has developed ASD gradually, as they are not aware of the disorder. Most of the participants of the study do not know about autism and its features. In this theme, participants have stated their understanding and feelings after experiencing autism.

4.1.1 Sub-theme: Awareness about Autism

The study result indicated that most of the participants were not aware of autism that way. Out of ten participants, five parents stated that they were not aware that their child was gradually developing autism. The rest of the five participants knew about the disorder a little bit as three of them were doctors by profession. One of the participants found out about autism by searching the feature on Google. Two of them are known from social media by different social media groups. One participant Orpa stated:

“Actually, I do not understand him that way, when he was three years old, it slowly seemed that his growth did not fill the milestones like normal children do. It was okay till then, but my son’s speech was severely delayed”.

Another mother of a child with autism stated that:

“First, there was restlessness, he was fickle then I couldn't understand. But when he was 2 years old, I saw that he was not copying words, he was not responding when called by name, and he was not making eye contact. There was no one-to-one response. When I saw children of his age talking, responding, and saying rhymes, I got a little tense. I could understand that there seemed to be a problem. It was the time of Corona. I got scared and searched for information”.

Jamal, a father of a child with autism stated:

“We didn't understand him at first. He was slow to talk for his age, but we took it for granted, not realizing it would be a problem. Later I slowly realized that there was a problem with the flow and then consulted the doctor. I saw the child specialist, then he said he was on the borderline”.

4.1.2 Sub-theme: Seeking Various Treatments for Child

All the participants consulted the doctor when they understood that their child was showing some abnormalities such as: not responding by name calling, speech delay, not following any command, no eye contact, and delayed development. Among them, three participants said that their consulted doctor did not fully disclose that their child has developing ASD. Their consulted doctor said it was a developmental delay rather than autism. Seven participants received confirmation about autism from their doctor. Some of the participants consult psychiatrists and nutritionists for their children. They received treatment and took regular medicine to overcome their child's hyperactivity, sleep disturbance, and nutritional deficiency. All the children of the participants now receiving occupational therapy treatments from different organizations for their difficulties. One participant stated: “Normally we take my son to the doctor. We first got to know about his condition when he was two and a half years old. We got some idea of his condition, but the doctor did not fully disclose my son's case.”

One participant Arshia stated they seek various treatments for their child. From the beginning. She stated that:

“She was too late to walk and talk, and had neck stiffness so, we took her to the doctor. The doctor used to tell me to wait for a while, many children have two years to deal with. So after two years, when we saw that her improvement was slow, I took her to the psychiatrist, and the doctor told her to Check the ear.

Because she was not talking, after checking everything, he said that everything was normal but she had Autism symptoms”.

4.1.3 Sub-theme: Feelings of Parents

Different types of feelings were found in the parents of a child with autism. Most of them were not ready to accept the fact that they were feeling shattered, frustrated, and disappointed. But slowly over time, they have come to accept it. One thing works even in their unacceptance which is God’s will and somewhere they have a hope that everything will be alright someday. One of the participants stated that she felt confused when she first knew about the disorder as she did not understand where she would receive better treatment for her child. Arshi, mother of a child with ASD said: “When I got to know about this, it is difficult for me to accept that my son has autism. Even today, I think that if I go to sleep at night, everything will be fine in the morning, but that is not true”.

Another mother stated that: “Since he was my first child, it was very difficult to accept this matter from that place. I was very disappointed and shattered”.

4.2 Theme-2: Child Upbringing Experiences

Participants of the study face various experiences while rearing their child as compared to rearing a normal child.

4.2.1 Sub-theme: Interaction and Bonding of child with parents

The study found that employed parents spent their non-working hours on childcare. All the parents stated that they are too attached to their children. The child’s interaction and behaviors are very good towards them despite not giving them too much time. The bonding between the child and his/ her parents is also very altruistic. The child showed affection, respect, and good behavior to them. Children followed most of the commands of their mothers rather than others in the family. One participant said that:

“My daughter thinks that I am her place to be petted and pampered, where she can make all her demands. She does not do to anyone else as soon as I come home, she makes all her moral immoral demands on me. She usually does not interact with anyone else when I am at home”.

A father reported that: “She interacts with us too much. She follows all the instructions, and she wants to stay with us. But she does not want to mix with outsiders. It was too much before. Now take a little to the park and try to mingle with others”.

4.2.2 Sub-theme: Quality Time for the Child

The data shows that working parents were not able to spend enough quality time with their children except during non-working hours. As they are job holder, they have to attend their work every single day. Except for the office hours they spend the rest of the time with their child. In their holidays and in their free time they spend their time in child-rearing such as feeding them, dressing them, bringing the child to therapy sessions and school, spending leisure time together with the child, and outings. It could be said that this non-working hour usually consists of three to four hours or a maximum of six hours. The mothers of the study stated that cannot spend enough quality time with their children because they have to do their household chores after returning home. Rubaiyat, a mother of a child with autism and also a doctor by profession stated: “My office hours are 8 am to 4 pm. After that I stay with her all the time”.

Another mother reported that:

I stay in the office till 2.30 if there is office time. The rest of the time I stay with her. I come from the office, eat with him, sleep, get up, and spend quality time. Some tasks are given in therapy like coloring, pasting, various activities, etc.

Later we play some games on the phone or watch dramas. This is how time passes.

One mother gave a different statement about her quality time with her child. She reported that:

I had given so much effort and spent so much time during the Corona period that at one point I was tired. I was so exhausted that I used to call his father and tell him that I couldn't take it anymore. I was getting restless. I can't give him so much time now, on the other hand, I have a small child, so I can't give him time like before”.

Things are a little bit different from the father's perspective. They have to do extra work even after their office work to fulfill their child's needs as the treatment of autism is costly. It is fair to say that fathers spend less time with children than mothers. Jamal, father of a child with autism stated: “I cannot spend much time with my son. I have a lot of work at the office, even when I am at home, I have to do some work so I cannot spend enough time with him”.

Another father of the study said that: “I don't have much time for her. Around 2-3 hours a day”.

4.2.3 Sub-theme: Variation in Child Upbringing Experience

All parents stated that the child's upbringing experience depends on the severity of the child's autism. Study shows that parent's daily life experience also depends on the severity of the disorder. For children whose autism level is mild to moderate, their parents face fewer difficulties in daily life. On the other hand, parents with hyper or severe children with autism experienced more difficulties. They state that managing a child with hyper autism needs more physical exertion and effort rather than mild ones. Some parents reported that their children have trouble sleeping, eating, toileting, and

grooming. One of the participants said that she felt very helpless and annoyed sometimes. Rubaiyat, the mother of a child with autism stated:

“Everything is challenging for me. For example- my daughter does not understand about toileting, but she has potty training. But still, she does not understand about urination. She can do it if anyone tells her to do it. Otherwise, she forgets and does it on the spot”.

4.3 Theme-3: Balancing work and child-rearing responsibilities

As working parents, they have to balance both the responsibilities of their work and child-rearing. This section discusses the factors that contribute to difficulties in the path of balancing work and children. To manage these two together parents also adopt some strategies. Employed parent’s job satisfaction and career progression are also surfaced.

4.3.1 Sub-theme: Job Satisfaction Among Parents

Out of ten participants, seven parents reported that they were satisfied with their effort at the job. One of the participants said that she was fairly satisfied. The rest of the participants reported that they were not satisfied with their efforts at the job. Fathers have relatively more satisfaction in their efforts than mothers. Farzana stated that: “Females cannot give 100% effort even if they want to at work. It’s not only about the child but in all aspects”.

Another mother reported that: “I am 100% satisfied with my job performance. Because of her, there was no hamper in my job. I do not feel like I'm missing anything, I am satisfied with my effort at both job and child care”.

4.3.2 Sub-theme: Career Progression

Five participants reported that having a child with autism did not affect their career progression. They are balancing both child rearing and career. Three participants stated

that they are not taking any opportunity for career progression on their own. The rest of the two participants said that their career was affected, they do not grab opportunities for their children with autism. Sayma reported that: “If I did not have my son I could have done my Ph.D. I could have done better at my workplace which I cannot do”.

Another participant reported that:

There are constant problems in working life. First of all my promotion, then I don't have a satisfaction of myself, I don't have that. I feel like I'm taking only from my office, not giving anything to the organization. I don't know how to deal with it. But this lack may not be covered at all.

