

Parents' Perception and Practice towards Extracurricular  
Activities for Children aged 6-8 Years in Dhaka City

By

Ishika Norvin  
ID: 18355005

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

Brac Institute of Educational Development  
Brac University  
May, 2024

© 2024. Ishika Norvin  
All rights reserved.

## **Declaration**

It is hereby declared that.

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

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

*Ishika Norvin*

---

**Ishika Norvin**  
ID: 18355005

# Approval

The thesis titled “Parents’ Perception and Practice towards Extracurricular Activities for Children Aged 6-8 Years in Dhaka City” submitted by

1. Ishika Norvin (ID: 18355005)

of Summer, 2018 has been accepted as satisfactory in partial fulfillment of the requirement for the degree of Master of Science in Early Childhood Development on May 2024.

## Examining Committee:

Supervisor:  
(Member)

---

Ferdousi Khanom  
Senior Lecturer, ECD Academic Program  
Brac Institute of Educational Development  
Brac University

Program Coordinator:  
(Member)

---

Ferdousi Khanom  
Senior Lecturer, ECD Academic Program  
Brac Institute of Educational Development  
Brac University

External Expert Examiner:  
(Member)

---

Dr. Dilruba Sultana  
Senior Lecturer, M.Ed. Department  
Brac Institute of Educational Development

Departmental Head:  
(Chair)

---

Dr. Erum Mariam  
Executive Director  
Brac Institute of Educational Development  
Brac University

## **Ethics Statement**

Title of Thesis Topic: “Parents’ Perception and Practice towards Extracurricular Activities for Children Aged 6-8 Years in Dhaka City”

Student name: Ishika Norvin

1. Source of population

Parents with 6 to 8-year-old children.

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

- a) Physical risk to the subjects
- b) Social risk
- c) Psychological risk to subjects
- d) discomfort to subjects
- e) Invasion of privacy

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

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

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

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

5. Check documents being submitted herewith to Committee:

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

### **Ethical Review Committee:**

Authorized by:  
(chair/co-chair/other)

---

Dr. Erum Mariam  
Executive Director  
Brac Institute of Educational Development  
Brac University

## **Abstract**

Extracurricular activities—anything children do beyond the scope of their formal education—are crucial to a child's social-emotional, cognitive, and physical development. Regarding extracurricular activities in Dhaka City, this research explored parents' perceptions and involvement in providing extracurricular activities to their children aged 6 to 8 years. The data for this research was gathered via in-depth interviews (IDI) with six parents over the phone. The questionnaire underwent pre-testing and translation. A qualitative approach and purposive sample technique were employed in the research. The research finds that all parents have the same views regarding extracurricular activities and understand their importance in their child's life. Participants mentioned two types of extracurricular activities they practice for their children: outdoor sports and skill-based after-school learning programs. All participants said outdoor activities are limited in Dhaka City and find the skill-based and after-school learning opportunities much more accessible and convenient. This research discovered parents' challenges, such as time management, financial costs, children's preferences, and adaptability. This research recommends expanding the scope of indoor and outdoor extracurricular activities so that all children can avail themselves of the services provided. The research also recommends that extracurricular activities, an essential and unavoidable factor in a child's life, be ensured at a mass level and that further research be conducted to understand the issue nationwide. Lastly, parents are dedicated to providing their children with enriched experiences despite their inherent hurdles. A collective effort from all stakeholders is needed for children to become valuable resources for the country's development.

**Keywords:** parents'; perceptions; practice; extracurricular activities.

## **Acknowledgment**

I am immensely grateful to all the individuals who encouraged and supported me at various stages of writing my thesis.

I sincerely thank Ms. Ferdousi Khanom, Senior Lecturer and Academic Coordinator at Brac Institute of Educational Development, Brac University, for supervising my thesis. Her invaluable guidance, ceaseless support, attentiveness, concern, and constructive feedback were invaluable to me. Completing my thesis would have been unattainable without the time and perseverance she devoted to it. Thank you, Ms. Ferdousi Khanom.

Moreover, I would like to thank Ms. Sakila Yesmin and Ms. Syeda Fareha Islam, both faculty members at Brac University's Brac Institute of Educational Development, for their insightful contributions to this thesis.

Throughout the courses, I would like to extend my heartfelt gratitude to the entire distinguished faculty. I am honored and grateful to be in their esteemed class.

The parents I interviewed are thanked for their participation and for taking the time to share their thoughts.

I want to thank my husband for his support and motivation. In conclusion, I sincerely thank my eight-year-old daughter for her tremendous support during this endeavor.

## Table of Contents

Declaration.....	ii
Approval .....	iii
Ethics Statement.....	iv
Abstract.....	v
Acknowledgement .....	vi
Table of Contents.....	vii
List of Acronyms .....	ix
<b>Chapter I: Introduction &amp; Background .....</b>	<b>1</b>
Introduction & Background .....	1
Statement of the Problem .....	2
Purpose of the Research .....	4
Significance and Justification of the Research .....	5
Research Questions .....	6
Operational Definition .....	7
<b>Chapter II: Literature Review .....</b>	<b>9</b>
Literature Review .....	9
<b>Chapter III: Methodology .....</b>	<b>13</b>
Research Design.....	13
Research Site and Setting.....	14
Research Participants .....	14
Participant Selection Procedure.....	14
Data Collection Tool.....	15
Data Collection Methods & Procedure .....	15
Measures.....	15
Data Analysis.....	16
Validity & Reliability of the Research Tool .....	17
Ethical Issues .....	17
Limitations of the Research .....	18

<b>Chapter IV: Results, Findings &amp; Discussions</b> .....	<b>19</b>
Result.....	19
Discussion .....	28
Conclusion .....	31
Recommendations .....	32
<b>References</b> .....	<b>33</b>
Appendix A .....	38
Appendix B .....	41
Appendix C .....	44

## **List of Acronyms**

ECD	Early Childhood Development
ECA	Extracurricular Activities
IDI	In-depth interview
ECCD	Early Childhood Care and Development
MICS	Multiple Indicator Cluster Survey
COVID-19	Coronavirus Disease 2019
QDA	Qualitative data analysis

# Chapter I: Introduction & Background

## Introduction

Extracurricular or out-of-class activities are events that children or children participate in outside their regular academic coursework (Nathan, 2023). An extracurricular activity (ECA) can denote anything you do outside of your central education as long as you are not awarded school credits. Debate, graphic design, singing, playing a sport, researching, summer programs, volunteering, and sewing cat costumes are all ECAs (Nusaiba & Khan, 2020). Extracurricular activities greatly benefit many aspects of a child's development. Learning new skills in a fun and engaging way, broadening social skills by engaging with other children in a social setting, and boosting academic performances by improving problem-solving skills, creativity, and critical thinking are the areas that impact extracurricular activities (Christison, 2013).

Early childhood development, generally defined as the time from conception to age 8, is increasingly recognized as the most crucial development period and is the focus of this entry (Muhajarine, 2014). The ideal age to begin extracurricular activities is between 2 and 3 years. Children begin to establish independence and develop interests and abilities at this age through each new activity. It is essential to choose an age-appropriate activity that your little one enjoys (Pixeld, 2024).

Parental involvement plays a pivotal role in shaping a child's overall development.

