

**The Role of Play in Early Childhood Development: Parental  
Perceptions of Urban Area in Bangladesh**

**Submitted by**

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

**Brac Institute of Educational Development**

**Brac University**

**February 2024**

## **Declaration**

It is hereby declared that

1. The thesis submitted is my/our own original work while completing degree at Brac University.

2. The thesis does not contain material previously published or written by a third party, except where this is appropriately cited through full and accurate referencing.

3. The thesis does not contain material which has been accepted, or submitted, for any other degree or diploma at a university or other institution.

4. I have acknowledged all main sources of help.

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

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## Approval

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## **Ethics Statement**

Title of Thesis Topic: The role of play in early childhood development: parental perceptions of urban area in Bangladesh

Student name: Sharmin Akter

1. Source of population: Parents (mothers and fathers) having children of 3-5 years living urban areas of Bangladesh.

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

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

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

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

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

- a) from study participants- Yes
- b) from parents or guardian- No
- c) Will precautions be taken to protect anonymity of subjects? - Yes

5. Check documents being submitted herewith to Committee:

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

### **Ethical Review Committee:**

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## **Abstract**

Play is a universal and intrinsic predisposition that is regarded to be one of the most significant components of general health and development during childhood. Play provides youngsters with valuable experiences and knowledge that they will need later in life. The efforts of a child's parents and family have a big impact on the child's growth and learning ability. The study demonstrates parents investigate play-related attitudes, beliefs, and practices, as well as their perceptions of play for the development of their three to five-year-old children. In all, sixteen parents took part in this qualitative investigation. Data were collected from parent focus groups and interviews. . The study discovered that most parents have an understanding of early years child development, but there are gaps in their knowledge and practice. Despite this fact, all the participants expressed their positive attitude about play-based learning and expressed that play just cannot be an option due to its significance for a child. The result of the study has revealed that most of the parents have basic understanding about necessity of play and impact of play deprivation on children. According to them, socialization, brain development, learning development, language development will happen if children play regularly. Additionally, all the participants showed concern about play and expressed that this kind of establishment could be an alternative due to the lack of a playground and security issues.

**Keywords:** Parental Perception; Play; Importance of Play; Early Childhood Development.

## **Dedication**

I would like to express my gratitude to my family who have always been my support system and gave me the strength to keep going when I wanted to give up.

## **Acknowledgements:**

First of all, I'd like to thank Almighty Allah for showering His blessings on me throughout my Masters program, allowing me to successfully complete the degree. I would like to express my gratitude to my research supervisor, Riffat Jahan Nahreen, Faculty Member, BRAC Institute of Educational Development, BRAC University, for her valuable assistance during this research. Her constant helpful and encouraging ideas made this possible. Her support and guidance made the work much easier. I would like to express my heartfelt greetings to all of the esteemed faculty members throughout the course. I am grateful to the respondents who took part in this survey for their cooperation and assistance. Then I would like to appreciate that the endless help, sacrifice and encouragement of my husband and my son and daughter throughout this time. Without their support I would not have been able to complete this research work. Thank you for bringing such a positive change in my life and giving me so much joy.

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## **List of Acronyms:**

**IDI** - In-Depth Interview

**FGD** -Focus Group Discussion

**ECE**- Early Childhood Education

**ECD**- Early Childhood Development

**ZPD** -Zone of Proximal Development

**NGO**- Non-Government Organization

**MOWCA**- Ministry of Women and Child Affairs

**UNICEF**- United Nations Children's Fund

**WHO**- World Health Organization

## **Glossary:**

### **Play :**

Play refers to children's spontaneous and voluntary activities that entail imagination, creativity, and enjoyment. This includes things like pretend play, physical play, and social play.

### **Early Childhood Development :**

The steady development and maturation of cognitive, emotional, social, and physical abilities in children aged 0 to 6. This includes milestones like language acquisition, motor skill development, emotional management, and social engagement.

### **Parental Perception:**

The subjective beliefs ,attitudes ,and opinions of parents about the importance, benefits, and impact of play on their child's overall development. This can be determined by interviews, surveys, or questionnaires that ask about parental attitudes about play-related activities.

### **Urban Area :**

A densely populated geographic region distinguished by considerable human activity, infrastructure development, and urban services. For the purposes of this study, urban regions will be defined in terms of population density, service accessibility, and urban living characteristics.

# **Chapter One**

## **Introduction and Background**

### **Introduction**

Perceptions of the importance and function of play in the development of children between the ages of three and five are explored qualitatively in this thesis. Early infancy is a crucial time in a child development when they are rapidly developing physically, intellectually, and emotionally. Children are absorbing knowledge, values, and skills that will influence their future throughout this stage, like sponges. This study offers a qualitative investigation of parents' perceptions of play's contribution to children's development. The United Nations Convention on the Rights of the Child recognizes the right of every child worldwide to participate in play (Child Rights Information Network, 2012). A large body of literature and research supports the notion that play can foster young children's healthy development (Almon, 2004; Brown, 2010; Gleave, 2009; Jenkinson, 2001; Rushton, Juola-Rushton, & Larkin, 2010; White & Rockel, 2008). Urban parents frequently encounter particular difficulties in giving their kids plenty of opportunity to play, which might cause differences in parental opinions of the activity's importance and effects on their kids' growth. It is crucial to investigate parental attitudes and ideas regarding play in these environments as researchers and educators work to understand how to best promote early childhood development in metropolitan settings. A child's growth and learning processes are dependent heavily upon playing in his/her early years. Because play is such a vital instrument for cognitive, physical, emotional, and social development, Aristotle and Playto, two Greek philosophers who lived thousands of years ago, recognized the importance of play in a person's overall development. As a school teacher I think that in

Bangladesh still, it is true that many factors contribute to the perception that parents do not always value play as an important aspect of child development and education. This perception is rooted in various cultural, social and economic factors. Parents often prioritize formal education over play and consider it the primary path to success. Many families in Bangladesh face economic challenges, feeling that sports can be seen as a luxury that diverts time and energy away from academic pursuits. While there is a growing body of research worldwide on the significance of play in child development, this knowledge is not widely disseminated among parents in Bangladesh. Many parents may not be aware that it plays an important role in cognitive, social and emotional maturity in children. Many parents may feel pressured to conform to societal standards and do not want their children to be seen as "less serious" or "neglecting their education. Different cultural values and financial circumstances could influence how parents prioritize and play with their kids. Given the long-term benefits of early childhood play for a child's cognitive, emotional, and social growth, it is important to investigate how parents prioritize and view play in urban environments. As a result, this study intends to contribute to early childhood development by investigating parental attitudes of the significance of play and the impact these views have on how children pass their time.

### **Statement of the Problem :**

A country that has lately made notable advancements in education, particularly early childhood development (ECD), is Bangladesh, which is a great example. Bangladeshi parents must therefore learn how to contribute to their children's development. According to Sikder and Banu (2018), a serious issue in Bangladesh is the lack of parental understanding of the value of play for early care, support, and stimulation. Every parent out there should engage with their children during playing and should

ensure that their children have enough open connections with them, which is a critical role in influencing how children develop.(Ginsburg, 2007).In Bangladesh, many parents may be unaware of the significance of play for their child's growth. Infrastructure, lifestyle, and demographic changes occur often in urban regions. Changes in parental employment have an effect on children's playtime. Children may lose out on opportunities to participate in educational play because of this lack of comprehension. Safe and suitable play areas are frequently hard to come by in urban areas, and parents may view these limitations as obstacles to giving their kids enough opportunity to play.Urban parents, particularly those from Bangladesh, may place a high value on academic accomplishment from an early age. Parents may be hesitant to let their children play outside in metropolitan areas due to safety concerns. Because of traffic, pollution, and the presence of strangers, parents should exercise extra caution while allowing their children to play outside. Families in Bangladesh's urban areas may face financial issues, limiting their ability to purchase toys and other playthings. Urban play areas can be made safer by partnering across communities. Children can engage in physical activity at public parks and community centers. To best promote children's development, parents must be aware of how these matter affect their attitudes and play-related actions. This study aims to provide a thorough knowledge of parents' opinions of play's function in early childhood development in urban regions by addressing these important issues.