4.3.3 Sub-theme: Factors Contributing to Difficulties in Balancing

Responsibilities

Four participants reported that they do not face difficulties in balancing both responsibilities of childcare and work. The rest of the participants reported that they faced difficulties. They blame some factors for facing these difficulties. Anxiety, pressure, tension, mental issues of parents, feelings of quitting the job, tiredness, time demands, and a very hyper child, are some factors that contribute to difficulties in balancing both child rearing and work according to the parent's statement. Arshi, a mother of a child with autism said that: “Sometimes I get tired. Because I must take care of my child after working all day long. I need to give time to my family also. Many times, it becomes challenging because I have less time and have to do many things. Life is a mess”.

4.3.4 Sub-theme: Strategies for Balancing Responsibilities

All the participants adopted different strategies for balancing their responsibilities. One of the participants does not follow any strategy for balancing. Sharing with others about their problems, organizing the work, not overthinking about a matter, sharing work with other family members, having fewer outings, proper use of time, making a to-do list, keeping the child with blood-related relatives, doing activities according to the therapist recommendation are some strategies that parents adopt for balancing their work and child-rearing. One participant Farzana said - ‘My target is to take care of my children and manage office work. First, I try to do my work during their sleep time, rest time, or when their father looks after them. And if I get a day off, I make the best use of it. we usually do not go for outings’.

4.4 Theme-4: Social Participation

An important finding of this study was the social participation of employed parents. It is usually seen that parents of special children face some difficulties in social participation for many reasons. Sub-themes related to the phenomenon are listed below.

4.4.1 Sub-theme: Avoid Social Events

Avoidance Tendency showed in the Participant's behavior. All the participants have avoided their official parties, social gatherings, and wedding programs, for their child with autism. Parents who have a hyper child with autism do not Usually attend any gatherings as their child shows restlessness. Even some of the participants avoid family outings because their children tend to run around. Among them, one participant stated that she avoids social gatherings as people pitted her and showed sympathy towards her. Because they avoid gatherings, it hampers their social relationship. Sayma, the mother of a child with ASD stated: “We did not attend official parties in that way now. We did not attend any wedding program also. Although she should be taken she does not stand still, she is quite hyper”.

4.4.2 Sub-theme: Social Relationships

Six participants stated that there were no changes in their social relationships. One of the reasons is that they have family support. One participant said that her social relationships have not changed because people are more up-to-date now. The rest of the participants experienced changes in their social relationships. they have concise their boundaries because of their child. Except for their family gatherings, they usually did not attend any Program. Sumi, mother of a child with autism said: “I cannot like people’s sympathy that’s why I like to go to very selected places such as my father’s house, my brother’s house, and my colleague’s home”.

4.4.3 Sub-theme: Community Attitude Toward Parents

Positive community attitudes towards working parents are shown in the study rather than negative attitudes. Six participants reported that they received a positive attitude from their community as people accepted them as working parents. The fathers of the study reported that they did not face any difficulties in this regard. One father of the study said that: “All my relatives and neighbors accepted it naturally and there was no problem”.

Four participants, most specifically four mothers of the study face negative community attitudes. But they ignored the fact. Farzana, mother of a child with ASD reported that:

“Many people in society used to say that you cannot give time to children if you continue your job. So, in the beginning, I used to bargain or try to explain to them that it was not true. I can devote enough time to the job as well as to my child. Then I realized that I did not need to give them any explanations. So, now I avoid it with a smile”.

4.5 Theme-5: Support Systems

Employed parents faced difficulties in their daily life as they have a child with autism to deal with. Also, they have a support system around them to get them out of these temporary problems.

4.5.1 Sub-theme: Family Support

Almost all the participants have support from their families. Participants reported that, without family support, they could not have come this far. However, most of the mothers stated that they received more support from their parents rather than from in-laws. Among eight mothers, two mothers have their in-law's support. Three participants said that they have their other children's support for managing the child. The remaining two fathers stated that they received support from their family and in-laws. Orpa reported that:

“I have an elder son, he always supported me. I live in a joint family. My daughter has an uncle, a cousin brother, and her grandmother. They looked after her when I was not at home. I keep her with them, there is no such problem. The people in my house help me a lot”.

4.5.2 Sub-theme: Partner Support

Most of the participants reported that they have received huge support from their partners. They received both physical and mental support. Only one participant stated that she did not receive any mental or emotional support from her Partner. She reported:

“I do not get any help from my family members rather they demotivate me. His father always said why is he doing it like this, why is he drinking water like this. But he did not want to understand he was a special child who needed special treat. His father always blamed me”.

4.5.3 Sub-theme: Support from a Helping Hand

Nine participants stated that they have the support of their helping hand. Participants stated mixed experiences of having a helping hand. Some participants reported that they got a lot of support from their helping hand and some participants reported that their experience with helping hand was not very good as their helping hand used to beat their child. Only one participant stated that she did not want to receive any help from a helping hand because they sometimes misbehaved with the child. She reported that: “I liked to keep my son with my blood-related people so it does not stress me out. I do not leave him with outside people because they scold and misbehave with the children. My baby also remains safe and fine”.

4.5.4 Sub-theme: Organizational Support

Most of the parents stated that they received support from their organization either financially, or mentally. Maximum participants stated that they have flexible workplaces. Most of the participants of the study are well-educated and hold tight positions in their workplace. One of the participants took a long leave from the job as her child’s condition deteriorated, which is a great support from the organization. One participant received financial support from his workplace. Nine participants received mental support from office colleagues in their difficult times. One participant does not receive any colleague support despite being in a flexible workplace. Ripa, mother of a child with autism said: “I have a supportive workplace as I was able to take leave, able to see my child as the workplace has a daycare center, I think that is a big support. Everyone gives me mental support”.

4.6 Theme-6: Challenges faced by parents.

4.6.1 Sub-theme: Challenge Faced in Daily Life

Most of the participants stated that they face difficulties in their daily living activities. Mothers are relatively more affected than fathers. They face difficulties in their self-

care and leisure activities such as bathing, grooming, dressing, watching TV, and outings. Three participants said that they did not have time for themselves. Rubaiyat reported that:

“Sometimes I feel disappointed. I cannot do much of what I like to do. If my daughter was well then maybe I could do many things such as reading books, dressing up for myself, going for a walk, or watching movies. I could find time for myself that I cannot. I cannot do everything I want”.

Most of the participants reported that by managing both jobs and taking care of the child, they become too tired, exhausted, and fatigued. They stated that their work capacity is decreased. Two participants stated that it is not because of the child. It was happening because of aging.

4.6.2 Sub-theme: Conflict and Self-guilt

Six participants stated that they do not have experienced guilt and inner conflict related to their role as parents and as employee. Two participants reported that they do not have such conflict but sometimes they wonder if they had some gap or issues that caused their child's autism. Instead of calling it conflict, they said that this was their thought. Two participants reported that they have experienced guilt and Conflict as a parent and an employee. Sumi, mother of a child with autism stated that:

“Sometimes I feel guilt or inner conflict when I get too stressed. I am not able to give time to my child and also, I am not able to concentrate on my work. Then I think that everything happened because of me. This conflict works in me all the time”.

4.7 Theme- 7: Coping Strategies

This portion of the result described the coping strategies that parents used to solve their problems in their life. Parents adopt various strategies to overcome their difficulties.

4.7.1 Sub-theme: Lifestyle Modification

Most of the participants adapted themselves to the child. They stated that they modify their lifestyle by concise their circle, outings, home modifications, eating habits, and behaviors according to their child's favor. Two participants do not have any changes in their lifestyles. Sumi said that: "we accepted that we have to lead our life in this way, with him not replacing him, we have to move forward with him".

4.7.2 Sub-theme: Counselling

Three participants said that they did not go for counseling as they did not face many problems. Two participants stated that they needed counseling for their anxiety and stress. One of the participants seeks help from social media in different autism groups. One participant Sumi wanted to do counseling but could not do it because of workplace policy. Three participants said that they do self-counseling as they are doctors by profession. Sayma, a doctor by profession as well as a mother of a child with autism stated: "I never went for counseling. As a physician myself, I can understand when I need to counsel myself. Whenever I gone through stress or anxiety I calm down".