While academic success is often the primary focus, extracurricular and sports activities are equally important in fostering a well-rounded individual (Dalakotianshul, 2024). Research consistently shows that parental support and pressure can impact children's well-being and academic competence differently based on the frequency of extracurricular activity (Séguin & Case, 2010). Different sorts of

parental involvement all contribute to a child's overall development. Communicating, decision-making, financial and emotional support, and time commitment are children's primary parental support for extracurricular activities (Dalakotianshul, 2024).

Research shows that Parents understand the value and need for extracurricular activities. Most agree that children should actively participate in these activities as they help identify a child's hidden talent and develop self-confidence (Anon, 2017).

Children aged 6-8 are expected to develop sophisticated play, stronger friendships, tricky emotions, improved thinking and physical skills, and more. Parents need to make time for play each day. Play can include outdoor play, imaginative and creative activities, digital play, physical play, and more. It is also essential for your child to have time for free play (Halloran, 2024). The brain develops the most during the first eight years of a child's life. It lays the Foundation and shapes a child's physical health (Mcilroy, 2019).

Given these facts and the knowledge that parental involvement in extracurricular activities is critical for children's development during the critical years of 6 to 8, this research aimed to explore and understand the perception and involvement in providing extracurricular activities to their children in Dhaka City.

## **Statement of the Problem**

The 2019 Multiple Indicator Cluster Survey (MICS) data in Bangladesh shows that overall and individual domains of ECD status improved from MICS 2012. However, parental involvement is a huge concern and needs to increase (Hasan & Babu, 2023). In National Child Policy 2011, there is a clear statement about recreation, sports, and

cultural programs for Children. In subpoint 6.6.1, measures are mentioned to ensure the quality of recreational, sports, and cultural activities for the children. Each educational institution shall have a playground and sports equipment. There shall be a children's park and sports center area-wise. The town planning shall include compulsory playgrounds for the children. Comprehensive ECCD Policy 2013 mentions that the recreation, sports, and cultural programs for Children aged 6-8 and services must be ensured nationwide by building infrastructural facilities.

In 2023, approximately 25.5 percent of the population in Bangladesh was aged up to 14 years old. This was a decrease from 2014, when over 30 percent of the population in Bangladesh was aged up to 14 years old (Statista,2024). Children under five years of age (aged 0-59 months): 16.3 million (UNICEF,2023)

In the busiest, slowest, and most hugely populated Dhaka City, according to Rajuk's Detailed Area Plan 2016-2035, children constitute about 40% of the total population, but the plan did not consider children (Dhaka Structure Plan 2016-2035, 2015). Of the 129 wards in two city corporations of Dhaka, 37 have no playgrounds or parks. The city is supposed to have parks spanning 1,137 acres of land and playgrounds on a stretch of 1,876 acres, but there are parks on only 271 acres and playgrounds on 294 acres (Islam, 2022). The playgrounds available are only open to some, too, according to a recent survey conducted by Rajuk before the DAP formulation (Islam, 2022). In Dhaka City, most educational institutions are academic-oriented. Most do not have playgrounds, and some children can only play at an assigned time. Very few programs or events are organized for extracurricular activities in each institution.

This research addresses the issues of parents' knowledge about extracurricular activities, parents' involvement in providing extracurricular activities to children, and the scope and challenges both parents and children face.

Extracurricular activities allow children to learn about themselves and their interests. It teaches life skills that are only sometimes taught at home or school, helping them develop their talents. Accepting failure, becoming social, learning new things, time management, and leadership skills have many beneficial effects on children's lives by engaging them in extracurricular activities. Most importantly, there is clear evidence that it enhances children's academic performance (Kohl, 2013). Parents have a huge role and challenge in fulfilling the need for extracurricular activities. After COVID-19, the challenge is more crucial for parents. Electronic Screen Syndrome, lack of communication skills, adaptability of children to social norms, and school readiness are being affected. It is more challenging for parents to engage their child in age-appropriate and fun engaging activities than any other period.

Given Bangladesh's current state of affairs, I decided to conduct this research to understand better parents' and children's involvement in extracurricular activities in Dhaka City.

### **Purpose of the Research**

The research explored parents' comprehensive understanding, perspectives, and involvement in providing extracurricular activities to children aged 6-8 in Dhaka City. The research was expected to find out parents' definitions, importance, and attitudes towards extracurricular activities. In Dhaka City, it also finds out the kinds of activities children between the ages of 6 and 8 engage in.

The research learned about parents' difficulties and coping mechanisms, focusing on parental engagement. It also aimed to know the current scope in Dhaka City and the issues that need to be addressed to improve the current situation and make the children future-ready.

## **Significance and Justification of the Research**

Participating in extracurricular activities benefits children's personal and academic success. First, children who participate in extracurricular activities have more extraordinary academic achievement. Second, extracurricular participation supports children's character development by giving them skills required for personal success, such as leadership skills, time-management skills, and the ability to accept constructive criticism. Third, extracurricular participation raises children's self-esteem and resiliency. Additionally, involvement in extracurricular activities cultivates social development. Lastly, participating in extracurricular activities provides opportunities for children to experience the importance of community involvement. Understanding the benefits of extracurricular activities can help children identify activities to support their academic and personal development (Christison, 2013). It allows the children to be future-ready.

In Bangladesh, relatively little investigation and research have been conducted. The engagement of children aged 6-8 in extracurricular activities has received little attention. Therefore, the research aimed to comprehend the parents' involvement and knowledge and children's participation in extracurricular activities in Dhaka City.

Therefore, this research would give us an idea of the current situation regarding

extracurricular activities. It will benefit policymakers by developing strategies for improving environmental and structural facilities for these activities. This research would also help parents, education institutes, children, and researchers. It could open the door for large-scale research in Bangladesh to understand the barriers and their impact on children. Therefore, this research is designed to gain an in-depth understanding of the perception, practice, barriers, and impact of extracurricular activities.

### **Research Questions**

1. What does “extracurricular activities” mean to parents?
2. What do parents do to their children for extracurricular activities?
3. What do parents think about the “scope of extracurricular activities in Dhaka City?”
4. What obstacles do parents face to including extracurricular activities?

## **Operational Definition**

**Extracurricular activities:** Extracurricular activities, as academic or non-academic activities that are conducted under the auspices of the school and occur outside of regular classroom time, are not part of the curriculum (Kim et al., 2023). A group of beneficial activities that students participate in outside of the classroom is called an extracurricular (White,2021). Moreover, researchers describe that the term Extracurricular activities can be considered from a continuum that ranges from direct to indirect. A direct extracurricular activity is more closely associated with the student's significance or curriculum. An indirect extracurricular activity is relatively unrelated to the student's major or curriculum (Bartkus et al., 2012).

**Parent:** A parent is a person who has important rights and duties towards their children. The law recognizes that parents play a crucial role in the upbringing and education of their children (Sandin, 2017).

In this research, 'parents' are called both the mothers and the fathers of children. These are parents of children aged 6 to 8 participating in extracurricular activities.

**Perception:** According to the Cambridge Dictionary, perception is a belief or opinion often held by many people based on how things seem. Perception is the process by which the brain interprets and organizes sensory information from the environment to produce a meaningful experience of the world. The act of perceiving involves various cognitive processes, such as attention, sensation, and memory, that allow us to recognize, understand, and interpret our surroundings (Schultz, 2023).