### **Purpose of the study:**

The main purpose of this study isto look into and comprehend the importance of play in young children's development, particularly in urban settings, from the viewpoint of parents. This qualitative study's goal is to investigate how parents view early infant

development in cities. This study, conducted through focus group discussions and in-depth interviews, included parents from Dhaka who have their children between the age of 3 to 5 years old. Due to play's hurried and stressful nature, many parents and kids nowadays are deprived of its benefits (Baker et al., 2016). The kinds of play activities parents do with their kids and how much they think these activities help with the cognitive, social, emotional, and bodily development of young children .It is possible to identify the challenges and advantages parents encounter while providing play opportunities for their kids in urban settings.

### **Significance and Justification of the study:**

Play can be a great method for parents and kids to bond. This study is to better understand how parents view learning with play and how significant play is to children. Many parents think that their kids are just old enough to play educational games for ages 3 to 5. When kids are in primary school, play is less helpful for learning and academic pursuits are given more importance (Huang, 2013).This study may therefore be required to clarify what parents think about play-based learning. This can provide as a setting for a more thorough examination into how Bangladeshi parents come to understand that their 3 to 5-year-old kids learn best through play.Play serves as the groundwork for future learning and cognitive development in children, thus it is more than just a fun activity for them. Play is linked to socialization, which includes learning about social institutions, gender roles, and values (Sutton-Smith and Rosenberg, 1980).Children frequently have less play areas due to rapid urbanization. It may be determined whether parents believe that the urban environment is suitable to play and whether they are actively looking for alternative play possibilities for their children by looking into parental perceptions in urban areas .To far, little research has

been conducted in Bangladesh on learned parents' opinions on the initial development, particularly in metropolitan areas. (Mehnaz, 2013).

All the studies related to this matter are understudied for which this particular study indeed has the potential to close the research gap in this aspect. There is a paucity of studies that are explicitly concerned with urban settings, despite the substantial study on play and early childhood development. By examining the particular difficulties and opportunities faced by parents and children in urban settings, this study closes a significant gap in the literature. It is possible to have a current picture of how these changes impact early infant development by looking into parents' perceptions. Understanding the magnitude of play in early childhood development is becoming more and more crucial as urban populations increase. It contributes to a more thorough understanding of the subject by taking into account the cultural, sociological, and economic elements that affect parenting practices in metropolitan regions. The foundation for a child's future success is laid in early childhood development. This study can offer insightful information that helps guide initiatives to make communities more kid-friendly and aids parents in fostering their children's growth and development.

**Research Question:**

1. How do parents in urban areas perceive the role of play in Early Childhood Development?
2. What are the challenges that urban parents face in promoting play for their children?



## **Chapter Two**

### **Literature Review**

The related literatures on parental perspectives of the role of play are explored here in this chapter in order to situate the research within a larger theoretical and empirical setting, as well as to identify gaps that require additional inspection and exploration.

This literature review is organized into some key categories. They are:

- Definition of play
- Theorist of play
- The role of early childhood development play
- Parental perception towards their children play and child development
- Bangladeshi context

Play is an essential part of children's development. Policymakers, academics, and educators believe that learning via play is developmentally appropriate since it promotes play-learning in 3to5year-olds and eases the transition to preschool. The goal of this literature review is to examine how play influences young children's development and how parents understand play in urban environments. It examined prior research on the subject, shedding light on the numerous elements of play, its importance in urban surroundings, and how urban parents perceive and support play for their children. Published in conjunction with the UN Committee on the Rights of the Child's General Comment No. 17, this Early Childhood related issues in focus seeks to enhance the realization of children's rights to rest, play, and leisure activities (as outlined in UNCRC, 1989, Article 31). The Right to Play provides succinct explanations of theoretical, scientific, and policy concerns that can guide the

application of Article 31. The definition of play in children's lives, its place in early childhood education and children's attitudes towards play are discussed. The role of play in promoting children's social, emotional and cognitive development is closely related. The review examined how parents interpret play and how they influence the particular qualities of urban settings and how they influence children's play options and experiences. As a means of learning, play is considered as a unique position in children's lives as it helps them manage their activities and develop some self-reliance and play with their children, focusing on any possible differences that arise in urban settings. This review of literature is divided into some important topics.

### **Definitions of play:**

Since play is complex and has different meanings depending on the period, culture, and place, it is a famously challenging concept to describe (Cohen, 2006). The variance in play that is observed depends on individual differences (such as age, gender, and special needs), cultural contexts and ecological characteristics of the play settings (such as classroom play props, playmate's gender) (Gosso, 2010; Schwartzman, 1978). However, all humans play in all societies (Gosso; Pellegrini; Perlmutter; Sutton-Smith). According to Fromberg and Bergen (2015), a developmental perspective takes into account children's growing maturity and the complexity of their play. For instance, limited language usage is a sign of immature play, but rich language use, which produces and sustains play through planning, construction, and scenario evolution, is a sign of mature play (Bodrova & Leong, 2008). Although play has been classified in a variety of ways, Jean Piaget's structural approach to grouping play into developmental sequences has been particularly significant in the domains of psychology and education (Saracho & Spodek, 1998).

Piaget distinguished between three types of play: practice play, dramatic play, and games with rules. Smilansky (1968) built on Piaget's categories to provide a system for classifying the four stages of play development: functional, constructive, dramatic, and rule-based games. Play has always been recognized as a valid and significant part of early development all over the globe, regardless of the social, political, and economic circumstances that impact parental practices and educational approaches (May, 2004). John Dewey, who was a proponent of unstructured play in American kindergartens in the early 20th century, held the view that kids learn best via doing (quoted in May 2001). A greater understanding of the power of play to stimulate learning led to the rise of play-based philosophies in New Zealand nurseries and kindergartens in the 1940s (May, 2001). Consequently, the right to play is not an afterthought that has to be satisfied after the other rights have been established. Because play is essential to every child's development, it stands to reason that denying children the opportunity to play freely would have negative effects on their health and happiness.

### **Theorist of Play:**

Lev Vygotsky (1899-1934) and Jean Piaget (1896-1980), modern cognitive theorists, dominate Western discourse regarding play as a developmental phenomenon in educational settings today. Researchers such as Piaget and Vygotsky have emphasized the role of play in promoting social interaction and cognitive development. According to Vygotsky's (1977) theory, pretend play may be a mental tool that helps kids learn to control their own behavior. Both theorist discussed the evolution of play in particular areas (such as language and cognition, social understanding, and socio-emotional mastery, as well as moral reasoning and cognitive development). and believed that play was crucial for personal growth

(Piaget, 1962; Vygotsky, 1978, 1978).As the two main drivers of cognitive growth, assimilation and accommodation were presented by Piaget in his theory of cognitive development (Piaget, 1962).According to Vygotsky (1977), play lays the groundwork for more complex psychological processes that are later taught during the official school years. Vygotsky (1977) and Bodrova and Leong (1996) found that children learn to control their own actions, social skills, language usage, and abstract thinking through play. Vygotsky (1978) took a social viewpoint on cognitive development, as opposed to Piaget's individualistic one. According to him, children are able to socially build knowledge with adults or older peers during play, which establishes the zone of proximal development (ZPD) where learning occurs. A phrase that exemplifies ZPD is "In play a child is always above his average age, above his daily behavior; in play it is as though he were a head taller than himself" (Vygotsky, 1978, p. 9).

### **The role of play in Early childhood development:**

The psychological, social, and intellectual growth of a person is firmly anchored on the foundations laid throughout their formative years. A young child can learn to get along with others and show empathy by playing with peers or repeat peers.By attentively and patiently listening to others, the youngster follows with their orders, recommendations, and requests (Walsh, 2010). The term "play" was initially used by Froeble (1887), *“play is the highest expression of humandevelopment in childhood for it alone is the free expression of what is in the child's soul”* (ascited in Sluss, 2005, p.7).Children benefit from play because it fosters their cognitive, physical, and socio emotional development in addition to being a fun activity. Children learn problem-solving techniques, creativity, and social abilities through play..In particular, children learn

self-regulation via play because of the inherent relationship between the rules they must follow when playing certain roles (Bodrova, Germeroth, & Leong, 2013). Children regulate their own behavior when playing because they are driven to follow the rules of a specific role (Vygotsky, 1978). As an example, when a child is acting as a patient and a doctor, he or she should resist the urge to play with the stethoscope because it is part of the doctor's play repertoire and not their own (Bodrova et al., 2013). Hirsh-Pasek and Golinkoff's research indicates that parental guidance and playtime involvement are essential for optimal child development. Access to play areas for kids in urban settings frequently comes with special problems. Every child develops as part of interacting social systems, with the family setting serving as the main context, according to Bronfenbrenner's theory from 1979. According to UNICEF (2018), "a central tenet of learning through play is bringing together the different spheres of children".