4.7.3 Sub-theme: Self-Strategies

Most of the participants decrease their day-to-day problems by doing some self-made strategies. Different coping strategies followed by the participants such as- bringing the thought of acceptance, searching for inspiration, trying to absorb bad feelings, thinking of children in worse conditions, and doing meditation and exercise. Some participants stated that when they feel frustrated and disappointed, they try different things like- going for grooming, shopping, dine in a restaurant, watching thriller films, and reading books. Two of the participants followed no coping strategies. They try to balance both

child-rearing and work life. Sumi stated: “I can understand myself now. If I exercise enough, sleep properly, and reduce my screen time, I feel better for a few days. Meditation also helped me a lot”.

4.8 Theme-8: Resiliency

This portion highlighted the resilience of employed parents despite having a child with autism. Self-esteem and conflicts of employed parents were surfaced below.

4.8.1 Sub-Theme: Self- Esteem

Five participants stated that managing both career and parenting did not affect their self-esteem and self-identity. They accepted all the things. Among these five participants, one participant said that: “Parenting a child with ASD never affects my self-esteem. My child is in the mercy of Allah I accept all things”.

Three participants stated that their self-esteem was affected. Among ten participants two participants reported that their self-esteem was used to affected but no longer affected. Arshi, the mother of a child with autism said that:

“Rearing a child with autism used to affect my self-esteem but now it does not affect me. Earlier I used to think about what people would say but now I do not bother about these things anymore. Now I say that I am proud of my child”.

4.8.2 sub- theme: Acceptance of Disability

The data indicated that all the participants of the study have accepted the fact that their children have that disorder. According to their statement, it was initially difficult for them to accept that their children had autism, but over time they accepted it. Most of the participants seek help from their creator to overcome this hurdle. Arshia, a mother of a child with autism stated that: “Sometimes when this matter gives mental pressure then there is nothing to do except call upon the Creator and ask that to grant me the grace to handle the matter”.

CHAPTER V: DISCUSSION

This study discussed the experience of child-rearing in balance with the work life of employed parents who have a child with ASD. Ten parents, eight mothers, and two fathers participated in the study. Student researchers collected data from different organizations. The study was able to achieve the aim and objectives. The study contains seven themes extracted from the transcripts of the participants.

The study was able to find out the experience of child-rearing and work-life balance of employed parents. In previous studies, child rearing and the work-life balance of parents with children with ASD were not covered simultaneously. Either they conduct parenting, child-rearing, or the work life of parents. A study conducted in a parental work context was conducted in Canada (Watt & Wagner, 2013).

The first objective of the study was to explore the experience of parents rearing a child with autism. Every parent admitted that they had challenges in their day-to-day lives. Research indicates that the degree of the condition influences the Parent's day-to-day experiences. Certain parents have mentioned that their children struggle with eating, sleeping, using the restroom, and grooming themselves. The information shows that, aside from their off-work hours, working parents were unable to spend adequate time with their kids. According to the mothers in the study, they are unable to spend enough time with their children since they have household responsibilities to attend to once they get home. From a father's point of view, things are slightly different. Due to the high cost of autism therapy, parents must put in extra work even after work to meet their child's needs. According to a review, parents of children with ASD had a lower quality of life than parents of children who are typically developing or compared to the population. Among this group, factors linked to a lower parental quality of life included

behavioural issues in children, unemployment, motherhood, and a lack of social support (Vasilopoulou & Nisbet, 2016).

One intriguing discovery was most of the parents were not aware of the disorder. They did not understand that their child was developing ASD gradually despite living in a modern era. Awareness about ASD is seeming a very necessary concern nowadays. One finding was fathers cannot find time for their children even if they want to. Every parent admitted that they are overly devoted to their child. Despite not spending a lot of time with them, the child interacts and behaves well with them.

One interesting result was that most of the participants of the study had flexible workplaces because they had their colleague support, supervisor support, and organizational support. The parents whose data was taken were all well-established and continued their jobs in respected sectors. Although they have flexible workplaces but still, they were face difficulties in their ADLs as they have a child with autism at home. Two participants did not receive any colleague support. As predicted, Organizational factors influence the WFB of working parents of disabled children. Literature on WFB among parents of children with disability also provides evidence of the benefits of supervisory support. Higher levels of supervisory support among US parents have been associated with lower levels of work-family conflict and work-family interference. Interviews with working US parents of ASD children revealed that supervisors' instrumental and emotional support was crucial in assisting parents in managing the responsibilities of raising a child with ASD while also balancing their personal lives (Brown & Clark, 2017).

This study found that parents have family support, and partner support except one participant. A study showed that relationship status is considered crucial for balance

because partners can offer emotional or practical assistance (such as listening to a partner's worries about the disabled child) or take a child to a medical or therapy session (Scott 2010) (Brown & Clark, 2017).

The prior studies did not explore the daily living experience of parents who had a child with autism. This study reported that employed parents who have children with autism face difficulties in their daily activities. Compared to fathers, mothers are comparatively more affected. They did not have time for themselves. The majority of participants stated that they become overly weary, exhausted, and fatigued when juggling their jobs with taking care of their children. A study on this topic reported that- Due to a lack of time, the majority of mothers find it difficult to do their ADLs effectively in addition to caring for their children with autism (Gosh, 2015).

This study reported that most participants adapted themselves with their children or modified their lifestyles. The study also found that parents did many things as their coping strategies like- self-counseling, seeking help in social media, emotional release, reading books, watching movies, self-pampering, and self-treat, and two participants stated that they need counseling for their anxiety and stress. Parents acknowledged and talked about the coping mechanisms they used, such as humor, social isolation, advocating, planning for the future, accepting reality, and managing and treating autism (Hall & Graff, 2010).

The study reported that half of the participant's self-esteem and self-identity were unaffected by juggling their careers and children and the rest half reported that their self-esteem and self-identity were somehow affected. This study also reported that most parents did not have any inner conflict which is a positive find out of the study. Therefore, there was no literature available in this regard.

CHAPTER VI: CONCLUSION

6.1 Strengths and limitations of the study

6.1.1 Strength

- The data was collected from different organizations and parents with different occupations which added variation in the study.
- The Student researcher used a qualitative study design to achieve the goals and objectives of the study.
- This study broadly includes the mothers experience in child-rearing and their work-life balance.
- Future research on this phenomenon will be aided by the findings of the study.

6.1.2 Limitations

- This study includes only two father's experiences in-depth because the student researcher was not able to reach them as they were not bringing their children to the therapy sessions and even they were not available at home due to office schedules.
- This study could not mention how employed parents fulfill their responsibilities when they have other children along with the child with ASD.
- The student researcher could not take diverse data because of time limitations.
- Two participants declined the study when they were asked to participate.
- Some inefficient conversations present during the time of the data collection that might affected the data.
- This study discussed participants' current experience with child-rearing and work-life balance but the study did not cover how much parent's experience has changed over a long period of time.

6.2 Practice Implications

6.2.1 Recommendations for Future Practice

- This study has the potential to change the thought of the practitioner in the professional sector. The result of the study will help the health care practitioner to rethink that sometimes parents may also need professional help as well as their children.
- This result will help the practitioner to find out the difficulties and challenges faced by working parents while they have a child with autism.
- Occupational therapists could advocate and encourage parents to have flexible work schedules, such as part-time jobs, flexible hours, or telecommuting. Because of this flexibility, parents may take care of unforeseen circumstances pertaining to their child's requirements, attend therapy sessions and doctor's appointments, and maintain their employment obligations.
- Urge parents to make time for hobbies, self-care, relaxation exercises, physical activity, and quality time with friends and family members which contribute to their own well-being.
- This study provides enough information about parenting, child-rearing and work-life balance, and coping strategies which will help the readers to know how they deal with their difficulties. parents can minimize the influence on their work-life balance while optimizing their child's progress by incorporating therapeutic approaches into daily activities.
- Occupational therapists will get a new insight into providing parents with an education along with the therapy and can significantly contribute to the well-being of working parents and their children with ASD.
- This will benefit their family as well. A new role can be formed in the professional sector.

6.2.2 Recommendation for Future Research

- Future study will focus on the father's experience as in this study student researcher could not be able to collect sufficient data from fathers.
- Student researchers want to do further research on the experience of both the father and mother of the same child to compare their experiences.
- Student researcher want to gather diverse data for future studies on the same title.
- The student researcher want to conduct further study on how employed parents share and manage their responsibilities when they have multiple children.
- Future researchers will recommend conducting the study with a large sample. As it is an undergraduate research student researcher could not include a large sample size because of time limitations.