Let me know if there is anything else I can help you with.

In this research, the term 'perception' refers to parents' understanding and views on extracurricular activities for their children.

**Practice:** Generally, 'practice' means action rather than thought or ideas. In this research practice, parents are taking action to provide children with extracurricular activities.

**Children:** According to the Cambridge Dictionary, a child is a boy or girl from birth until he or she is an adult or a son or daughter of any age. In this research, children with an age limit of 6-8 participate in extracurricular activities provided by their parents.

## **Chapter II: Literature Review**

This section reviews relevant material to give a general overview of the literature on extracurricular activities. It first focuses on critical concepts associated with the research subjects. There are four key concepts: parents' perception, practice of parents (children's participation), extracurricular activities, and children aged 6-8 years.

Secondly, this research aims to find out how parents in Dhaka, Bangladesh, see extracurricular activities, what they do about them, and the obstacles they experience in getting their children involved.

However, to perform this research, several literatures have been researched to comprehend the talks and research that have already been done on this particular research issue. These have been grouped and presented in theme divisions.

### **Extracurricular Activities and Its importance in early age**

A helpful starting point for developing a better understanding of extracurricular activity is to examine the meaning of the root term “curricular.” The Free Dictionary states that the term curricular is the adjective form of the noun curriculum, which refers to (1) all the courses of study offered by an educational institution and (2) a group of related courses, often in a special field of study. The Free Dictionary defines curricular as: “of or relating to an academic course of study.” These basic definitions were also found to be relatively consistent across other dictionaries. If we then examine the meaning of the prefix term “extra,” we see that it is defined as something: “More than or beyond what is usual, normal, expected, or necessary” (<http://www.thefreedictionary.com/extra>). Hence, extracurricular is defined as “Being outside the regular curriculum of a school or college (Bartkus et al., 2012).

The term "extracurricular activities" refers to activities that students engage in outside their regular academic curriculum (Marchenko et al., 2020). Co-curricular or out-of-class activities are any events you participate in outside of your regular academic coursework. They can be anything from sports and clubs to volunteering and part-time work (Nathan,2023).

Extracurricular activities refer to adult-supervised activities unrelated to the primary curricula, provide opportunities for participants to develop specific skills or knowledge, and take place outside of school hours (Metsäpelto & Pulkkinen, 2015).

Though extracurricular activities have several indirect and direct benefits for academics and non-academics, only a few know them. Research over several decades has shown that participating in one or more structured extracurricular activities has physical, emotional, psychological, academic, and social benefits. These benefits range from improved general health, emotional regulation, study skills, subject grade points, and aptitude test scores to increased self-esteem. In addition, it also teaches respect for social values, customs, rules, and individual differences (Roopesh, 2018).

In education, students who participate in extracurricular activities tend to perform better in their studies and score good grades, attend school more regularly, reduce the school dropout rate, become more disciplined and obedient, more practiced, competent, and skillful, are more positively influenced, and like to become more hardworking, attentive, and diligent (Kapur, 2018). The systematic and regular practice of sports activities contributes to eliminating or reducing some deficiencies related to the somatic profile at the functional level of the body, supporting motivation for moving, controlling emotions, stress reduction, planning and organizing the work and leisure time activities, development of relationships, intra-group communication, and socialization improvement. Socialization through sport is a process of social

integration through communication, understanding, and cooperation, an interactive role for conflict resolution. Therefore, it is structured on cognitive constructions, affective, and motivational, as well as representation, behaviors, and performance of sports groups (Sopa & Pomohaci, 2014c)

### **Parents' role in extracurricular activities**

Parents' involvement also dramatically impacts students' development as extracurricular activities are generally considered “adult-supervised activities” (Metsäpelto & Pulkkinen, 2012). Selecting extracurricular sports for children involves a complex interplay of societal norms, cultural traditions, and gender roles, as supported by prior studies (Dorsch et al., 2009). Parents' involvement in extracurricular activities and the influence of parents' involvement on students' participation and development in extracurricular activities are becoming significant areas of research (Xu, 2017). Most children cannot become involved in ECAs without parental support. Many studies have linked parental support and encouragement to children's sustained involvement in ECAs (Anderson, Funk, Elliott & Smith, 2003; Case, 2007; Gentry, 2008; Richter, 2002). Students' participation in extracurricular activities on parents' support, both materially and spiritually, as it does not fall under the purview of a formal curriculum and requires extra like money, transportation, and time (Ashbourne & Andres, 2015; Shannon, 2006; Simpkins, Vest, Dawes, & Neuman, 2010).

“Parental involvement is related to adolescents' participation in extracurricular activities. Parents' strategies should be considered instrumental as they produce various outcomes depending on the adolescents' age and type of activities (Goshin et al., 2021).

## **Parents Perception & Practice in the context of Dhaka City**

Parents know the general developmental aspects of outdoor activities and the positive impacts of outdoor play on children (Mart, 2021). The ECA scene in Bangladesh has changed drastically over the past few years, and with it, our feelings towards them.

Whereas, once upon a time, the list of activities available to us was much shorter, and access to it was limited to only those who could participate, a surge in accessibility and increase in discovery has changed the face of extracurriculars (Nusaiba & Khan, 2020).

A report by WHO (2008) revealed that Bangladesh needs to catch up in implementing the 'best practice' towards physical activity interventions for young children.

In the past, many children and teenagers would rush to the fields to play soon after school hours and return home before evening. Still, the traditions started disappearing due to the loss of open spaces and playgrounds for urbanization in Dhaka City (Amin, 2023). The main reasons for their inaccessibility are social and environmental factors like a lack of security and poor maintenance. Another study found that the non-availability of open space, pressure of study, and parents' perception of lack of security are significant obstacles for children to relish the right to play in Dhaka (Salma,2018). The study revealed that urban parents support children's outdoor activities, however, despite their understanding of the positive effect of play, they cannot let children play without worrying because of the scarcity of safe play zones at the community level. Moreover, most of the play is adult-supervised and controlled and does not meet the requirements set by WHO (2018).

## **Chapter III: Methodology**

### **Research Design**

Qualitative research is a process of naturalistic inquiry that seeks an in-depth understanding of social phenomena within their natural setting. It involves collecting and analyzing non-numerical data. It focuses on the "why" rather than the "what" of social phenomena. It relies on human beings' direct experiences of human beings as meaning-making agents in their everyday lives (University of Texas Arlington, 2019). Qualitative research involves analyzing and interpreting text, interviews, and observations to discover meaningful patterns descriptive of a particular phenomenon. Qualitative research involves patterns or stories (ISTSS - Trauma Research Methods, 2024).

Exploratory research is a methodology that investigates research questions that have yet to be studied in depth. It is often qualitative and primary. Due to its flexible and open-ended nature, exploratory research is usually called interpretive research or a grounded theory approach (George, 2021).

This proposed research required detailed information on parents' definitions, levels of understanding, attitudes, and involvement in their child's extracurricular activities. We also needed to gather participants' experiences, perceptions, and behavior. Thus, qualitative research was conducted. One of this research's objectives was to ascertain the perspectives and practices of parents in Dhaka City regarding their child's participation in extracurricular activities, with a maximum age of 6 to 8. This goal overrides objectivity and generalization, the rationale behind the qualitative research's design. The exploratory research approach was chosen because the planned research examined an issue that has yet to receive much research.