### **Parental perception toward their children's play and development:**

According to Farver and Howes (1993), parents' perspectives on play vary from seeing it as a crucial component of development to viewing it as nothing more than a means of entertainment. Parents who hold the belief that their children may learn various abilities, including social and behavioral management, by creating a safe and stimulating play environment for them. Yet, there are parents who think that play isn't crucial to their children's growth and development (Metaferia et al., 2020). Chowdhury and Rivalland (2012) also looked at play's importance in Bangladesh from the viewpoints of parents and preschool teachers. The study found that parents did not encourage their children to play because they perceived play mostly as a kind of

relaxation. When it comes to play-based learning at home, research shows that parents' knowledge of appropriate playthings, toy safety, and highlighted competencies (e.g., language skills, social skills, physical abilities, problem-solving skills, creativity, etc.) is crucial (Healey, Mendelsohn, & AAP Council on Early Childhood, 2019). In the first few years of their lives, kids have a plethora of chances to learn and grow in many important ways, including physically, mentally, socially, and emotionally. Cultural variations in parents' perspectives on play have also been found in international studies (Babuc, 2015). Unlike their Euro-American counterparts, many Asian parents place less value on play for their children's early growth and learning (Parmar et al., 2004). One of the main reasons Asian parents think play is unimportant is because it makes learning and play so much more difficult (Howard, 2010). Parents in Malaysia favored unstructured games for their children's development, according to Azwanie et al. (2018). Studying parents' views on play-based early education, Woolnough (2017) found that most Nigerian parents were in favor of the method, although they were skeptical about its efficacy. While most parents had a favorable outlook on play, Ali, Chowdhury, and Obaydullah's (2019) research found that they were unclear about the ways in which play aided their children's development. Due to this a child's upbringing and life experiences are shaped by their parents' beliefs, ideals, and methods of childrearing. In order to enhance parental understanding and instructional methods, it is essential to investigate this subject.

### **Bangladeshi Context:**

A key subject is how play affects early childhood development and how parents view their children in cities, particularly in Bangladesh. When examining the function of play in early childhood development and how parents view it, numerous elements are relevant to Bangladesh's metropolitan areas:

A child's physical development benefits greatly from play. As they learn to explore, solve issues, and interact with others, it is crucial for children to develop confidence (EYFS, 2014). Play is an enjoyable way for children to learn, according to the pre-primary curriculum of Bangladesh (2011). Children learn via doing and playing. Play plays an integral role in Bangladesh's pre-primary curriculum due to its significance. All parties involved in early childhood education, including parents, legislators, and veteran teachers, stand to benefit from the new play-based preschool curriculum (Chowdhury, 2011). Literature on different non-governmental educational projects in Bangladesh (Kibria & Jain, 2009; RRB, 2012; Young & Morgan, 2010) suggests that play-oriented teaching and learning can speed up the learning and development of young children in this particular setting. With its emphasis on a variety of positive and constructive play techniques that encourage children's engagement in learning and overall well-being, the playful method is clearly an ideal practice for pre-primary courses in Bangladesh (MoPME, 2008). Global play is a useful technique for early childhood education. Play as pedagogy in Bangladesh was the subject of a 2011 study by Nahar Chowdhary and Corine Rivalland. According to the report, play is acknowledged as an essential component of pedagogy in the 2008 operational framework for pre-primary education, the 2011 Bangladeshi pre-primary curriculum, and other key instruments for accelerating early childhood learning and development. Secure play facilities for kids are sometimes lacking in heavily populated urban areas. As a result, kids may have fewer opportunities to play physically and explore, both of which are crucial for their motor development. The national PPE curriculum (DPE, 2012) specifies play, playful structure, observation, exploration, and classroom activities both inside and outside the classroom for the teaching and learning process of preschooling. It employs a play-based curriculum that provides young students with

learning activities that are appropriate for their age (Spier et al., 2018). With the young learners, the learning provider encourages free play, guided play, storytelling, rhyming, singing, and indoor and outdoor play (ibid). At the same time. A growing number of pre-primary schools, both public and private, are emphasizing the importance of early childhood education (ECE) in today's society (Akter, m. 2013).



## **Chapter Three**

### **Methodology**

#### **Research Approach**

The study's design is qualitative, which seemed acceptable for answering the researcher's queries. The qualitative approach yields a more in-depth comprehension, perceptive meaning, and holistic grasp of the specific occurrence. A qualitative research design was utilized, including IDI and FGD techniques. To get insight into a particular issue of interest, qualitative researchers gather, analyze, and interpret comprehensive narrative data (Gay et al., 2012).

#### **Research Participants:**

Researchers enlisted the help of parents who were willing to take part in the study. Researchers used in-depth interviews (IDIs) and focus groups to gather information from parents. Everyone here has a kid between the ages of three and five. Every one of them resides in a city. A total of twelve parents took part in the group talks, and four of them were interviewed extensively. Two sets of parents were interviewed in detail, including the dads and mothers. Each group discussion included six parents. Discussions were done in two groups, each with six mothers.

#### **Research Site:**

Parents of children aged 3 to 5 years took part in an in-depth interview and a focus group discussion. Dhaka's field of study was Bangladesh.

### **Participants selection procedure:**

The parents' ages ranged between 28 and 35. Parents' educational degrees ranged from undergraduate to Master's. All of the parents live in Dhaka district. Four parents undertook in-depth interviews in person, while the remaining six parents held a face-to-face group discussion. The kids' ages varied from three to five. The data collecting criteria were: (i) Parents came from metropolitan areas; (ii) Their educational backgrounds varied; (iii) Their ages spanned from 28 to 35; and (iv) Their socioeconomic status was all medium-income or lower middle class. The chosen parent's children are between three and five years old. Purposive sampling techniques were used for in-depth interviews and focus group discussions since there was a defined goal to attain a target sample and steer the sample selection process. The samples were collected from Dhaka-based parents with children aged three to five.

### **In- Depth Interview Demographic:**

Respondent No, and name	Educational qualification	Age	Work place	Child Age	Child Grade	Sex
1.A	Masters	30	Housewife	4years	nursery	Female
2.B	Hons	28	Housewife	3 years	play	male
3.C	Masters	29	Teacher	5 years	nursery	female
4.D	Masters	30	Banker	5 years	nursery	female

### Focus group Discussion Demographic:

Respondent No & Name	Educational Qualification	Age	Workplace	Child age	Child Grade	Sex
1. A	Masters	30	Housewife	4years	nursery	male
2.B	Masters	30	teacher	4years	nursery	Female
3.C	BBA	28	teacher	4years	Play	Female
4.D	Masters	32	Housewife	4years	nursery	Female
5.E	HONS	33	Banker	4years	KG	male
6.F	M.S.C	35	Housewife	4years	nursery	Female

#### Data Collection Tool:

The methods employed included an in-depth interview (IDI) and a set of guidelines for two group focus groups (FGDs).

#### Data Collection Method and Procedure

In-depth interviews with four parents formed the basis of this study. There was a one note taker and a moderator in this research process. The methodology was qualitative. A total of 4 parents from Dhaka were chosen to participate. Before the interview began, participants were given a full explanation of the goals. All parties involved were advised that the interview would be conducted in an anonymous manner and would only be utilized for academic purposes. After the subject gave their consent, we scheduled a meeting at their convenience and collected data in person on the specified day. A semi-structured questionnaire served as a guide for the one-on-one interviews with parents that were conducted to gather data. While interviewing parents, we used

the questionnaire's open-ended questions. A framework for focus group discussions (FGDs) was utilized by the team. Twelve parents participated in the focus group that formed the basis of this study. This study used a qualitative approach. To acquire this data, we needed to know four things: (i) that 12 of the parents lived in cities; (ii) that they had different levels of education; (iii) that their ages varied from 28 to 35; and (iv) that they were all from middle-class or lower-middle-class homes. The selected parent has children between the ages of three and five. Twelve Dhaka-based parents were selected for the study. The objectives were thoroughly explained to the participants before the interview commenced. They were also informed that their identities would be kept confidential and that this interview would be used exclusively for academic research. After the participant gave their agreement, we set up an appointment for them at a time that was convenient for them, and we gathered their data in person on that day. Additionally, participants were made aware that their involvement in the study was entirely voluntary and that they were free to discontinue at any moment. Greetings were shared at first, and the interviewer made the participants feel at ease and developed rapport by asking them conversational questions that allowed them to comfortably discuss their opinions and experiences.