6.2.3 Conclusion

The study was conducted on the experience of child-rearing in balance with the work life of employed parents. The study findings cover child-rearing experience, work-life balance, support systems and challenges of parents, coping strategies, social participation, and resiliency of employed parents. The findings directed that, although parents have difficulties with their daily living experiences, they are capable of balancing their work lives. The study themes provide in-depth knowledge about the parent's experiences. Ten working parents participated in the study, eight mothers and two fathers. So this study has a strong voice about the mother's experience as it was conducted with eight mothers points of view rather than fathers. Additionally, fathers' experience of child rearing and work-life balance can be further researched. Therefore, this study has the potential to encourage parents to rear their children along with their work.

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APPENDICES

Appendix A:

Approval letter



Ref: CRP- BHPI/IRB/10/2023/743

Date: 18.10.2023

To
Sadia Akter Sraboni
4th Year B.Sc. in Occupational Therapy
Session: 2018-2019; Student ID: 122180308
Department of Occupational Therapy
BHPI, CRP, Savar, Dhaka-1343, Bangladesh

Subject: Approval of the thesis proposal "Experience of child rearing in balance with work life of employed parents who have a child with autism spectrum disorder" by ethics committee.

Dear Sadia Akter Sraboni, Congratulations.

The Institutional Review Board (IRB) of BHPI has reviewed and discussed your application to conduct the above-mentioned dissertation, with yourself, as the principal investigator and Sk. Moniruzaman as thesis supervisor and Monika Singha as co-supervisor. The Following documents have been reviewed and approved:

Sr. No.	Name of the Documents
1	Dissertation/thesis/research Proposal
2	Semi- structured interview questionnaire (English & / or Bengali version)
3	Information sheet & consent form

The purpose of the study is to explore the account of experiences of child rearing in balance with work life of those parents who have a child with autism spectrum disorder. The study involves a semi structured questionnaire develop by the student researcher that may take about 15-20 minutes to full-fill in the interview for data collection of specimens and there is no likelihood of any harm to the participants and no financial benefits for the participants. The members of the Ethics committee have approved the study to be conducted in the presented form at the meeting held at 8.30 AM on 23rd September 2023 at BHPI 38th IRB Meeting.

The institutional Ethics committee expects to be informed about the progress of the study, any changes occurring in the course of the study, any revision in the protocol and patient information or informed consent and ask to be provided a copy of the final report. This Ethics committee is working accordance to Nuremberg Code 1947, World Medical Association Declaration of Helsinki, 1964 - 2013 and other applicable regulation.

Best regards,

Member Secretary
Institutional Review Board (IRB)
BHPI, CRP, Savar, Dhaka-1343, Bangladesh.

Muhammad Mihet Hossain
Associate Professor
Project & Course Coordinator
Dept. of Rehabilitation Science
BHPI, CRP, Savar, Dhaka-1343, Bangladesh

Permission letter 1:

Date: 18.10.2023

To,
Head of the pediatric department
Centre for the rehabilitation of the paralysed (CRP)
CRP- Chapain, Savar, Dhaka-1343

Subject: prayer for permission to collect data for the research project.

Sir,


With due respect to state that I am 4th year student, department of Occupational Therapy of Bangladesh Health Professions Institute (BHPI), an academic institute centre for the Rehabilitation of the paralysed (CRP). According to our course curriculum, we need to conduct a research project in 4th year under the supervision of our respectable teacher at Bangladesh Health Professions Institute (BHPI). I want to conduct research, titled "Experience of child rearing in balance with work life of employed parents who have a child with autism spectrum disorder" which is supervised by SK. Moniruzzaman, Associate professor, Head of the Department, and co-supervised by Monika Singha, Lecturer of Occupational Therapy Department, Bangladesh health professions Institute (BHPI). The purpose of the study is to explore the experience of employed parents who are raising a child with ASD while endeavour to balance between child rearing and work life. As it is Qualitative research, I would like to take interview of employed parents of child with autism spectrum disorder from CRP, paediatric department, savar. Now I am looking for your kind approval for data collection and want to assure that anything of my study will not be harmful for the participants and also for the paediatric department.

I, therefore pray and hope that you would be kind enough to give me permission to take interview of the respected participants and oblige thereby.

Your most obediently,



Sadia Akter Sraboni
4th year, B.Sc in Occupational Therapy
Bangladesh Health Professions Institute (BHPI)
Session: 2018-2019



Supervisor: SK. Moniruzzaman
Associate professor and Department Head
Occupational Therapy Department
Bangladesh Health Professions Institute (BHPI)
CRP, Savar, Dhaka-1343

She will collect data
from this Department.
please help her.

Thanks
Hr

19-10-23

Hosneara Parveen
Head of Department
Department of Paediatric
CRP, Savar, Dhaka

Permission letter-02:

Date: 10.10.2023

To,

Chairman,

Therapist point and shonivor special school for Autism and Neurodevelopmental disorder.


Subject: prayer for permission to collect data for the research project.

Sir,

With due respect to state that, I am 4th year student, department of Occupational Therapy of Bangladesh health Professions Institute (BHPI), an academic institute centre for the Rehabilitation of the paralysed (CRP). According to our course curriculum, we need to conduct a research project in 4th year under the supervision of our respectable teacher at Bangladesh Health Professions Institute (BHPI). I want to conduct research, titled "Experience of child rearing in balance with work life of employed parents who have a child with autism spectrum disorder". The purpose of the study is to explore the experience of employed parents who are raising a child with ASD while endeavour to balance between child rearing and work life. As it is Qualitative research, I would like to take interview of employed parents of child with autism spectrum disorder from your organization. Now I am looking for your kind approval for data collection and want to assure that anything of my study will not be harmful for the participants and also for the paediatric department.

I, therefore pray and hope that you would be kind enough to give me permission to take interview of the respected participants and oblige thereby.


Your most obediently,



Sadia Akter Sraboni

4th year, B.Sc in Occupational Therapy

Session: 2018-2019



Supervisor: SK. Moniruzzaman

Associate professor and Department Head

Occupational Therapy Department

Bangladesh Health Professions Institute (BHPI)

CRP, Savar, Dhaka-1343



Permission Granted
Nayem
10/10/23

Dr. Nayem Nizam Majumder
M. Phil (CRP, DU), MDS (JU-Incourse)
Occupational Therapist & M. A.
Therapist Point & Shonivor Special School

Permission letter-03:

Date: 19.10.2023

To,
Executive Director and Principal
Proyash Institute of Special Education and Research
Nirjhor Residential Area, Cantonment, Dhaka -1206

Subject: prayer for permission to collect data for the research project.

Sir,

With due respect to state that, I am 4th year student, department of Occupational Therapy of Bangladesh health Professions Institute (BHPI), an academic institute centre for the Rehabilitation of the paralysed (CRP). According to our course curriculum, we need to conduct a research project in 4th year under the supervision of our respectable teacher at Bangladesh Health Professions Institute (BHPI). I want to conduct research, titled "Experience of child rearing in balance with work life of employed parents who have a child with autism spectrum disorder" which is supervised by SK. Moniruzzaman, Associate professor, Head of the Department, and co- supervised by Monika Singha, Lecturer of Occupational Therapy Department, Bangladesh health professions Institute (BHPI). The purpose of the study is to explore the experience of employed parents who are raising a child with ASD while endeavour to balance between child rearing and work life. As it is Qualitative research, I would like to take interview of employed parents of child with autism spectrum disorder from your organization. Now I am looking for your kind approval for data collection and want to assure that anything of my study will not be harmful for the participants and also for the paediatric department.

I, therefore pray and hope that you would be kind enough to give me permission to take interview of the respected participants and oblige thereby.

Your most obediently,



Sadia Akter Sraboni (0628656077)
4th year, B.Sc in Occupational Therapy
Bangladesh Health Professions Institute (BHPI)
Session: 2018-2019
Ref: CRP- BHPI/IRB/10/2023/743



Supervisor: SK. Moniruzzaman
Associate professor and Head of the Department
Occupational Therapy Department
Bangladesh Health Professions Institute (BHPI)
CRP, Savar, Dhaka-1343

Permission letter-03:

SEEN	
Executive Dir & Principal	22/10
Dir (Inclusive Edn & Sp Svc)	22/10
Dir (Sp Edn & Research)	
Asst Dir	
Chief/Coord Offr	
Office Super-1	JH
Office Super-2	
Date	22/10

Approved
JH
22/10

Appendix B: Information Sheet & Consent Form

Bangladesh Health Professions Institute

Occupational Therapy Department

CRP, Savar, Chapain, Dhaka

Information sheet (English version)

Research Title: Experience of child-rearing in balance with a work-life of employed parents who have a child with autism spectrum disorder.