## **Research Site**

The proposed research was carried out in Dhaka City, Bangladesh.

## **Research Participants**

This research involved parents with at least one child aged 6-8 in Dhaka City. All participants were within the 26 – 50 age brackets.

## **Sampling/ Participant Selection Procedure**

The participants of this research were parents with at least one child aged 6 to 8, and they have to live in Dhaka City.

Purposive sampling refers to a group of non-probability sampling techniques in which units are selected because they have characteristics that you need in your sample. In other words, purposive sampling selects units “on purpose” (Nikolopoulou, 2022).

In this research, participants were selected purposely using the researcher's judgment.

Participants in the research will be carefully chosen - to select the participants purposively, some criteria will be considered, which are mentioned below:

### **Inclusion criteria:**

- The participants have to be the parents of one or more children aged 6-8 years who are providing extracurricular activities to their child
- The parent has to live in Dhaka city.

### **Exclusion criteria:**

- Parent who will not consent to participate voluntarily in the research.

## **Data Collection Tool**

Qualitative data is defined as data that approximates and characterizes. It can be observed and recorded. Several methods are used to collect qualitative data, including interviews, surveys, focus groups, and observations (Bhat, 2019).

In this research, In-Depth Interview (IDI) guidelines were followed to gather data because responses to open-ended questions and a thorough grasp of parents' perceptions and behaviors were needed. Six participants were chosen, and IDIs were performed on them.

## **Data Collection Method and Procedure**

An in-depth interview (IDI) is a qualitative research technique used to conduct detailed interviews with a few participants (B. Rutledge, 2020). Six IDIs were carried out in this research to gather data following participant identification. The participants explained the IDI process, and consent was obtained. Six individuals took part in structured questionnaire-based IDIs. The IDIs were done remotely and over the phone. They were captured using an audio recorder. Notable during the interviews were significant and pertinent points. Every IDI lasted between thirty and forty-five minutes.

## **Measures**

Qualitative measurements are written down to decipher ideas, thoughts, and experiences. This sort of research allows you to learn more about poorly understood issues. Interviews with open-ended inquiries, observations recorded in words, and

literature reviews investigating concepts and theories are all common qualitative approaches (Rhodes, 2021).

This is a qualitative design, so we collected in-depth and extensive detailed information about parents' perceptions through In-depth Interviews (IDI). The reliability of IDIs depends on the openness of the participants. As data were extracted from the sources, accuracy was verified in form and context with constant comparison, alone or with peers. The information is not used for generalization. It showed the perception and practice of parents.

## **Data Analysis**

Qualitative data analysis (QDA) is organizing, analyzing, and interpreting qualitative research data—non-numeric, conceptual information, and user feedback—to capture themes and patterns, answer research questions, and identify actions to improve (Hotjar, 2022). The research participants (parents) were questioned during the IDI, and it was checked for completeness. The raw data from the IDIs were then transcribed and translated into English. Every transcript was thoroughly read, and the key points were noted in the margins. Based on their answers, we reduced the data by simplifying it.

Content analysis is a research tool used to determine the presence of certain words, themes, or concepts within some given qualitative data (Columbia University, 2023). Content analysis is a method used in qualitative studies that empowers you to analyze and understand various types of content, such as an interview transcript; content analysis is your toolkit for transforming raw data into valuable insights

(Collaborators, 2023). In this research, content analysis will be done to discover essential aspects of the content.

The data was then examined again to see if any meaningful details that addressed the research questions needed to be included or addressed. Next, every piece of data was reviewed to identify any trends in the research outcomes; the findings were discussed, and the results were presented descriptively by the themes of the research questions.

### **Validity of the Research Tool**

Experts who are faculty members at BRAC IED, BRAC University, assessed the questionnaires to guarantee the validity of the research instruments. The tools were first tried out in a small group. Subsequently, the questionnaire guidelines were modified in light of their feedback. The review procedure and the testing in small groups guaranteed the research's content validity.

### **Ethical Issues**

The ethical committee of BRAC IED, BRAC University, was consulted before the data collection began. At the start of the IDIs, consent was taken from the participants. Participants were informed that the research will only be used for academic purposes. It was ensured that the anonymity of participants would remain secure and confidential. They were given details of the study, such as Context, purpose, objectives of carrying out the research, and reason for approaching them. The participants' responses in this research were voluntary; they could opt out anytime not to participate. The research was done with honesty and transparency. The representation of primary data findings in a biased way was avoided.

## **Limitations of the Research**

Since the in-depth interviews were done remotely over the phone, viewing the participants' body language was impossible, which could have led to some information needing to be understood. In terms of methods, this research did not include observation. Only in-depth interviews were conducted. Furthermore, the survey was restricted to Dhaka-based parents of English-medium children. That is why a comprehensive investigation needs to be done.

## **Chapter IV: Results & Discussions**

### **Result**

The purpose of the chapter is to obtain answers to the mentioned research Questions and to present the results and findings that emerged from the data. The data was collected from the parents through conducting 6 In-depth Interviews. They were asked questions related to the research topic to explore their perceptions and involvement in providing extracurricular activities to children. The findings are presented in two sections: Results and Discussion. The first section comprised four main themes ( parents' definition of extracurricular activities, involvement in providing extracurricular activities to children, Parent's viewpoint about the scope of extracurricular activities in Dhaka City, and Challenges of Parents towards extracurricular activities for children aged 6-8 years in Dhaka City, and six subthemes emerged in the research. A discussion of the research is presented in the second section.

### **Demographic Information**

Six participants from an English-medium school in Dhaka were selected for this research.

All the participants were females between the ages of 33 and 50. They had different educational qualifications, none less than a Bachelor's degree. Three of the participants were homemakers; one was in the government sector, one was in the private sector, and one had an online shop.

Two participants have three children, three have two, and only one has a single child. All of them had one child whose age range was between 6 to 8 years. Four of the participants have female children, and the rest of the two have male children.

### **Theme 1: Parents perception of ‘extracurricular activities’**

Under this theme, the researcher has attempted to comprehend how parents, particularly those in Dhaka City with children between the ages of six and eight, feel and their perceptiveness about extracurricular activities for their children.