An audio recorder was used to capture data, and the participants were asked to sign off on its use. Crucial notes were then carefully typed and organized. To all who took part in the interviews, we extend our gratitude for your thoughtful responses and helpful feedback. Attendees gave enthusiastic yes answers to every topic posed during the presentation. Anonymized and coded data includes parent and kid names along with other personally identifying information. Following the selected questions and answers, participants were asked to share

### **Data Management and Analysis:**

Data treatment was necessary after data collection. Data management and analysis were carried out using the content analysis method. Data analysis is divided into several phases, which include actions taken during data collection. The next stages are stated below:

### **Debriefing and transcription:**

Data was checked for accuracy. Documentation of the IDI replies has been completed, and narrative reconstruction of the participants' responses has been performed from their original, brief notes. Recordings and field notes were used for data gathering and transcription. It used to be that all recordings were transcribed. Next, the information was translated from English to Bengali. After that, we reviewed the notes we had collected to get a feel for the data. Later on, when compared to the interview notes, their correctness was verified. To make sure the data was accurate and comprehensive, it was double-checked many times. The next step was to write up the transcripts and combine them into a single document.

### **Reading :**

The interview transcripts were reviewed many times to make sure they were recognizable. After that, they were evaluated and revised to find different themes. As part of the data analysis, each parent's response was coded.

In preparation for content analysis, the data collected from in-depth interviews with each participant was organized into themes and sub-themes. Researchers presented

their findings with the subtheme of intuitions and explanations. Upon finding that four or five of the six parents had the same reaction, I exclaimed "the majority or most of the parents". Similarly, one or two out of six parents replied the same way, so I said "few parents". Finally, data was evaluated to determine the significance of the conclusions by looking for significant concepts, recurring themes, and conclusions that support .

### **Categorization:**

To establish the importance of the findings, the information was systematically analyzed and classified. The findings were then grouped into the final major categories. The findings were then thoroughly explored, constructively and critically analyzed, using appropriate literature.

### **Coding, Theme and Interpretation :**

The information gathered from the in-depth interviews with each participant was then organized into themes and sub-themes in preparation for the content analysis. Researchers presented their findings with the subtheme of intuitions and explanations. After receiving similar responses from four to five out of six parents, I stated, "the majority or most of the parents". Similarly, one or two out of every six parents responded in the same way, therefore I stated "few parents". Finally, data was examined in order to understand the value of the results by looking for connected concepts, repeating themes, and conclusions that support .

### **Ethical Issues:**

Ethical considerations are critical throughout this investigation. All participants provided informed permission by knowing the goal of the study, interview procedures,

and potential outcomes before to the interview. Participants was anonymous by using pseudonym instead of names. Following ethical principles, open communication, confidentiality, emotional support, cultural awareness and participants must be ensured to withdraw at any time from the study . Participation of participants in this study must be voluntary. Participants' rights, dignity, and privacy must be respected throughout the study, with special emphasis on preventing emotional, legal, and social harm. Furthermore, respondents were not obligated to answer to the researcher immediately and had complete freedom to leave.

### **Limitations of the Study:**

Getting data from parents in metropolitan locations for study is challenging because they are often overworked. Thus, scheduling their schedule to attend the interview was quite challenging. Data was only gathered in Dhaka City from parents of children between the ages of three and five .Despite the fact that most of the participants were working parents, I was only able to conduct a few focus groups and interviews. Furthermore, time restrictions required that the investigation be finished as soon as possible.

## **Chapter IV**

### **Findings & Discussion**

#### **Findings:**

Two parts make up the chapter. Section 'Result' provides the data gathered from two sources: a focus group and an in-depth interview with parents. Examining how urban parents see play's function in the formative years of a child's life is the primary goal of this research. The purpose of this survey was to gain a better understanding of parents' views on the function of play in city settings. Four main themes and nine subthemes were identified from the data. Section two, "Discussion," presents the key points of the present study and how they relate to prior work as well as the author's own viewpoint. The chapter concluded with some suggestions and a conclusion drawn from the study's results.

#### **Theme -1 parental perception on important of play in Early childhood development**

Since the first objective of the study is to explore the parental perception on the role of play in early childhood development So the following sub sections represent parents' understanding or knowledge the role of play. The study investigated why parents believe they need to understand child development. During in-depth interviews and group discussions, all parents underlined the importance of their knowledge of child development. The study discovered that parents value their understanding of child development for a variety of reasons. During the thorough interviews, one of the parents said,



*“It is critical for parents to understand child development beginning with the kid's conception. A pregnant woman and her family members must understand that the mother requires regular checkups beginning the day she conceives”.*

She also stated that,

*“Parents should understand how to nurse and what toys to offer their children.*

*According to the parents, “parents should be aware of kid psychology, child behavior, and the atmosphere in which the child should be raised. If parents understand child psychology, they can better guide their children, provide a positive environment for them, and play an important part in their growth”.*

During group talks, parents emphasized the importance of understanding their child's physical and mental development as they spend the majority of time with them and emulate them. Parent described her thought about play,

*“Play is an important and versatile aspect of my child's development. Play is not just a way for children to pass the time; This is a basic way. Through which they learn about the world around them and develop the skills they need” (Focus group Discussion #02.12.23 )*

The majority of the parents are employed, some are well-educated housewives with advanced degrees, and the demographic profile of the research shows this. The interviews make it very evident that each parent comprehends the play well. According to the majority of parents, play is any activity that kids participate in and it symbolizes happiness, joy, pleasure, progress (both mentally and physically), sharing, and fun.

## 1.1 Right time for play :

The importance of play and when it should be introduced to children is something that every parent is aware of. Their views on the importance of play are articulated. When their children are young is when they should play the most, according to many parents. Children learn many different things via play. Some examples include learning a new language, maturing physically and mentally, improving one's numeracy and inventiveness, learning to make a variety of things, playing with others, learning to share, and interacting with others. Among them was a parent who voiced his belief that,

*"Of course, play is vital for the correct period of a child's life. When they get older, they won't have much time to do sports. Early play is crucial as older children may not be able to participate in multiple activities. Later classes do not provide the same athletic opportunities as previous classes." (In-depth interview #1, 24.11. 2023).*

Most parents stated that there is no age limit for the play. The play is suitable for all ages. One of the parents stated,

*"As children grow older, their schoolwork become more demanding, and they don't have much time to play" . (FGD # 02.12.23 )*

Regarding the play, another parent had a point of view :

*"I think there is no alternative to children's play . Play is the most effective physical exercise for the health of body and mind. It develops the child's body and mind equally.*

*For this reason, besides education, I give special priority to sports to build a healthy body of my child''. ( In -depth Interview 1# 24.11 .23)*

Another mother shared her knowledge of child growth and added something more. She defined child development as the simultaneous development of physical, mental, and social abilities. She says:

*“Play is not merely a trivial pastime for my child; It acts as a strong point for his social and emotional development. Beyond mere entertainment, play engages my child in physical and mental processes that contribute to his overall growth” (In depth Interview 3# 25.11.23 )*

## **1.2 Role of Play in Young Children's Development :**

Parent understood the value of play in a child's development. They discussed the value they placed on play. The majority of parents stated that play is a great way to learn a lot of things. For example, learning a language, developing physically and mentally, counting, being creative, learning how to construct a variety of objects, sharing toys, interacting with others, and getting along with other children .One parent expressed their opinion.