Name of the researcher: Sadia Akter Sraboni, 4th year, Occupational Therapy Department, Roll no: 02

Supervisor: Sk. Moniruzzaman, Associate Professor and Head of the Department, Occupational Therapy Department, Bangladesh Health Professions Institute, Savar, Dhaka.

I am Sadia Akter Sraboni,

I, Sadia Akter Sraboni, would like to request you join the research. Before you decide to take part in the research, you need to know about the research and why this is being done. After reading this document you will be able to know how you are related to the research. please take time to read the given information. If you encounter any problems after reading this document or if you need to know more about the research, you can further ask me.

Background and Aim of This Research:

I am Sadia Akter Sraboni, currently studying B.Sc. in occupational therapy at Bangladesh Health Professions Institute(BHPI), an academic institute of the Centre for the Rehabilitation of the Paralyzed (CRP). As a part of my course curriculum, I am going to conduct research under the supervision of Sk. Moniruzzaman, Associate Professor and Head of the Department, Occupational Therapy Department, and lecturer of occupational therapy Monika Singha Moni. The actual aim of the study is to provide an account of experiences of child-rearing in balance with the productive life of those parents who have children with Autism Spectrum disorder.

What to do to participate in the study?

As I am going to explore parent's experience of child rearing along with their work-life balance, I will use a self-made semi-structured questionnaire according to my objectives. I will ask questions to the participants to explore their experiences. All the questions are based on the study and the participants must answer all the questions. It will take approximately 15-45 minutes for the participants to complete the answer.

Why you are invited to participate in the study?

My research topic is to explore the experience of child-rearing in balance with the work life of employed parents who have a child with autism spectrum disorder. As per my topic, employed parent's data are needed to conduct the study. So, I invite the parents who are working outside and also have to rear their children.

I. Inclusion criteria:

- Parents who are interested in participating in the study and have a child with autism.
- Those parents who work in different job sectors and have to manage their children as well.

II. Exclusion criteria:

- Parents who have a physical disability.
- Either the father or mother lived abroad of the children with autism.
- Parents who are not able to communicate.
- This study will not include the parents of multiple children with ASD

Do you have to take part?

It is up to you to decide whether or not to take part. If you do decide to take part you will be able to keep a copy of this information sheet and you have to give consent through a consent form. You can still withdraw your information at any time through the withdrawal form. You do not have to give a reason.

What Are the Possible Risks and Benefits of Taking Part?

Participating in the research is not anticipated to cause you any disturbance or discomfort. There is no financial benefit for you for taking part in the study.

Will Taking Part Be Confidential?

The information will not be shared with others. Your name and other information will not come out during the study. All the information that is collected from the interview would be kept safe and maintained confidentiality.

Who Should You Contact for Further Information?

You can contact with me for further information.

Sadia Akter Sraboni
4th year student,
Occupational Therapy Department, BHPI, CRP
Phone: 01628656077
Email: sadiaactersraboni77@gmail.com

You can also contact my supervisor.

Sk. Monirruzman
Associate Professor and Head of the Department,
Occupational Therapy Department, BHPI, CRP
Phone: 01716358212

Thank you

Consent form (English version)

Research Title: Experience of child-rearing in balance with the productive life of parents who have a child with autism spectrum disorder.

Sadia Akter Sraboni (investigator) is a 4th-year student of BSc in Occupational Therapy Department, 2018-2019 session at Bangladesh Health Professions Institute (BHPI), the academic institute of Centre for the Rehabilitation of the Paralyzed (CRP). This study is a part of the course curriculum of the Occupational Therapy Department. The study is supervised by Sk. Moniruzzaman, Associate professor and head of the Occupational Therapy Department, co-supervised by Monika Singha, lecturer of the Occupational Therapy Department, Bangladesh Health Professions Institute (BHPI). All participants are informed about the purpose and nature of the study.

After knowing the flowing information, participants will decide to participate in the study-

- Investigator will receive permission from participants to take part in the study.
- The participant will not be harmed for participating in the study.
- Investigator will be available to answer the participants any questions related to this study.
- Participants are free to decline to answer any question during the interview.
- Investigator will maintain the confidentiality of the participants.
- Participants can withdraw from the study at any time.

I am a participant in this study clearly informed about the aim of the study. I am participating willingly in this study. I have the right to withdraw my name from this study at any time and I am not bound to answer anyone for that.

Signature:

Signature of the participant:	Date
Signature of the investigator:	Date

Withdrawal from (English version)

Title of the study: Experience of child-rearing in balance with work-life of employed parents who have a child with autism spectrum disorder.

I _____ confirm that, wish to withdraw all of my data from the study before data analysis has been completed and that none of my data will be included in the study.

Name of the participant: _____

Signature of the participant: _____

Date: _____

Appendix C: Interview Guide

Interview guide (English version)

Participants no:

Name:

Age:

Occupation:

Educational Qualification:

Workplace:

Number of family members:

participants phone number:

Living address:

Semi-structured interview guide:

The study aims to explore the experience of child-rearing in balance with the work life of employed parents who have a child with an autism spectrum disorder.

Objective of the study	Interview Questions
<p>To explore the experience of parents of an autistic child rearing.</p>	<ul style="list-style-type: none"> • Can you share your experiences and emotions after you first know about your child's autism? • Who looks after your child in your absence? • How much time a day do you spend on child care? • Do you have any unusual experience of child care during your office time? • Explain your daily life experience of child-rearing. • How is the child's behavior and interaction toward you?

<p>To explore the issues and barriers faced by employed parents in child rearing and their work life after having a child with autism.</p>	<ul style="list-style-type: none"> • Does your employment status change after having a child with autism? • Are you satisfied with the amount of effort you are giving in your job? • How do you make adjustments to your work responsibilities to manage your child's requirements? please describe • Do you face any issues or problems that encountered in your work life? If yes, mention what kind of problem you face. How do you deal with the problem? • Do you face any challenges during child-rearing? If yes, explain what kind of challenges you face and how you overcome them.
<p>To explore the impact of having an autistic child on carrier progression and work capacity.</p>	<ul style="list-style-type: none"> • Do Are you successful in managing child care and work demand? • Do you feel, that raising a child with autism has impacted your work life and career progression? If yes, how raising a child with autism has impacted your work life and career progression? • Have you experienced any changes in your work capacity after becoming a parent of an autistic child?
<p>To identify the elements that contribute to the difficulty in balancing both work and child rearing</p>	<ul style="list-style-type: none"> • What are the factors that cause difficulty in balancing both child-rearing and work? • What steps or strategies do you use to balance your child-rearing and job responsibilities? • Do you get any support from your workplace or community in managing these responsibilities? • How do you prioritize between your work and child care when both need the same attention?
<p>To explore their coping strategies and support systems.</p>	<ul style="list-style-type: none"> • Do you think managing both child rearing and work impacted your mental health? • How do you cope with your emotions when you going through a tough time? • What are the coping strategies you follow in managing the anxiety and stressors of parenting an autistic child?

	<ul style="list-style-type: none"> • Do you have any mental support from your family member or caregiver? If yes, mention how they assist you. • Do you need any professional support or therapy to manage your anxiety or stressors?
<p>To explore the emotional, social, and psychological well-being of employed parents while managing both work and child-rearing</p>	<ul style="list-style-type: none"> • Does managing both work life and parenting affect your self-esteem and self-identity? • Do you notice any change in your social relationship with others as a result of your job responsibilities? • Have you felt a sense of guilt or internal conflict related to your roles as a parent and an employee? Please describe. • Do you notice any emotional and psychological changes since becoming a working parent? • Do you notice any negative psychological impacts in your life due to the demands of work and parenting? • Do community people accept you as an employed parent as you are having a child with autism?