#### ***Parents’ definition of ‘Extracurricular activities’***

All participants had the same views regarding extracurricular activities and tried to explain the term activities other than regular school academic activities that children engage in for their mental and physical development. One of the participants mentioned, *“Any activity we do to improve their brain development, health improvement, and social skills apart from regular school activity is extracurricular activity to me”* (In-Depth Interview# 4, 20-03-24). Most participants explain the term “extracurricular activities” as an activity apart from regular school academic activities the children do for their mental and physical development. When questioned about their childhood experience with “extracurricular activities,” most participants were involved in the local cultural community, sports like badminton, local games, etc. All participants brought attention to a change in societal norms from their childhood experiences. One of the participants stated that-

*“I used to play outside games and badminton in winter, and I went to the local cultural academy for art and singing for fun, but we did not count those things*

*as extracurricular activities. We used to take those things as regular life activities” (In-Depth Interview# 3, 17-03-24)*

Another participant said, *“For us, we are not from the digital generation—we did not have exposure to negative activity—so for us, all the activities we did apart from school activity were for fun purposes. We did not have instituted exposure for extracurricular activities like nowadays” (In-Depth Interview# 2, 07-03-24.*

### ***How “extracurricular activities” help children to enhance their development process***

All the participants understood the importance of extracurricular activities in their child's life. One of the participants stated, *“Regular school program is not enough for children's overall development; it is also essential to give them the opportunity of extracurricular activities so that they can enhance their social skills, physical growth, and brain development” (In-Depth Interview# 5, 07-03-24).* One of the participants noted, *“School follows a specific and strict way of learning, but extracurricular activities allow them to learn with fun” (In-Depth Interview# 6, 01-04-24).* One of the participants stated

*“Engaging in extracurricular activities keeps the children away from negative-impact activities like screen time; it is also an opportunity to learn about their inner skills” (In-Depth Interview# 2, 07-03-24).* One of the participants stated, *“Blending of both outdoor activities and skill-based learning is essential. Outdoor sports help to relax the children with physical development; skill-based learning allows them to flourish their brain development” (In-Depth Interview# 6, 01-04-24).*

***Parents' awareness about the proper acquisition of 'Extracurricular activities' for their children***

All the participants stated that finding the correct and age-appropriate activities for children is also significant. One participant said, *"I gave my child many opportunities in physical sports—like skating, taekwondo, soccer, cricket, and tennis—but he seemed re-interested in football—so I continued only in football"* (In-Depth Interview# 5, 28-03-24).

One of the participants from a medical science background stated, *"Both outdoor activities like sports, swimming and skill-improving activities like art and singing are equally important. Extracurricular activities should be started as early as possible for a child -it is better late than never.* (In-Depth Interview# 1, 06-03-24).

**Theme 2: Parents' practice and involvement in "Children's participation in extracurricular activities."**

This theme focuses on children's hands-on practices in extracurricular activities in Dhaka city. It has three sub-themes: children's participation in outdoor activities and sports for Physical development, involvement in skill-based extracurricular activities for cognitive development, and Children's response and adaptability to extracurricular activities.

***Children's participation in outdoor activities and sports for physical development***

The most common sport children practice is cycling. However, some participants do not count it as an outdoor activity, as all the children do it on the building's premises. One of the participants stated, *"As we live in the city of bricks, I cannot give my child*

*regular opportunities to play outdoor games* " (In-Depth Interview# 1, 06-03-24). The second most common sport is swimming. All the children learn it during the summer vacation of school. One of the participants stated

*"I prefer outdoor sports the most. Football, cricket, cycling, Karate, Skating, or any other sport helps my children grow physically and mentally. They stay fit and maintain proper diets while participating in outdoor sports"* (In-Depth Interview# 2, 07-03-24).

The other most common outdoor activity is self-defense sports like karate or taekwondo. One of the participants stated, *"At least I try always to be involved in one outdoor sport—It might be karate, skating, football or cricket"* (In-Depth Interview# 5, 28-03-24).

### ***Children's participation in skill-based extracurricular activities for cognitive development***

All the participants stated that all the children started the skill-based extracurricular activities with drawing. Most attend a fine arts academy once or twice a week or learn from a tutor at home. One of the participants stated, *"Drawing and coloring is an easy way to keep them busy, a chance to flourishing their imagination"* (In-Depth Interview# 2, 07-03-24).

Most participants involve their children in after-school math improvement activities like "Aloha" or "Kumon" for brain development. Two participants' children started to practice learning coding and robotics. One of the participants stated, *"The age 6-8 years is significant for the foundation of any skill-based learning—It could be math*

*improving skills, learning coding depends on the child preference” (In-Depth Interview# 4, 20-03-24).*

All the participants started singing or dancing for their children, but few of them continued. One of the participants stated, *“ I thought my daughter would like to learn to sing or dance, but could not find it interesting . So I stopped. She seems more interested in Handball. ” (In-Depth Interview# 1, 06-03-24)*

*“Whenever my child plays in groups or learning in the institution, he seems much more interested in the activities, and it helps him interact with children from various backgrounds” (In-Depth Interview# 5, 28-03-24).*

### ***Children's response and adaptability to extracurricular activities***

All the participants agreed that children adjust more when playing group sports like football and handball, which require running initially. Some children fear jumping into the water at first, but eventually, they learn to swim. All of them are eager to learn to cycle, but their interest fades away as they can only do it on the building premises. One of the participants stated, *“My son finds sports like football and handball more interesting than individual sports like tennis; skating was the hardest one for him, though he finished the course.”* One of the participants mentioned, *“ For today's world, learning self-defense is a must, but my child never seems very enthusiastic about that, though she finishes the basics” (In-Depth Interview# 4, 20-03-24).*

Most children find skill-based learning fascinating in “ Drawing & Coluring.”.In most of their math-improving skills activities - some children start struggling, but eventually, they catch up and finish at the given opportunity.

All the participants gave their children the opportunity to learn to sing. One participant said, *“I wanted my daughter to learn to sing. However, after some days, I realized this did not interest her. Singing is something if you are not interested in, you can never learn. A small quantity of push or encouragement does not work.”* (In-Depth Interview# 4, 20-03-24).

### **Theme 3: Parents' aspects about the scope of extracurricular activities for children aged 6-8 years.**

Under this theme, we focus on convenience and scope parents face regarding extracurricular activities for children aged 6-8 years in Dhaka City. All the participants stated that the scope for outdoor activities is very limited in Dhaka, though all the participants prefer it. One of the participants said, *“In a city of bricks like Dhaka City, it is almost impossible for me to engage my child in regular outdoor activity”* (In-Depth Interview# 1, 06-03-24). Another participant stated, *“The limited resources that we have for outdoor activities, I cannot use because of lack of security and Maintenance”* (In-Depth Interview# 2, 07-03-24).

One of the participants stated,

*“My son is very much into outdoor sports like football, so the resources are limited. I admitted him into a football academy, but managing the time, taking him to the academy, and maintaining the kits is the hardest to manage ”* (In-Depth Interview# 5, 28-03-24).

The skill-based and after-school learning opportunities in extracurricular activities are much more accessible nowadays. There are opportunities to learn art, singing, dancing, math skills, and others in most areas. Some other skill-improving facilities,

like coding and robotics, have just started. One of the participants stated, “ *There is much more scope for skill-based learning- as it could be done offline or online, institution-based or tutor-based at home.* ” (In-Depth Interview# 4, 20-03-24).

All the participants agreed that the scope for outdoor activities is limited, while the scope for skill-based learning is more significant. Regarding time management, the flexible offered program is the most convenient for all participants.

#### **Theme 4: Challenges parents face in providing extracurricular activities for children in Dhaka City.**

The first challenge for outdoor activities and sports is the need for more structural facilities like playgrounds and sports academies. There are some playgrounds in Dhaka City, but most of the parents opinioned that most of them are accessible for various reasons; one of the participants stated that.