*“I think play like running, jumping, and activities like building blocks, drawing or playing with small toys, improve fine motor skills and hand-eye coordination. Play develops my child's language as he interacts with others, expresses himself and through group play, helps to cooperate, work together, develop social skills.” (Focus group discussion 1# 24.11.23 )*

Few parents who discuss that “their child picks up lessons via play, but that the youngster learns from the mother from birth. At all ages, play is vital, but it's especially important for kids. The use of intelligence and patience is encouraged through play”.

### **1.3 Benefits of Play:**

In addition to the development of body and mind, the process of harmony, friendship, sympathy and socialization among children is meaningful through these sports either children learn to socialize. A small number of parents stated that,

*“Everyone's mind is kept in good shape by games, but it's especially crucial for kids to play. Playing games helps kids feel better, have a sounder mind, and maintain good health at any age”.* (Focus Group Discussion # 02.12.23)

The majority of parents agreed that play is crucial for kids between the ages of 3 to 5. The majority of the play that parents have recommended are vital for kids. They can socialize, play, with their friends. If they are around pals, they can converse. They watch TV at home. Sports should be practiced in addition to academics. At this tender age, kids go to either playgroups or nursery school. Play is one of the best ways to teach kids this age about learning.

### **1.4 Cognitive Discovery through Play:**

Parents play a crucial role in their children's cognitive development through many means. The majority of parents report that their children like playing with puzzles and blocks. They assist the youngster in making various forms with the blocks. However, some parents choose not to offer the puzzle to their young children. One mother stated that if a youngster is unable to solve a puzzle, it might lead to feelings of inferiority or

low confidence. So she likes blocks over puzzles. Most parents responded that they always encourage their children to be creative, such as through drawing and crafting. A mother suggested buying cognitive development games for her child, such as fishing, Ruby cube matching, and construction toys. One mother shared her experience that,

*“My son discovers through play can learn and develop these kinds of skills. Play activities encourage creativity and social skills in the brain”.( FGD -2 # 2.12.23 )*

The majority of parents stated that play-based learning is actual, not hypothetical, learning. Through play, children can pick up a lot of skills. For example, they can identify shapes, count, exchange toys, and learn the names of various colors and objects. Similarly from one parents shared that,

*“Children's brain and other development can benefit from play. Play is also essential for cognitive function and physical health”(FGD -1 # 24.11.23)*

### **1.5 Understanding of the importance of the play**

Some Parent highlighted how play fosters both mental and physical growth, and one mother also brought up the added point that,

*“play is a co-curricular activity”.The benefits of plays in the healthy development of children cannot be overstated. The importance of sports in children in building a beautiful body and personality is scientifically proven. (In-depth Interview -4# 26.11.23)*

Everyone who remarked thought the play is enjoyable, and another mother added ,Some further remarks that would aid in understanding the play rules. Every parents expressed agreement that acting out a drama is a fun exercise that promotes learning with play.

## **1.6 Socio-emotional development Through Play:**

Play is very important for a child's social and emotional development, as it teaches and practices the development of various skills. Play often involves children interacting with peers, which teaches children social skills such as sharing, competition and cooperation. Every parent agreed that play is a great way for kids to learn a lot of things. They can also pick up manners and a variety of rules and regulations. While playing, they pick up respect for seniors as well. The majority of parents agreed that play helps kids gain a variety of skills, including social, emotional, physical, linguistic, and communication development. According to one parent,

*“I agree with everyone that play is a great way to learn. There should be instruction in the play. Parents have a right to know what their children are playing. It is important to observe what, if anything, and how much the player is learning from this game. Less time for play and more studying occurs in the classroom. However, having the chance to play in school is preferable ”.( In-depth Interview -4 # 26.11.23 )*

A child's social development benefits from having positive interactions and open lines of communication with close relatives and family friends, according to most participants.

*“For social development, Me and my husband try to take him to different parks or fields. On Fridays when her father is home, I trytake him out” (Focus Group Discussion-2# 02.12.23)*

Every parent enjoys playing with their kids. It was revealed that the majority of mothers play with kitchen utensils, blocks, and puzzles.They have a Barbie doll with their child. A parent shared, *“My daughter sometimes plays the role of teacher. she became the class teacher and I became her student as her mother. So I always took an active role in her play by participating in his imaginary play”.* (In-Depth Interview –3 # 24.11.23 )

Among them all, one participant is a teacher said,

*“Leadership skills are developed through play. Mental balance is strengthened, discipline can be learned, punctuality can be learned, teamwork skills are improved”.*(In-depth Interview -3# 25.11.23 )

A parent added his opinion,

*"Children gather knowledge about environment, cleanliness and nature around them through play". (In-Depth Interview -3# 25.12.23 )*

Also, a conclusion from the focus group discussion was noted that, *"Play makes a good parent-child interaction."*

## **Theme – 2 Challenges that urban parents face in promoting play of their children**

All parents stated that they experience various obstacles during play. Most of the parents brought up the topic of time. Over time, working parents face challenges.

There was not enough time for them to engage in play with their child. It can be more difficult for mothers with several children to set their young children up for success in school and life. So a mother mentioned,

*"After I get home from work, I have to cook and do other household chores." I sometimes arrive home late. So, I didn't have time to play with my child. (IDI-4# December 14, 2023)*

Every respondent in the FGD and IDI said that they engage in playtime with their kids. According to one parent, if parents do not understand child development, the child will not grow up appropriately. Parents must grasp their child's psychology and what the youngster desires; if they lack this understanding, the child will not grow up physically or psychologically. Parents should be knowledgeable about child development. Parents who work or are pre-occupied with work an effort to play with their kids whenever possible. One of mentioned ,

*"Youngsters like playing a variety of games, including hide-and-peek, role-playing, pretend play, activities for physical development, rhyming, and storytelling, among others. "(IDI 4#26.12.23)*

One of the participants said, "In my free time, I play with my child so that he can learn sharing behavior".(FGD # 02.12.23 ) Another participant said, "I play with my child with toys, sing songs and sometimes play videos of his rhymes". (In-Depth Interview - 3# 25.11.23 )



## **2.1 Balancing Play and Safety in Urban parents**

A crucial worry for parents who face the difficulty of parenting children in noisy, densely populated environments .They encourage children to explore their environment, teaching them the value of staying within safe limits while maintaining independence, reflecting the thoughts and priorities of urban parents: So one mother said,

*"No city mom, in my opinion, would leave their child alone. And you don't have the courage or desire to play at a dangerous location on the street. It means that parents should get an education. In that regard, I believe that playing on campus after school is a safe and worry-free pastime''.*( In-Depth interview 1-# 24.11.23) .

Moreover, one parent from the focus group opined that,

*“there is no way to consider the idea of leaving children to play in the city environment as a healthy idea”* (Focus Group Discussion-# 02.12.23).

## **2.2 Impact of Safety Concerns on Urban Play**

All parents stated that they experience various obstacles during play. Most parents mentioned time. Working parents confront obstacles over time. They did not have enough time to play with their youngster. Mothers with multiple children may struggle to prepare their young children for learning and growth. According to the interviewer,After returning from work,

*I need to cook and do other house work. I sometimes arrive home late. I did not have time to play with my child.(IDI-4# 26.11.23)*

In the focus group discussion, most parents were of the opinion that safety concerns in urban environments can significantly affect children's ability to play, such as limited playgrounds, vehicles in street play, talking to strangers and inadequate security.

One mother shared his thought that,

*“I usually take my child to Dhaka Cantonment to play sports because I feel relatively safe” (Focus group discussion # 24.11.23) .*

It is impossible to argue that letting kids play in the city is a good idea or that it is an exaggeration that begs for trouble of its own.

### **2.3 Awareness and Support in the parents**

Almost all of the parents shared that, Levels of awareness and support for the role of play in child development can vary widely between cities. In some cases there may be a strong sense of the importance of play. Where parents and educators actively support play-based learning and create an environment. Among them one parent reflected that ,

*“Awareness and support for the role of play in early childhood development is much needed in society. We need to know more about the importance of play for young children's cognitive, social, emotional and physical development. Play is essential to enhance this development and prepare children for the future” ( In-depth Interview -2 # 24.11.23 ) .*

## 2.4 Integrating Play into Curriculum:

Although progressive educational institutions recognize the importance of play-based learning in cognitive and social development, many institutions are currently prioritizing play for children. Schools that use play as an educational tool not only improve the learning experience, but also foster a good attitude toward entertainment and creativity.