Information sheet (Bangla version)

গবেষণার শিরোনাম: অটিজম স্পেকট্রাম ডিসঅর্ডারে আক্রান্ত একটি শিশু আছে এমন কর্মরত বাবা-মায়ের কর্মজীবনের সাথে ভারসাম্য বজায় রেখে শিশু পালনের অভিজ্ঞতা।

গবেষকের নাম: সাদিয়া আক্তার শ্রাবণী, ৪র্থ বর্ষ, অকুপেশনাল থেরাপি বিভাগ, রোল নং: ০২

সুপারভাইজার: এস.কে. মনিরুজ্জামান, সহযোগী অধ্যাপক ও বিভাগীয় প্রধান, অকুপেশনাল থেরাপি বিভাগ,

বাংলাদেশ হেলথ প্রফেশনস ইনস্টিটিউট, সাভার, ঢাকা।

আমি, সাদিয়া আক্তার শ্রাবণী, আপনাকে গবেষণায় যোগ দেওয়ার জন্য অনুরোধ করতে চাই। গবেষণায় অংশ নেওয়ার সিদ্ধান্ত নেওয়ার আগে, আপনাকে গবেষণা এবং কেন এটি করা হচ্ছে তা জানতে হবে। এই নথিটি পড়ার পর আপনি জানতে পারবেন কিভাবে আপনি গবেষণার সাথে সম্পর্কিত। প্রদত্ত তথ্য পড়তে সময় নিয়ম দয়া করে। আপনি যদি এই নথিটি পড়ার পরে কোনও সমস্যার মুখোমুখি হন বা আপনার গবেষণা সম্পর্কে আরও জানতে চান তবে আপনি আমাকে আরও জিজ্ঞাসা করতে পারেন।

এই গবেষণার পটভূমি এবং লক্ষ্য:

আমি সাদিয়া আক্তার শ্রাবণী, বর্তমানে বাংলাদেশ হেলথ প্রফেশনস ইনস্টিটিউটে (বিএইচপিআই) অকুপেশনাল থেরাপি, বিএসসিতে অধ্যয়নরত, পক্ষাঘাতগ্রস্তদের পুনর্বাসন কেন্দ্রের একটি একাডেমিক ইনস্টিটিউট (সিআরপি)। আমার কোর্স পাঠ্যক্রমের অংশ হিসেবে আমি এস কে মনিরুজ্জামান, সহযোগী অধ্যাপক এবং বিভাগের প্রধান, অকুপেশনাল থেরাপি বিভাগ এবং অকুপেশনাল থেরাপির প্রভাষক মনিকা সিংঘা -এর তত্ত্বাবধানে একটি গবেষণা পরিচালনা করতে যাচ্ছি। অটিজম স্পেকট্রাম ডিজঅর্ডারে আক্রান্ত এমন বাবা-মায়ের উত্পাদনশীল জীবনের সাথে ভারসাম্য বজায় রেখে সন্তান লালন-পালনের অভিজ্ঞতার বিবরণ প্রদান করাই অধ্যয়নের আসল লক্ষ্য।

গবেষণায় অংশগ্রহণের জন্য কী করতে হবে?

যেহেতু আমি পিতামাতার সন্তান লালন-পালনের অভিজ্ঞতা এবং তাদের কর্মজীবনের ভারসাম্য অন্বেষণ করতে যাচ্ছি, আমি আমার উদ্দেশ্য অনুযায়ী স্ব-নির্মিত আধা কাঠামোবদ্ধ প্রশ্নাবলী ব্যবহার করব। আমি অংশগ্রহণকারীদের তাদের অভিজ্ঞতা অন্বেষণ করার জন্য প্রশ্ন জিজ্ঞাসা করব। সমস্ত প্রশ্ন অধ্যয়নের উপর ভিত্তি করে এবং অংশগ্রহণকারীদের অবশ্যই সমস্ত প্রশ্নের উত্তর দিতে হবে। উত্তরটি সম্পূর্ণ করতে অংশগ্রহণকারীদের ১৫-২০ মিনিট সময় লাগবে।

কেন আপনাকে অধ্যয়নে অংশগ্রহণের জন্য আমন্ত্রণ জানানো হয়েছে?

আমার গবেষণার বিষয় হল অটিজম স্পেকট্রাম ডিসঅর্ডারে আক্রান্ত একটি শিশু রয়েছে এমন কর্মরত বাবা-মায়ের কর্মজীবনের সাথে ভারসাম্য বজায় রেখে শিশু পালনের অভিজ্ঞতা অন্বেষণ করা। আমার বিষয় অনুসারে, অধ্যয়ন পরিচালনা করার জন্য নিযুক্ত পিতামাতার ডেটা প্রয়োজন। তাই, আমি অভিভাবকদের আমন্ত্রণ জানাই যারা বাইরে কাজ করছেন এবং তাদের সন্তানকেও লালন-পালন করতে হবে।

I. অন্তর্ভুক্তির মানদণ্ড:

- ✓ বাবা-মা যারা গবেষণায় অংশগ্রহণ করতে আগ্রহী এবং অটিজমে আক্রান্ত একটি শিশু আছে।
- ✓ যারা বাবা-মায়েরা বিভিন্ন জব সেক্টরে কাজ করেন এবং তাদের সন্তানকেও পরিচালনা করতে হয়।

II. বর্জনের মানদণ্ড:

- ✓ বাবা-মা যাদের শারীরিক অক্ষমতা আছে।
- ✓ বাবা বা মা অটিজমে আক্রান্ত শিশুদের বিদেশে থাকতেন।
- ✓ বাবা-মা যারা যোগাযোগ করতে সক্ষম নয়।
- ✓ এই অধ্যয়নটি সেই সমস্ত পিতামাতাদের বাদ দিবে যাদের পরিবারে একাধিক শিশু অটিজম আছে।

আপনি কি অংশ নিতে হবে?

অধ্যয়নে অংশগ্রহণ সম্পূর্ণ স্বেচ্ছায়। গবেষণায় অংশগ্রহণের আগে অংশগ্রহণকারীদের কাছ থেকে সম্মতি নেওয়া গুরুত্বপূর্ণ। অংশগ্রহণের পরে, অংশগ্রহণকারীদের গবেষকের জিজ্ঞাসা করা সমস্ত প্রশ্নের উত্তর দেওয়ার জন্য হিসাব করা হবে। অংশগ্রহণকারীদের সম্মতি এবং প্রত্যাহারের কাগজ দেওয়া হবে যাতে তারা তথ্য সংগ্রহের পর দুই সপ্তাহের মধ্যে তাদের অংশগ্রহণ বাতিল করতে পারে।

অংশগ্রহণের সম্ভাব্য ঝুঁকি এবং সুবিধাগুলি কী কী?

গবেষণায় অংশগ্রহণের ফলে কোনো ঝামেলা বা অস্বস্তি হবে বলে প্রত্যাশিত নয়। অংশগ্রহণকারীদের জন্য কোন আর্থিক সুবিধা নেই। অতএব, অংশগ্রহণকারীদের কোন শারীরিক বা মানসিক ঝুঁকি নেই। অংশগ্রহণের পর কোনো সমস্যা দেখা দিলে চিকিৎসক বা মনোরোগ বিশেষজ্ঞ পরামর্শ দেবেন,

অংশ নেওয়া কি গোপনীয় হবে?

তথ্য অন্যদের সাথে শেয়ার করা হবে না। গবেষক কঠোরভাবে অধ্যয়নের গোপনীয়তা বজায় রাখবেন। সম্মতিপত্র ছাড়া অধ্যয়নের সময় অংশগ্রহণকারীদের নাম এবং অন্যান্য তথ্য প্রকাশ করা হবে না। শুধুমাত্র সংশ্লিষ্ট গবেষক ও সুপারভাইজার সরাসরি এ সম্পর্কে জানতে পারবেন। সাক্ষাৎকার থেকে সংগৃহীত সমস্ত তথ্য নিরাপদে রাখা হবে এবং গোপনীয়তা বজায় রাখা হবে-২০ মিনিট সময় লাগবে।

আরও তথ্যের জন্য আপনার কার সাথে যোগাযোগ করা উচিত?