*“The nearest playground to my house is three kilometers away; walking there is impossible. So my son needs to go there by rickshaw or car. It kills much time on the road. When he was 4-5 years old, I took him on weekends to introduce the idea of a playground. Nowadays, I cannot take him because he has some other activities to do”* (In-Depth Interview# 3, 17-03-24)

Another challenge the participants faced was time management. It is not easy for stay-at-home participants but more difficult for working participants. One of the participants said, “ *As I am a working participant, I cannot take her in after-school activities. So I scheduled it on the weekends and others. If possible, I keep a home tutor to teach.* ” (In-Depth Interview# 1 06-03-24). One of the participants stated

*“ After returning from school at noon, getting them ready and going out is very difficult. The traffic makes it difficult to move around in Dhaka City. So there is no after-school activity. I keep them for the weekend”* (In-Depth Interview# 4, 20-03-24).

Most participants need to think more about the adaptability of their children. One of the participants stated, *“ If I can take him regularly, with a small quantity of encouragement or push- he eventually grows the interest. For me, skating was the hardest. He did not want to go some days if he was tired or slept late at night. If he felt better, he performed better. So before the practice day, I put him in bed early”* ” (In-Depth Interview# 5, 28-03-24).

All the participants agreed that every extracurricular activity is costly, but they are happy that at least the opportunities are available. One of the participants stated

*“Though the program is costly, I still try to provide her with the best opportunity because there are other opportunity costs, like transportation, time, and the importance of building the basics—which should not be compromised.”* (In-Depth Interview# 1, 06-03-24)

## **Discussion**

This research examined parental perceptions and children's participation regarding extracurricular Activities for Children Aged 6-8 in Dhaka City. This section initially covers the problems that surfaced during the research and then makes a few suggestions.

The research's demographic profile indicates that most parents are well-educated and have sufficient income. The study demonstrates that participants, regardless of whether they identify as homemakers or working, are the primary caregivers for their children.

Current findings suggest that parents in Dhaka City are broadly aware of extracurricular activities. They see them as vital additions to formal schooling that help kids grow holistically, including physical fitness, cognitive development, and social skills. In other research, we also found parents' positive attitudes and proper ideas for extracurricular activities. "Parents have positive attitudes toward extracurricular sports activities, which can be explained by the idea that they are aware of the benefits of these activities (Yilmaz et al., 2019). 'Parents look for schools that offer a complete range of options for their children's holistic development, from traditional sports clubs to cutting-edge programs (Dhake et al., 2024).

Interestingly, as they reflected on their early years, the participants brought attention to a change in societal norms: extracurricular activities were an integral part of daily life rather than separate pursuits.

The research's results also imply that participants understand the benefits of sports and outdoor activities for physical fitness, skill-based learning, and after-school programs for cognitive development. That is why all the children are active in multiple

extracurricular activities. Other research shows that this varies from child to child.

Jerry Bubrick, Ph.D., Clinical Psychologist at the Child Mind Institute, said, “Trying to find a set amount of extracurriculars for a child, the magic number is seven, but he points out that in the case of intensive commitments, like sports or theater, even one activity can be too much.”

Research findings suggest that both parents and children prefer outdoor activities and sports. The child prefers group sports like football, cricket, handball, etc., to individual sports like skating, tennis, etc. Children only like some of the given opportunities. Not only encouragement but sometimes a little push, taking them regularly also helps them learn skill-based extracurricular activities.

Cycling, swimming, and self-defense skills like karate or taekwondo are everyday outdoor activities that participants practice. Football, cricket, and handball are notable sports. Interestingly, participants of male children put more effort into sports than female children.

For skill-based learning, all the children started their journey by “Drawing and Coloring.” They all began to learn to sing, but only a few continued. For the after-school program, all the children participated in math improvement skills like “Aloha” or “Kumon,” a few of them learned to code, a programming language. However, occasionally, all the children participated in one-day programs like space camp, science programs, learning to bake, etc.

The research's results indicate that, despite participants and children prefer outside activities and sports, they have limited opportunities. Given the variety of forms that skill-based or after-school programs offer, all participants appear to be far more satisfied with them. This program could be done online or offline, weekdays or

weekends, on-campus or tutor-based. Research on children's preferences mentions that “Students prefer playing games and sports in summer rather than in winter; playing games and sports in open areas rather than in closed areas; playing games and sports with friends rather than individually. In addition, the student participants generally did not like rough-and-tumble play (Ayan, 2013).

Limited access to outdoor facilities and traffic in Dhaka City poses a significant hurdle, compounded by time constraints and financial considerations.

The research's results imply that parents face those challenges by adopting flexible approaches to accommodate their children's interests and schedules.

So, to increase participation in extracurricular activities, an essential and unavoidable factor in a child's life, all stakeholders should implement targeted interventions.

## **Conclusion**

Parents' perceptions of extracurricular activities for children aged 6-8 in Dhaka City are pretty straightforward, and parental engagement is necessary to understand age-appropriate activities. Parents demonstrate a great dedication to providing their children with enriched experiences despite the inherent hurdles they face, realizing the intrinsic benefits of holistic development. Stakeholders may create an environment that supports developing the potential of the next generation by addressing the hurdles that have been identified and utilizing parental insights. To conclude, the collective efforts of parents and all the other stakeholders will allow children to become valuable resources for the country's development, and we aim to create a healthy society image that cannot be made without our child development.

## **Recommendations**

Based on the research findings, the following recommendations can be made for parents, children, educators, community band policymakers-

- The scope of extracurricular activities, both indoor and outdoor, needs to expand so that all children can avail themselves of the services provided.
- To improve the time management of parents and children, regular school and after-school authorities should be coordinated and supportive to understand the schedule and adaptability of children.
- Extracurricular activities service providers should take a budget-friendly approach to increase children's participation.
- Policymakers need to address the issue of extracurricular activities. To prepare children for the future, a collective effort of parents, educators, local community representatives, and the government is required.
- This research was conducted only among the parents whose children are the most privileged members of our community. These parents are well-educated and financially stable. To better understand the topic, large-scale research with more variant groups of society needed to be done.

## References

- Ahmad, M., & Rahman, M. (2015). Extracurricular Activities and Student's Academic Performance [Review of *Extracurricular Activities and Student's Academic Performance*]. *JAFMC Bangladesh*.
- Amin, M. (2023, June). *The consequences of city kids forgoing outdoor sports* [Review of *The consequences of city kids forgoing outdoor sports*]. The consequences of city kids forgoing outdoor sports
- Anderson, J. C., Funk, J. B., Elliott, R., & Smith, P. H. (2003). Parental support and pressure and children's extracurricular activities: relationships with amount of involvement and affective experience of participation. *Journal of Applied Developmental Psychology*, 24(2), 241-257.
- Ashbourne, D., & Andres, L. (2015). Athletics, music, languages, and leadership: How parents influence the extracurricular activities of their children. *Canadian Journal of Education*, 38(2), 1-34.
- Ayan, S. (2013). *Games and Sports Preferences of Children*. 8(8), 396-404. <https://doi.org/10.5897/err2013.1417>
- Bartkus, K. R., Nemelka, B., Nemelka, M., & Gardner, P. (2012). Clarifying The Meaning Of Extracurricular Activity: A Literature Review Of Definitions. *American Journal of Business Education (AJBE)*, 5(6), 693. <https://doi.org/10.19030/ajbe.v5i6.7391>
- Bhat, A. (2019, June 28). *Methods used for qualitative data collection*. QuestionPro. <https://www.questionpro.com/blog/qualitative-data-collection-methods/>
- B. Rutledge, P. (2020, September). *N-Depth Interviewing* (J. Lynn C. Hogg, Ed.) [Review of *n-Depth Interviewing* ]. Researchgate. [https://www.researchgate.net/publication/345737833\\_In-Depth\\_Interviews](https://www.researchgate.net/publication/345737833_In-Depth_Interviews)
- Christison, C. (2013). The Benefits of Participating in Extracurricular Activities [Review of *The Benefits of Participating in Extracurricular Activities*]. *BU Journal of Graduate Studies in Education*, Volume 5, Issue 2, 2013, Volume 5.
- Columbia University. (2023). *Content Analysis | Columbia Public Health*. [Www.publichealth.columbia.edu](https://www.publichealth.columbia.edu). <https://www.publichealth.columbia.edu/research/population-health-methods/content-analysis#:~:text=Courses->
- Collaborators, Q. (2023, August 18). *Content Analysis: What is it in Qualitative Studies?* QuestionPro. <https://www.questionpro.com/blog/content-analysis/>