One of the participant according her thinking,

*“Schools can enlarge their grounds and provide safe play or recreational areas. These spaces should be equipped with age-appropriate play equipment and facilities. Specially in densely populated urban areas where open space is limited, prioritizing play-based learning will support children's cognitive, social and emotional development”.*( FGD # 02.12.23 )

The vast majority of respondents thought that kids benefit physically and mentally from spending time outside. Due to the pollution, several parents have expressed a preference not to let their children play outside. According to a few of the attendees, the other setting is dangerous for kids, especially the little girl. So one of the participants said

*"Except for a few two to four institutions in urban regions that facilitate sports, schools are not perceived to play a large role in offering sports opportunities. The bulk of the city's schools lack both educational resources and playgrounds. As a result, it follows to reason that we, as parents, should schedule time for our children to play."*(IDI#24.12.23)

## **Discussion :**

Finding out how parents in urban settings see and use play with children aged three to five was the primary purpose of this study. To collect data for this qualitative study, researchers used focus groups and interviewed both parents extensively. The fact that they play with their kids was mentioned by every single participant in the FGD and IDI. Toys like blocks, LEGOs, jigsaws, and puzzles encourage youngsters to discover the world around them and develop important life skills, even for parents who are busy with work or housework (Changa & Yehb, 2015). Each of them talked about engaging in a range of activities, such as pretend play, rhyming, storytelling, games that encourage physical development, and hide-and-seek. Some interviewees stressed how parents rarely have time to play with their children, even if they are aware of how important play is for kids. Due to their responsibilities, housewives and working mothers alike hardly ever have time for playtime with their kids. Parents know that playing and spending time with their kids is important for their development, but they are too busy at work and at home to find the time.

The study's conclusions offer insightful information about parents' perceptions and understanding of the value of play in early children development. The main issues that came out of the data was covered in the conversation, including the benefits of play, when it's appropriate to play, how play affects early children's development, how play helps youngsters discover their cognitive abilities, how parents encourage play, and how parents participate in play. The themes of urban parenting's balancing act between play and safety and play's significance for socio emotional development draw attention to the complex interplay between letting kids play freely and making sure they stay

safe in urban settings. Parents' concerns about the safety of urban play areas are many would rather their children engage in leisure activities in designated, deemed safer areas like Dhaka .

Although play is not easily defined, it is through play that children actively build their knowledge of the world around them by combining what they already know with new experiences (Burghardt, 2011). Play is an integral and ongoing component of a child's development, according to some, while others hypothesized that as kids become older, playtime may become more restricted due to academic expectations. The divergent opinions emphasize the necessity for a thorough knowledge of play's long-term advantages, not only in early childhood but also at other developmental stages.

Most parents were aware of the many advantages of play, which go beyond physical activity and include social and mental development. Among these advantages are the development of peace, friendship, empathy, and child socialization. The study also emphasized the benefits of play for preserving wellbeing and mental health. This is consistent highlight the overall health advantages of play.

The significance of play for children's growth was a point on which all parents could agree. An essential quotation by George Bernard Shaw might be mentioned here. As we become older, we cease playing, not the other way around .They found that play is an effective way to develop a variety of skills, including social skills, physical coordination, creativity, and language acquisition. The conversation focused on how play has many different functions and can support a child's physical, cognitive, and socioemotional growth.

According to the study, parents are aware of play's cognitive benefits and that it helps kids learn and develop critical abilities. This knowledge is consistent that highlight the

benefits of play for children's development of creativity and cognitive abilities. The study's stress the importance of play in the development of young children and the ongoing need to raise parental knowledge of and participation in providing their children with engaging play experiences. The conversation lays the groundwork for upcoming initiatives and laws designed to maximize play's contribution to kids' overall development.

The assertion that letting kids play in the city is a good idea or that it is an exaggeration that for trouble of its own recognizes the difficult balancing act that must be struck between giving kids the freedom to play and making sure they are safe. It is important to note the differences in understanding and support for play's significance in a child's development. The need for a better understanding of the advantages of play is highlighted by the statement Awareness and support for the role of play in early childhood development is much needed in society .Current research supports the emphasis on play-based learning and its beneficial effects on cognitive, social, emotional, and physical development.

All parents concur that play has many advantages, highlighting its role in The teacher's understanding of how play fosters teamwork, discipline, leadership, and timeliness emphasizes the comprehensive aspect of play-based learning. The recognition that play teaches kids about nature, hygiene, and their surroundings emphasizes the wide range of educational topics that play may teach. It highlights the advantages for the child's growth as well as the enhancement of the parent-child bond. In conclusion, the results imply that although parents are generally aware of the advantages of play in socioemotional development, safety worries in urban settings are common. In addition to efforts to establish safe and supportive urban environments for children to play freely, there is a need for greater understanding of and support for the importance of play in

child development. A more nuanced view of the potential and challenges of urban parenting is made possible by the importance of play in learning and development parents and children.

### **Conclusion:**

Finally, the study's findings offer insight on parents' attitudes and awareness of the relevance of play in early infant development, particularly in urban regions. Parents expressed a wide range of opinions on the right timing for play, with some highlighting its ongoing significance in a child's development and others acknowledging potential limitations as children age. However, there was unanimity on the multidimensional benefits of play, which extended beyond physical activity to include social, emotional, and cognitive development. Parents recognized play as an important technique for learning language, developing fine motor abilities, promoting creativity, and improving social skills through peer contact. Despite acknowledging the importance of play, the study emphasized difficulties in parents finding time for play due to work and home duties. This emphasizes the importance of striking a balance between scholastic demands and the intrinsic value of play in a child's overall development. Concerns about safety were a recurring subject in the setting of urban parenting. Parents expressed concern about letting their children to play in city areas due to a lack of playgrounds, traffic, and other hazards. According to the study, having secure and designated play areas inside urban settings is critical for relieving parental concerns and ensuring children have the freedom to play freely. Furthermore, the study found diverse levels of understanding and support for the function of play in child development across the city. This underlines the need for enhanced community

knowledge and education on the value of play in early childhood development. Children's socio-emotional development through play emerged as a major focus. Parents recognized the value of play in teaching children social skills such as sharing, competition, and cooperation. The study stressed the significance of parent-child connection during play in building their link and establishing positive learning experiences. Finally, the study emphasized the relevance of play in promoting holistic development in early life. It emphasized the difficulties that parents have in balancing playtime with other responsibilities, particularly in metropolitan areas where safety worries are common. The findings advocate for more awareness, support, and the establishment of safe play places to guarantee that children may engage in play, which is an essential part of their development and learning.

### **Recommendation:**

- ❖ To address parents' concerns about their children's safety, schools, Government officials, business groups, and non-governmental organizations (NGOs) should develop safe play places and parks.
- ❖ Incorporating play into a formal curriculum can improve students' learning experiences by encouraging creativity, critical thinking, teamwork, and problem-solving skills.
- ❖ Urban parents should include information about the value of play so that new parents are fully aware about the developmental significance of play from the start of parenthood.
- ❖ Parents who are overburdened with job or family responsibilities should be encouraged to make time to play with their children. Parents should be



provided with resources or guidance to engage in a variety of play activities that assist various elements of child development.

- ❖ Advocate for workplace rules that allow for flexible work hours or parental leave so that working parents can spend valuable time with their children. Encourage companies to develop a family-friendly work environment that values work-life balance.
- ❖ Initiatives that investigate novel ways to include play into early childhood education and parenting practice should be encouraged.

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## **Appendices**

### **Appendix- 1**

#### **In depth Interview Guideline (English)**

1. How do you define play?
2. What is your understanding of the role of play in the development of young children?
3. Can you give an example of a specific type of game?
4. What is the benefit of this type of play for childhood development ?
5. How do you personally engage with your child during playtime?
6. How do you balance the need for your child to play with concerns about safety and security in urban environments?
7. How do safety concerns impact the ability of children to play freely in urban settings?
8. What role do educational institutions and schools play in facilitating play in urban areas?
9. Do you think there is enough awareness and support for the role of play in early childhood development in your urban community? Why or why not?
10. In your opinion, how can society and communities better support parents in promoting play in early childhood?
11. Do you think there is enough awareness and support for the role of play in early childhood development in your urban community? Why or why not?
12. How do you think play contributes to a child's social and emotional development?