আপনি আরও তথ্যের জন্য আমার সাথে যোগাযোগ করতে পারেন

গবেষকঃ সাদিয়া আক্তার শ্রাবণী

বাংলাদেশ হেলথ প্রফেশনস ইনস্টিটিউট (বিএইচপিআই)

৪র্থ বর্ষের ছাত্রী, অকুপেশনাল থেরাপি, সিআরপি

ফোনঃ ০১৬২৮৬৫৬০৭৭

ই-মেইল: sadiaactersraboni77@gmail.com

আপনি আমার সুপারভাইজার এর সাথেও যোগাযোগ করতে পারেন

সুপারভাইজার: এস কে মনিরুজ্জামান

সহযোগী অধ্যাপক ও বিভাগীয় প্রধান,

অকুপেশনাল থেরাপি বিভাগ, বিএইচপিআই, সিআরপি

সাভার, ঢাকা

ফোন: ০১৭১৬৩৫৮২১৪

সহ-তত্ত্বাবধায়ক: মনিকা সিংহ

অকুপেশনাল থেরাপির প্রভাষক

অকুপেশনাল থেরাপি বিভাগ, বিএইচপিআই, সিআরপি

ফোনঃ ০১৯৯৭৬৩১৬১

ধন্যবাদ

Consent Form (Bangla version)

গবেষণার শিরোনাম: অটিজম স্পেকট্রাম ডিসঅর্ডারে আক্রান্ত একটি শিশু আছে এমন কর্মরত পিতামাতার কর্মজীবনের সাথে ভারসাম্য বজায় রেখে সন্তান লালন-পালনের অভিজ্ঞতা।

সাদিয়া আক্তার শ্রাবণী, (গবেষণাকারী) একজন বিএসসি ইন অকুপেশনাল থেরাপি বিভাগে ২০১৮-২০১৯ সেশনের ৪র্থ বর্ষের ছাত্রী, বাংলাদেশ হেলথ প্রফেশনস ইনস্টিটিউট (BHPI), সেন্টার ফর দ্য রিহ্যাবিলিটেশন অফ দ্য প্যারালাইজড (CRP) এর একাডেমিক ইনস্টিটিউট। এই গবেষণাটি অকুপেশনাল থেরাপি বিভাগের পাঠ্যক্রমের একটি অংশ। গবেষণাটি এস কে. মনিরুজ্জামান, সহযোগী অধ্যাপক এবং অকুপেশনাল থেরাপি বিভাগের প্রধান, বাংলাদেশ হেলথ প্রফেশনস ইনস্টিটিউট (বিএইচপিআই) এর তত্ত্বাবধানে এবং অকুপেশনাল থেরাপি বিভাগের প্রভাষক মনিকা সিংহ সহ-তত্ত্বাবধানে পরিচালিত। এই ফরমটি দ্বারা সমস্ত অংশগ্রহণকারীদের গবেষণার উদ্দেশ্য এবং প্রকৃতি সম্পর্কে অবহিত করা হয়।

প্রবাহিত তথ্য জানার পর, অংশগ্রহণকারীরা গবেষণায় অংশগ্রহণ করার সিদ্ধান্ত নেবে-

- ✓ গবেষক অংশগ্রহণকারীদের কাছ থেকে গবেষণায় অংশ নেওয়ার অনুমতি পাবেন।
- ✓ গবেষণায় অংশগ্রহণের জন্য অংশগ্রহণকারীর ক্ষতি হবে না।
- ✓ অংশগ্রহণকারীদের এই গবেষণার সাথে সম্পর্কিত যেকোনো প্রশ্নের উত্তর দেওয়ার জন্য তদন্তকারী উপলব্ধ থাকবে।
- ✓ অংশগ্রহণকারীরা সাক্ষাতকারের সময় যেকোনো প্রশ্নের উত্তর দিতে অস্বীকার করতে মুক্ত।
- ✓ গবেষক অংশগ্রহণকারীদের গোপনীয়তা বজায় রাখবে।
- ✓ অংশগ্রহণকারীরা যে কোনো সময় অধ্যয়ন থেকে প্রত্যাহার করতে পারেন।

আমি, _____ এই অধ্যয়নের একজন অংশগ্রহণকারীকে গবেষণার লক্ষ্য সম্পর্কে স্পষ্টভাবে অবহিত করা হয়েছে। আমি এই গবেষণায় স্বেচ্ছায় অংশগ্রহণ করছি। এই গবেষণা থেকে যেকোনো সময় আমার নাম প্রত্যাহার করার অধিকার আছে এবং আমি এর জন্য কাউকে উত্তর দিতে বাধ্য নই।

স্বাক্ষর:

অংশগ্রহণকারীর স্বাক্ষরঃ	তারিখঃ
তদন্তকারীর স্বাক্ষরঃ	তারিখঃ

Withdrawal form (Bangla version)

গবেষণার শিরোনাম: অটিজম স্পেকট্রাম ডিসঅর্ডারে আক্রান্ত একটি শিশু আছে এমন কর্মরত পিতামাতার কর্মজীবনের সাথে ভারসাম্য বজায় রেখে সন্তান লালন-পালনের অভিজ্ঞতা।

আমি, _____ নিশ্চিত করছি যে, ডেটা বিশ্লেষণ সম্পন্ন হওয়ার আগে আমার সমস্ত ডেটা অধ্যয়ন থেকে প্রত্যাহার করতে চাই এবং আমার কোনও ডেটা অধ্যয়নে অন্তর্ভুক্ত করা হবে না।

অংশগ্রহণকারীর নাম: _____

অংশগ্রহণকারীর স্বাক্ষর: _____

তারিখ: _____

Interview Guide (Bangla version)

আংশগ্রহনকারী নাম্বারঃ

নামঃ

বয়সঃ

পেশাঃ

শিক্ষাগত যোগ্যতাঃ

কর্মক্ষেত্রঃ

ফ্যামেলি মেম্বারঃ

ফোন নাম্বারঃ

ঠিকানাঃ

সেমি-স্ট্রাকচার ইন্টারভিউ গাইডঃ

আমার রিসার্চের মূল উদ্দেশ্য হলো এমন বাবা- মা যারা বাইরে জব করে এবং তাদের আটিসম চাইন্ড আছে তারা তাদের কর্মজীবন ব্যালেন্স করার পাশা পাশি কিভাবে তাদের চাইন্ড রেয়ার করেন তার একটি এক্সপিরিএন্স এক্সপ্লোর করা।

মূল প্রশ্নঃ

- ১। আপনার সন্তানের অটিজম সম্পর্কে প্রথম জানার পর আপনার অভিজ্ঞতা এবং আবেগ আপনি আমার সাথে শেয়ার করতে পারেন।
- ২। আপনার অনুপস্থিতিতে আপনার সন্তানের দেখাশোনা কে করে?
- ৩। শিশু যত্নে আপনি দিনে কতটা সময় ব্যয় করেন?
- ৪। আপনার অফিসের সময় শিশু যত্নের কোন অস্বাভাবিক অভিজ্ঞতা আছে কি?
- ৫। শিশু প্রতিপালনের আপনার দৈনন্দিন জীবনের অভিজ্ঞতা ব্যাখ্যা করুন।
- ৬। আপনার প্রতি সন্তানের আচরণ এবং মিথস্ক্রিয়া কেমন?
- ৭। একটি শিশু অটিজমে আক্রান্ত হওয়ার পর আপনার কর্মসংস্থানের অবস্থা কি পরিবর্তিত হয়?
- ৮। আপনি আপনার চাকরিতে যে পরিমাণ প্রচেষ্টা দিচ্ছেন তাতে কি আপনি সন্তুষ্ট?
- ৯। আপনার সন্তানের প্রয়োজনীয়তা পরিচালনা করার জন্য আপনি কীভাবে আপনার কাজের দায়িত্বের সাথে সামঞ্জস্য করবেন। অনুগ্রহ করে বর্ণনা করুন।
- ১০। আপনি কি আপনার কর্মজীবনে কোনো সমস্যা বা সমস্যার সম্মুখীন হয়েছেন? যদি হ্যাঁ, উল্লেখ করুন আপনি কি ধরনের সমস্যার সম্মুখীন? আপনি কিভাবে সমস্যা মোকাবেলা করবেন?
- ১১। সন্তান লালনপালনের সময় আপনি কি কোন চ্যালেঞ্জের সম্মুখীন হন? যদি হ্যাঁ, ব্যাখ্যা করুন আপনি কি ধরনের চ্যালেঞ্জের মুখোমুখি হন এবং কীভাবে আপনি তা কাটিয়ে উঠলেন?