- Dalakotianshul. (2024, January 24). The Crucial Role of Parental Involvement in Supporting Extracurricular and Sports Activities. Medium.  
<https://medium.com/@dalakotianshul672/the-crucial-role-of-parental-involvement-in-supporting-extracurricular-and-sports-activities-2f0f55f12290>
- Data on the situation of children in Bangladesh | UNICEF. (n.d.). Wwww.unicef.org.  
<https://www.unicef.org/bangladesh/en/data-situation-children-bangladesh>
- Dhake, S., Joshi, A., Dnyaneshwaree Jawale, Gaidhani, R., & Mahajan, S. (2024). *PARENT'S PERCEPTION TOWARDS EXTRACURRICULAR ACTIVITIES OF SCHOOL WHILE LOOKING FOR ADMISSION OF THEIR KID*. 76(1). <https://yugato.org/index.php/yug/article/pdf/2024/555.pdf>
- ECCD (Early Childhood Care and Development) (2013) Comprehensive Policy on Early Childhood Care and Development 2013 (By Government of Bangladesh). Bangladesh Early Childhood Development (ECD) Network, 1-32. (in Bangla Language) <http://www.ecd-bangladesh.net>
- Extracurricular activity. (2024, March 24). Wikipedia.  
[https://en.wikipedia.org/wiki/Extracurricular\\_activity#:~:text=An%20extracurricular%20activity%20\(ECA\)%20or](https://en.wikipedia.org/wiki/Extracurricular_activity#:~:text=An%20extracurricular%20activity%20(ECA)%20or)
- George, T. (2021, December 6). *A guide to exploratory research*. Scribbr.  
<https://www.scribbr.com/methodology/exploratory-research/>
- Goshin, M., Dubrov, D., Kosaretsky, S., & Grigoryev, D. (2021). The strategies of parental involvement in adolescents' education and extracurricular activities. *Journal of Youth and Adolescence*, 50(5).  
<https://doi.org/10.1007/s10964-021-01399-y>
- Halloran, D. (2024). *6-8 Years: Child Development*. Retrieved February 2024, from <https://raisingchildren.net.au/school-age/development/development-tracker/6-8-years>
- Hasan, M.N., Babu, M.R., Chowdhury, M.A.B. et al. Early childhood developmental status and its associated factors in Bangladesh: a comparison of two consecutive nationally representative surveys. *BMC Public Health* 23, 687 (2023). <https://doi.org/10.1186/s12889-023-15617-8>
- Hotjar. (2022). *5 Qualitative Data Analysis Methods*. Wwww.hotjar.com.  
<https://www.hotjar.com/qualitative-data-analysis/methods/>

- Islam, M. J. (2022, January). *The city that grows without children in mind* [Review of *The city that grows without children in mind*]. <https://www.tbsnews.net/supplement/city-grows-without-children-mind-363343>
- ISTSS - Trauma Research Methods. (2024). Istss.org. [https://istss.org/education-research/istss-research-guidelines/trauma-research-methods/an-introduction-to-qualitative-research-methods-fo?gad\\_source=1&gclid=Cj0KCQjw6PGxBhCVARIsAlumnWYBqtvfWcBE-xicPsnsNYcEzb10Iozl7-qwPx8s5cOUOvmUXbfuWVYyaAsmdEALw\\_wcB](https://istss.org/education-research/istss-research-guidelines/trauma-research-methods/an-introduction-to-qualitative-research-methods-fo?gad_source=1&gclid=Cj0KCQjw6PGxBhCVARIsAlumnWYBqtvfWcBE-xicPsnsNYcEzb10Iozl7-qwPx8s5cOUOvmUXbfuWVYyaAsmdEALw_wcB)
- Kapur, R. (2018). *Importance of Extra-Curricular Activities in Education* [Review of *Importance of Extra-Curricular Activities in Education*]. [https://www.researchgate.net/publication/323794759\\_Importance\\_of\\_Extra-Curricular\\_Activities\\_in\\_Education](https://www.researchgate.net/publication/323794759_Importance_of_Extra-Curricular_Activities_in_Education)
- Kim, S., Jeong, H., Cho, H., & Yu, J. (2023). Extracurricular activities in medical education: an integrative literature review. *BMC Medical Education*, 23(1). <https://doi.org/10.1186/s12909-023-04245-w>
- Leena Metsäpelto, R., & Pulkkinen, L. (2015). The benefits of extracurricular activities for socioemotional behavior and school achievement in middle childhood: An overview of the research [Review of *The benefits of extracurricular activities for socioemotional behavior and school achievement in middle childhood: An overview of the research*]. *Journal for Educational Research Online*. [https://www.researchgate.net/publication/272479625\\_The\\_benefits\\_of\\_extracurricular\\_activities\\_for\\_socioemotional\\_behavior\\_and\\_school\\_achievement\\_in\\_middle\\_childhood\\_An\\_overview\\_of\\_the\\_research](https://www.researchgate.net/publication/272479625_The_benefits_of_extracurricular_activities_for_socioemotional_behavior_and_school_achievement_in_middle_childhood_An_overview_of_the_research)
- Marchenko, G., Timofeev, S., & Vodopianova, K. (2020). Extracurricular activities of students - a means of forming professional motivation. *E3S Web of Conferences*, 210, 18028. <https://doi.org/10.1051/e3sconf/202021018028>
- Mart, M. (2021). Parental Perceptions to Outdoor Activities. *International Journal of Progressive Education*, 17. DOI: 10.29329/ijpe.2021.366.22
- Mcilroy, T. (2019, October 10). The Importance of Early Childhood Development. Empowered Parents. <https://empoweredparents.co/importance-of-early-childhood-development/>