## **Appendix –2**

### **Focus Group Discussion Guideline (English)**

1. How do you define play?
2. What is your understanding of the role of play in the development of young children?
3. Can you give an example of a specific type of game?
4. What is the benefit of this type of play for childhood development?
5. How do you personally engage with your child during playtime?
6. How do you balance the need for your child to play with concerns about safety and security in urban environments?
7. How do safety concerns impact the ability of children to play freely in urban settings?
8. What role do educational institutions and schools play in facilitating play in urban areas?
9. Do you think there is enough awareness and support for the role of play in early childhood development in your urban community? Why or why not?
10. In your opinion, how can society and communities better support parents in promoting play in early childhood?
11. Do you think there is enough awareness and support for the role of play in early childhood development in your urban community? Why or why not?
12. How do you think play contributes to a child's social and emotional development?

## Appendix-3

### In Depth Interview (Bangla)

১. আপনি কিভাবে খেলা সংজ্ঞায়িত করবেন?
২. ছোট বাচ্চাদের বিকাশে খেলার ভূমিকা সম্পর্কে আপনার কী ধারণা?
৩. আপনি কি একটি নির্দিষ্ট ধরনের খেলার উদাহরণ দিতে পারেন?
৪. শৈশব বিকাশের জন্য এই ধরনের খেলার সুবিধা কী?
৫. খেলার সময় আপনি ব্যক্তিগতভাবে আপনার সন্তানের সাথে কীভাবে জড়িত হন?
৬. শহুরে পরিবেশে নিরাপত্তা নিয়ে উদ্বেগের সাথে, আপনার সন্তানের খেলার প্রয়োজনীয়তার সাথে, আপনি কীভাবে ভারসাম্য বজায় রাখেন?
৭. শহুরে পরিবেশে শিশুদের অবাধে খেলার ক্ষমতাকে নিরাপত্তা উদ্বেগ কীভাবে প্রভাবিত করে?
৮. শহরাঞ্চলে খেলার সুবিধার্থে শিক্ষাপ্রতিষ্ঠান এবং স্কুলগুলি কী ভূমিকা পালন করে?
৯. আপনি কি মনে করেন আপনার শহুরে সম্প্রদায়ে শৈশব বিকাশে ভূমিকা পালনের জন্য যথেষ্ট সচেতনতা এবং সমর্থন রয়েছে? কেন অথবা কেন নয়?
১০. আপনার মতে, শৈশবকালে খেলার প্রচারে কীভাবে সমাজ এবং সম্প্রদায়গুলি অভিভাবকদের আরও ভালভাবে সহায়তা করতে পার
১১. আপনি কি মনে করেন যে আপনার শহুরে সম্প্রদায়ের শৈশব বিকাশে খেলার ভূমিকার জন্য যথেষ্ট সচেতনতা এবং সমর্থন রয়েছে? কেন অথবা কেন নয়?
১২. খেলা একটি শিশুর সামাজিক ও মানসিক বিকাশে অবদান রাখে বলে আপনি মনে করেন?

## Appendix- 4

### Focus Group Discussion Guideline (Bangla)

১. আপনি কিভাবে খেলা সংজ্ঞায়িত করবেন?
২. ছোট বাচ্চাদের বিকাশে খেলার ভূমিকা সম্পর্কে আপনার কী ধারণা?
৩. আপনি কি একটি নির্দিষ্ট ধরনের খেলার উদাহরণ দিতে পারেন?
৪. শৈশব বিকাশের জন্য এই ধরনের খেলার সুবিধা কী?
৫. খেলার সময় আপনি ব্যক্তিগতভাবে আপনার সন্তানের সাথে কীভাবে জড়িত হন?
৬. শহুরে পরিবেশে নিরাপত্তা নিয়ে উদ্বেগের সাথে ,আপনার সন্তানের খেলার প্রয়োজনীয়তার সাথে, আপনি কীভাবে ভারসাম্য বজায় রাখেন?
৭. শহুরে পরিবেশে শিশুদের অবাধে খেলার ক্ষমতাকে নিরাপত্তা উদ্বেগ কীভাবে প্রভাবিত করে?
- ৮ . শহরাঞ্চলে খেলার সুবিধার্থে শিক্ষাপ্রতিষ্ঠান এবং স্কুলগুলি কী ভূমিকা পালন করে?
- ৯ .আপনি কি মনে করেন আপনার শহুরে সম্প্রদায়ে শৈশব বিকাশে ভূমিকা পালনের জন্য যথেষ্ট সচেতনতা এবং সমর্থন রয়েছে? কেন অথবা কেন নয়?
- ১০ .আপনার মতে, শৈশবকালে খেলার প্রচারে কীভাবে সমাজ এবং সম্প্রদায়গুলি অভিভাবকদের আরও ভালভাবে সহায়তা করতে পারে?
- ১১ .আপনি কি মনে করেন যে আপনার শহুরে সম্প্রদায়ের শৈশব বিকাশে খেলার ভূমিকার জন্য যথেষ্ট সচেতনতা এবং সমর্থন রয়েছে? কেন অথবা কেন নয়?
- ১২ .কিভাবে খেলা একটি শিশুর সামাজিক ও মানসিক বিকাশে অবদান রাখে বলে আপনি মনে করেন?

## **Appendix –5**

### **Consent Letter**

#### **Informed Consent Letter of( IDI )Parents**

##### **Purpose of the Study :**

The current study is a part of thesis research, required for Master’s Degree in Early Childhood Development from Institute of Educational Department of Brac University,.The Goal of this study is to better understand parents' perceptions of play and early childhood development in metropolitan areas.

##### **Interview IDI Parents**

You are cordially asked to take part in a study that aims to comprehend the impact of The role of play in early childhood development parental perceptions in urban area . You have the option to decline. The following details are offered to assist you in deciding whether or not you would like to join. Please don't hesitate to ask questions if you have any. Due to the fact that your child is between the ages of 3 and 5 you are qualified to take part in this study.

**Study:** The role of play in early childhood development parents perception in urban area .

**Procedures :** You will be asked some questions on your knowledge, beliefs, views, attitude, and practices regarding the role of play in early childhood if you agree to

participate in this study. Depending on your responses, this interview could last 40 to 60 minutes. I will record the entire interview with your consent.

**Risks or Discomforts:** There are no known hazards or uncomfortable side effects related to this research.

**Study's voluntary nature, confidentiality, and withdrawal rights :** You can withdraw from the study at any time throughout the interview because participation in it is entirely voluntary. Moreover, you are free to pause at any point and request that the researcher repeat any queries that you do not understand. Your name will never be made public, and only a number will be used to identify you in relation to your questionnaire responses. Only the researcher and the supervisor who are working on the research will have access to the data.

**Statement of Consent :**

Participants were selected to participate in the study, and were interviewed and requested to complete a demographic questionnaire. Whether or not to participate in this study is entirely up to him. The parent's signature serves as proof that he/she has read and understood the information provided before choosing to join. A copy of this permission form was provided to keep on file. If agreeing to participate in the study, please sign and date the space provided below.

Name of Participant: \_\_\_\_\_ Date: \_\_\_\_\_

Signature of Participant \_\_\_\_\_

Name of Researcher: \_\_\_\_\_ Sharmin akter \_\_\_\_\_

Date: \_\_\_\_\_

## **Informed Consent Letter of ( FGD )Parents**

### **Purpose of the Study :**

The current study is a part of thesis research, required for Master's Degree in Early Childhood Development from Institute of Educational Department of Brac University. The Goal of this study is to better understand parents' perceptions of play and early childhood development in metropolitan areas.

### **Focus group discussion Parents**

Thank you very much for being asked to participate in a study that aims to understand the impact of parental perceptions on childhood development in urban areas. You have the option to decline. The following details are provided to help you decide whether you wish to join. If you have any questions please don't hesitate to ask questions. You are eligible to participate in this study as your child is between 3 and 5 years of age. It is thought that

### **Procedures :**

Participants were asked to voluntarily participate in a study titled, The Role of Play in Childhood Development: Perceptions of Parents in an Urban Area. Participants had the option to decline and were asked to participate in a focus group discussion (FGD). The duration of FGD was between 60 and 90 minutes. FGDs will take place nearby or at a convenient location or online if possible and will be audio recorded. In this interview parents were asked several questions. A demographic sheet had to be completed containing questions and demographic data.