- ১২। আপনি কি শিশুর লালন-পালন এবং কাজের চাহিদা পরিচালনা করতে সফল?
- ১৩। আপনি কি মনে করেন, অটিজমে আক্রান্ত একটি শিশুকে বড় করা আপনার কর্মজীবনে এবং ক্যারিয়ারের অগ্রগতিতে প্রভাব ফেলেছে?
- ১৪। যদি হ্যাঁ, অটিজমে আক্রান্ত একটি শিশুকে লালন-পালন করা আপনার কর্মজীবন এবং ক্যারিয়ারের অগ্রগতিতে কীভাবে প্রভাব ফেলেছে।
- ১৫। অটিজমে আক্রান্ত শিশুর পিতা-মাতা হওয়ার পর আপনি কি আপনার কর্মক্ষমতায় কোন পরিবর্তন অনুভব করেছেন?
- ১৬। সন্তান লালন-পালন এবং কাজ উভয়েরই ভারসাম্য বজায় রাখতে অসুবিধার কারণ কী?
- ১৭। আপনার সন্তান লালন-পালন এবং কাজের দায়িত্বের মধ্যে ভারসাম্য বজায় রাখতে আপনি কোন পদক্ষেপ বা কৌশলগুলি ব্যবহার করেন?
- ১৮। এই দায়িত্বগুলি পরিচালনা করার জন্য আপনি কি আপনার কর্মস্থল বা সম্প্রদায় থেকে কোনো সহায়তা পান?
- ১৯। আপনি কিভাবে সিদ্ধান্ত নেন যখন আপনার সন্তানের চাহিদা এবং কাজ দুটোরই সমান প্রয়োজনীয়তা থাকে?
- ২০। আপনি কি মনে করেন যে সন্তান লালন-পালন এবং কাজ দুটোই আপনার মানসিক স্বাস্থ্যের উপর প্রভাব ফেলে?
- ২১। আপনি যখন একটি কঠিন সময়ের মধ্য দিয়ে যাচ্ছেন তখন আপনি কীভাবে আপনার আবেগকে সামলান?
- ২২। একটি অটিস্টিক শিশুর অভিভাবকত্বের সাথে উদ্বেগ ও মানসিক চাপের ব্যবস্থাপনায় আপনি কী মোকাবেলা করার কৌশল অনুসরণ করেন?
- ২৩। আপনার কি আপনার পরিবারের সদস্য, পরিচর্যাকারীর কাছ থেকে কোনো মানসিক সমর্থন আছে? যদি হ্যাঁ, উল্লেখ করুন কিভাবে তারা আপনাকে সাহায্য করে?
- ২৪। আপনার উদ্বেগ বা স্ট্রেসগুলি পরিচালনা করার জন্য আপনার কি কোনও পেশাদার সহায়তা বা থেরাপির প্রয়োজন পড়েছে?
- ২৫। কর্মজীবন এবং অভিভাবকত্ব উভয়ই পরিচালনা করা কি আপনার আত্মসম্মান এবং আত্মপরিচয়কে প্রভাবিত করে?
- ২৬। আপনি কি আপনার কাজের দায়িত্বের ফলে অন্যদের সাথে আপনার সামাজিক সম্পর্কের কোন পরিবর্তন লক্ষ্য করেন?
- ২৭। আপনি কি একজন অভিভাবক এবং একজন কর্মচারী হিসেবে আপনার ভূমিকার সাথে সম্পর্কিত অপরাধবোধ বা অভ্যন্তরীণ দ্বন্দ্ব অনুভব করেছেন? অনুগ্রহ করে বর্ণনা করুন.
- ২৮। কর্মজীবী পিতামাতা হওয়ার পর থেকে আপনি কি কোনো মানসিক ও মানসিক পরিবর্তন লক্ষ্য করেন?
- ২৯। আপনি কি আপনার জীবনে কোন নেতিবাচক মনস্তাত্ত্বিক প্রভাব লক্ষ্য করেন কাজ ?
- ৩০। আপনার একটি শিশু অটিজমে থাকার কারণে সম্প্রদায়ের লোকেরা কি আপনাকে একজন কর্মরত বাবা-মা হিসেবে গ্রহণ করেছে?

Supervisor contact list:

Bangladesh Health Professions Institute
 Department of Occupational Therapy
 4th Year B. Sc In Occupational Therapy
 OT 401 Research Project

Thesis Supervisor- Student Contact; face to face or electronic and guidance record

Title of thesis: **Experience of child rearing in balance with work life of employed parents who have a child with an Autism Spectrum Disorder**

Name of student: **Sadia Akter Srahoni**

Name and designation of thesis supervisor: **SK. Monirul Islam**












**Associate Professor & Head
 Department of Occupational Therapy**

Co-supervisor: *Neelika Sinha*

**Lecturer
 Occupational Therapy Department**

Appointee No	Date	Place	Topic of discussion:	Duration (Minutes/Hours)	Comments of student	Student's signature	Thesis supervisor signature
1	01.08.23	BHTI	Discuss about title, Aim objective	1 hour 35 minutes	Understandings about my research	<i>Sadia</i>	<i>S. Mondal</i>
2	26.08.23	BHTI	Discuss about introduction & literature Matrix	1 hour 40 min	Get a clear idea about intro. & Matrix	<i>Sadia</i>	<i>S. Mondal</i>
3	29.08.23	BHTI	Review of the introduction & literature Matrix	1 hour 40 min	Understanding about the Matrix &	<i>Sadia</i>	<i>Neelika Sinha</i>

4	19.09.23	Online Supervision	Discuss about the methods of the study	1 hour 10 min	Understanding about the methods	<i>[Signature]</i>	Member sign
5	13.09.23	GHPPI + Online sup	Discuss about the method of the study + Review the online	30 minutes	Understanding about the method	<i>[Signature]</i>	Member sign
6	19.09.23	Online supervision	Feedback about the proposal	2 hour 30 minutes	Understanding the mistakes	<i>[Signature]</i>	Member sign
7	16.09.23	GHPPI + Online sup.	Discussion about the Proposal Presentation	2 hour 30 min	Get a clear idea about mistakes	<i>[Signature]</i>	Member sign
8	19.09.23	GHPPI + Online sup	Discuss about the interview guide	1 hour 30 min	Get a idea about interview guide	<i>[Signature]</i>	Member sign
9	21.09.23	GHPPI	Check the interview guide and Google transcription	2 hour	Understanding about the mistakes	<i>[Signature]</i>	Member sign
10	22.09.23	Online supervision	Feedback of the interview guide and transcription	2 hour	Understanding about the mistakes	<i>[Signature]</i>	Member sign
11	25.09.23	GHPPI	Feedback about the field test	1 hour 30 min	Correct the question and get idea	<i>[Signature]</i>	Member sign
12	09.10.23	Online supervision	Check and Discuss about the field test and modification	1 hour	Understanding about mistakes	<i>[Signature]</i>	Member sign
13	11.10.23	GHPPI	Retreat the interview guide and received feedback	1 hour	Received feedback and understand the mistakes	<i>[Signature]</i>	Member sign
14	15.10.23	GHPPI	Received feedback about ethical consideration	1 hour	Get a idea about the mistakes	<i>[Signature]</i>	Member sign

15	20.10.23	BHPD	check the interviews and transcriptions	1 hour 30 min	correct the mistakes		Monika Singh
16	10.12.23	BHPD	check the interviews and transcriptions	1 hour	Reviewed the information and understanding		Monika Singh
17	21.12.23	BHPD	Review the transcription and translation	1 hour 40 min	Understanding about the mistake		Monika Singh
18	09.01.24	BHPD	Discuss about the analysis	1 hour 20 min	Understanding about analysis		Monika Singh
19	12.01.24	BHPD	Discussion about the code and themes	2 hour 40 min	Understanding about results		Monika Singh
20	17.01.24	BHPD	Discuss about the themes sub-themes recommendations	1 hour 30 min	Understanding how to collaborate with results and also about ^{how findings}		Amna
21	18.01.24	BHPD	Review the analysis	2 hours	Understanding the mistakes		Monika Singh
22	06.2.24	BHPD	Review of the first draft	2 hour 5 min	Get a clear idea about the mistakes		Monika Singh
23	18.02.24	BHPD	Correction of the first draft	2 hour	Understanding about the mistakes		Monika Singh
24	20.03.24	BHPD	Review of the second draft	2.5 hour	Get a clear idea about the mistakes		Monika Singh
25	23.03.24	BHPD	Recheck and Discuss about the mistakes in second draft	2 hour	Understanding about the mistakes		Monika Singh

26	02.04.23	BHP2	Discuss about the defense presentation.	30min	Understand about the presentation	<i>[Signature]</i>	Miss. S. S.
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Note:

1. Appointment number will cover at least a total of 40 hours; applicable only for face to face contact with the supervisors.
2. Students will require submitting this completed record during submission your final thesis.