**Study:** The role of play in early childhood development parents perception in urban area .

**Objective of the study:** To explore parents' perceptions of the role of play in childhood development in urban areas.

**Risks or Discomforts:** There are no known hazards or uncomfortable side effects related to this research.

**Confidentiality:** You will be given a codename during the interview to protect your identity. The codename you received during the interview will be used for audio.

**Compensation:** You were not be compensated in any way for participating in this study.

**Consent:** Your signature verifies that you have read and understand the information offered

Before deciding to join.

I hereby agree to participate in the FGD and authorize my interview to be audio recorded.

\_\_\_\_\_

Name of Participant: shoma Date: 22.11.23

Signature of Participant \_\_\_\_\_

Name of Researcher: Sharmin akter

Date: \_\_\_\_\_



## Appendix –6

### IDI Transcript Sample

#### Participants -1

**Me:** Hello Apu, how are you?

**Participant:** I am fine Alhamdulillah. How are you?

**Me:** I am fine also.

**Me:** Be safe, apu. Today, I will do an interview for my thesis as I complete my master's degree. I'm conducting research on the role of play in early infancy and would like to gather feedback from parents. I'll be asking a series of questions about the topic. The interview information will be used for research purposes only, and confidentiality will be

**Me -** How would you define child play?

**Participants -**There is no alternative to children's sports for body building. Sports are the most effective physical exercise for the health of the body and mind. It builds the child's body and mind equally. For this, along with education, children should be given the opportunity to play sports to build a healthy body.

**Me-**What do you think about the role of children's play in the development of young children?

**Participants** – The importance of play in the healthy development of children cannot be emphasized. Sports have been scientifically shown to help children develop a beautiful body and personality.

**Me-** Can you give an example of a specific type of game?

**Participants-**In Bengali life there are some traditional play that we learn from childhood like kumir kumir, borofpani ,kanamachi these are notable I play such games with my children.

**Me-**What are the advantages of such games for the development of the child?

**Participants-** Along with the development of body and mind, the process of harmony, fraternity, sympathy and socialization among children is meaningful through these sports. Children also learn to socialize and through this process, we can see the formation of different feelings among them.

**Me-**How do you personally engage with your child during play?

**Participants—** In the family environment, in addition to work, the child's mind is sometimes accompanied at home as a partner in play.

**Me-**How do you balance your child's need to play with concerns about the safety of the city environment?

**Participants** - No parent in the city has the thought or courage to leave the child on the street to play alone in the city and in a safe environment. A child's need for education is a logical thought, from that point of view the time spent playing on campus after school hours is considered safe and carefree.

Me-How do safety initiatives affect children's ability to play freely in urban environments?

**Participants**-The thought of leaving children to play in the city environment has no chance of being considered a healthy thought, nor an exaggeration that invites its own danger.

Me-What role do educational institutions and schools play in facilitating play in urban areas?

**Participants** – I think, Schools are not seen to play any significant role in providing opportunities for sports, except for a handful of two-four institutions to facilitate sports in urban areas. Most of the schools in the city do not have learning or playing fields.

Me-Do you think your city has enough awareness and support to play a role in community childhood development?

Why or why not?

**Participants**- ok,so the main reason for the lack of awareness and support of the need to play a role in the development of the city community is the lack of constructive thinking and initiative about educational institutions and the inadequacy of policy framework formulation, limitations and various challenges.

Me-How can societies and communities better support parents in promoting play?

**Participants** – yes this is very important coz ,Governments, teachers, society and communities should make children happy and not just burdened with books. That's why the plan must be adopted. Society should be made aware accordingly. Children

should be freed, should be developed as human beings, education should be joyful, Fearless .

**Me:** We have come to the end of our interview. Do you have any last comments regarding the role of play in early childhood ?

**Participants-**We parents have to devote time to our children. I feel awful when I can't give her enough time to play. When a child sees his or her parents using their phones, he or she becomes bored. Painting or drawing at home get monotonous for them after a while. So, I'll suggest that parents are responsible for giving their children time. I understand that not all parents can do this. Another consideration is the need for a playground in each neighborhood, as well as a safe environment for road safety.

**Me-** Thank you so much for giving me time your valuable time.

## Appendix –7

### FGD Transcript Sample

**Moderator:** Hello everyone, how are you doing?

**Participants 1:** Alhamdulillah, I am OK. How're you doing?

**Participant 2:** I'm doing great, too. How're you doing?

**Moderator:** I am fine too .First, I'd like to explain why we've convened here today.

**Participants:** Sure.

**Moderator:** I am currently working on my thesis since I am nearing the completion of my master's degree. My research is on the role of play in children, and I want to know how parents perceive this, therefore I'm going to ask you all a series of questions about it. The information I obtain from this interview will be used only for research purposes, and confidentiality will be preserved. Please refrain from interrupting other participants during the debate. I need to document the group conversation. Can I have your full authorization to do this?

**Participants:** Yes.

**Moderator:** That's great. Please provide your age, latest educational degree, work, and the age and gender of your children individually.

**Participant 1:** My name is A, and I have two children: a fourth-grade daughter and a 4.5-year-old preschooler. My most recent degree was an MSc in 2011 from Titumir College. And I'm a 37-year-old housewife.

**Participant 2:** My name is B, and I am 33. I'm a doctor. I, too, am in the thesis phase of my Masters in Public Health program. I have a 4-year-old daughter.

**Participant 3:** I am C, a 36-year-old homemaker. I have two children: a 6-year-old daughter and a 3-month-old son. In 2016, I received a BBA degree from Asian University.

**Participant 4:** Hello, my name is D, and I am 32. I am currently Deputy Director in Bangladesh Bank. My most recent degree was an MA in Public Policy from Rajshahi University in 2019. I have one 3-year-old son.

**Participants 5:** Hi I am D, I am 33 years . I am a banker. I have 2 kids .

**Participant 6:** I am E, a 36-year-old homemaker. I have two children: a 4-year-old daughter and a 3-month-old son. In 2016, I received a Masters degree from Dhaka University.

**Moderator:** Okay. I'll start with a question about the role of play, what are you think about ?

**Participants -2** ,Okay, Apu. I'll start. In the context of child development, play is a complex and multidimensional activity that extends beyond basic entertainment. It includes a wide range of actions and experiences that help a child's social, emotional, and physical development.

**Moderator:** Okay, thank you, Apu. Do any of the members want to add anything?

**Participants -1,**yes There is no substitute for children's play in terms of physical development. Playing is the most effective kind of physical training for both body and mind. It develops both the child's physical and mental abilities. Children should be

given the opportunity to do sports in addition to receiving an education in order to develop a healthy body.

**Moderator-** What do you think about the role of play in the development of young children?

**Participants -2** Play is an important and versatile aspect of my child's development. Play is not just a way for children to pass the time. This is a basic way. Through which they learn about the world around them and develop the skills they need.

**Participants -5** Play is often driven by internal motivators. Play encourages the use of imagination and creativity. Children often create imaginary worlds, scenes and characters that help them develop cognitive abilities and problem-solving skills.

**Moderator-** Next question Can you give an example of a specific type of game?

**Participants -4** In Bengali life there are some traditional games that we learn from childhood like gollachoot ekkatuka dur kanamachi these are notable I play such games with my children.

**Participants -1** ,I favor any play that involves physical exertion.

**Moderator-**What are the benefits of such play for development?

**Participants -4** ,Okay, I'd want to add. Academic study is a two-dimensional learning experience that includes both writing and reading. And play represents the actual world. To give you an example, my kid saw a picture of a bus in a book. However, reading it will not provide information about the bus's size, movement, and sound. Academic learning provides a foundation for practical application of information. They'll realize how much bigger a bus is than her. Academic and recreational activities are equally essential and should not be contrasted. Children learn through both

mediums.

**Moderator:** I can see that participant D has raised her hand. Please go ahead.

**Moderator** -What are the advantages of such play for the development of the child?

**Participants 4** - Of course play for the development of the child why not Along with the development of body and mind, the process of harmony, fraternity, sympathy and socialization among children is meaningful through these sports. Children also learn to socialize and through this process, we can see the formation of different feelings among them.