- Muhajarine, N. (2014). Early Childhood Development (ECD). In: Michalos, A.C. (eds) Encyclopedia of Quality of Life and Well-Being Research. Springer, Dordrecht. [https://doi.org/10.1007/978-94-007-0753-5\\_320](https://doi.org/10.1007/978-94-007-0753-5_320)
- Nathan, D. (2023, October). The importance of extra-curricular activities [Review of The importance of extra-curricular activities]. <https://www.prospects.ac.uk/Applying-For-University/University-Life/The-Importance-of-Extra-Curricular-Activities#:~:Text=Anxiety%20and%20depression.-,What%20are%20extra%2Dcurricular%20activities%3F,Volunteering%20and%20part%2Dtime%20work>
- National Child Policy (NCP). Ministry of Community Development and Social Services. (2011). [https://www.mcdss.gov.zm/?page\\_id=2780](https://www.mcdss.gov.zm/?page_id=2780)
- Nikolopoulou, K. (2022, August 11). What is purposive sampling? | definition & examples. Scribbr. <https://www.scribbr.com/methodology/purposive-sampling/>
- Nini, M. N. (2021). "Parents' Perception on Social Determinants of Outdoor Play for 4 to 6 years old Urban Children" [Review of "Parents' Perception on Social Determinants of Outdoor Play for 4 to 6 years old Urban Children" ]. [https://dspace.bracu.ac.bd/xmlui/bitstream/handle/10361/16389/20155011\\_BI\\_ED.pdf?sequence=1&isAllowed=y](https://dspace.bracu.ac.bd/xmlui/bitstream/handle/10361/16389/20155011_BI_ED.pdf?sequence=1&isAllowed=y)
- Nusaiba, N., & Khan, F. S. (2020, October 22). *The State of Extracurriculars*. The Daily Star. <https://www.thedailystar.net/shout/news/the-state-extracurriculars-1981957>
- Pixeld. (2024, February 1). When is a good time to introduce children to extracurricular activities? Child's Play ELC. <https://www.childsplayelc.com.au/when-introduce-children-to-extracurricular-activities/#:~:text=The%20ideal%20age%20to%20begin>
- Rhodes, A. (2021, August). *Qualitative Measurement Definition and Examples*. Blog.upmetrics.com. <https://blog.upmetrics.com/qualitative-measurement#:~:text=What%20is%20Qualitative%20Measurement%3F>
- Roopesh, B. N. (2018). All Work and No Play: The Importance of Extracurricular Activities in the Development of Children. *Positive Schooling and Child Development*, 287–301. [https://doi.org/10.1007/978-981-13-0077-6\\_15](https://doi.org/10.1007/978-981-13-0077-6_15)
- Salma, A. (2018). Children's Right to Play Situation of Dhaka City. Save the Children. Retrieved from: [https://resourcecentre.savethechildren.net/sites/default/files/documents/childrens\\_right\\_to\\_play\\_situation\\_of\\_dhaka\\_city\\_june2018.pdf](https://resourcecentre.savethechildren.net/sites/default/files/documents/childrens_right_to_play_situation_of_dhaka_city_june2018.pdf)

- Sandin, B. (2017). The parent: A cultural invention. The politics of parenting. *European Journal of Developmental Psychology*, 14(6), 733–746. <https://doi.org/10.1080/17405629.2017.1322952>
- Schultz, K. (2023). *Perception: Definition, Examples, & Types*. The Berkeley Well-Being Institute. <https://www.berkeleywellbeing.com/perception.html>
- Schmidt, K. (2014). The concept of “practice”: What is the point? [Review of *The concept of “practice”: What is the point?*]. In *Proceedings of the 11th International Conference on the Design of Cooperative Systems*. [https://www.researchgate.net/publication/288798854\\_The\\_concept\\_of\\_'practice'\\_What's\\_the\\_point](https://www.researchgate.net/publication/288798854_The_concept_of_'practice'_What's_the_point)
- Séguin, Daniel & Case, E. (2010). Extracurricular activity and parental involvement predict positive outcomes in elementary school children. *Early Child Development and Care*. 180. 453-462. 10.1080/03004430802040948.
- Sopa I. S. & Pomohaci, M. (2014e). Contribution of a sports game in children's socialization process, The International Conference “Physical education and sports in the benefit of health,” Oradea
- UKEssays. (November 2018). Perception Of Parents Towards Co-Curricular Activities. Retrieved from <https://www.ukessays.com/essays/education/perception-of-parents-towards-co-curricular-activities-education-essay.php?vref=1>
- University of Texas Arlington. (2019). Subject and Course Guides: Quantitative and Qualitative Research: Understand What Qualitative Research Is. Uta.edu. [https://libguides.uta.edu/quantitative\\_and\\_qualitative\\_research/qual](https://libguides.uta.edu/quantitative_and_qualitative_research/qual)
- White, S. (2021, June 17). *Extra Curricular Activities- An Escape from Academic Pressure!* AllAssignmentHelp.com. <https://www.allassignmenthelp.com/blog/extra-curricular-activities/>
- World Health Organization (2008). Review of Best Practice in Interventions to Promote Physical Activity in Developing Countries. Background Document prepared for the WHO Workshop on Physical Activity and Public Health 24-27 October 2005 Beijing, People's Republic of China. Retrieved July 24, 2013 from: <http://www.who.int/dietphysicalactivity/bestpracticePA2008.pdf>
- Xu, J. (n.d.). *Students' Engagement and Parents' Involvement in Extracurricular Activities*. Retrieved May 9, 2024, from <https://dspace.library.uvic.ca/server/api/core/bitstreams/8317f94f-85ec-4448-a8cd-dc4358c0c384/content>

## **Appendix A**

### **In-Depth Interview Guideline**

**Topic:** Parents' perception and practice towards extracurricular activities for children aged 6-8 years in Dhaka City

#### **(In-Depth Interview)**

**Research Title:** Parents perception and practice towards extracurricular activities for children aged 6-8 years in Dhaka City

#### **Research Questions:**

1. What does “extracurricular activities” mean to parents?
2. What do parents do to their children for extracurricular activities?
3. What do parents think about the “scope of extracurricular activities in Dhaka City?”
4. What obstacles do parents face to including extracurricular activities?

#### **In- Depth-Interview (IDI) guideline**

##### **Section A: Demographic Information**

Interview Date:

Start Time:

End Time:

Name:

Age:

Gender:

Education:

No of Children:

Age of the Children:

**Section B: Parents' understanding of extracurricular activities for children aged 6-8 years in Dhaka City**

1. How old is your child?
2. How do you define extracurricular activities?
3. Can you please share your childhood experience with extracurricular activities?
4. Do extracurricular activities are essential in a child's life?
5. What are the beneficial outcomes of extracurricular activities for a child?
6. Which type is more important—outdoor play activities or skill-based learning like arts, singing, etc.? Please explain why you think so.
7. What are the most age-appropriate Extracurricular Activities for 6- 8-year-olds?  
What is the impact of extracurricular activities on academic success?
8. What do you think other stakeholders like government, community, or school can play a significant role in facilitating extracurricular activities?
9. What is your understanding of children's enthusiasm for participating in extracurricular activities?

**Section C: Practice of extra-curricular activities for 6-8 years old children**

1. What does your child do in extracurricular activities? Are they participating in one or more than one activity?
2. Does your child participate in extra-curricular activities at home or outside?
3. How do you categorize the most age-appropriate extracurricular activities for children?
4. How much do the children participate in the decision-making process of choosing extracurricular activities?
5. Are you satisfied with the private, government, community, or school facilities?

**Section D: Scope of extra-curricular activities for 6-8 years old children in Dhaka City for Parents**

1. What are the most convenient extra-curricular activity?
  - a. Outdoor play
  - b. Skill-Based Learning- Arts, Singing, Karate etc.
  - c. After School program- Improving Math Skills, learning coding, etc.
  - d. Others:.....
  
2. Do you think there are enough opportunities in Dhaka city for extra-curricular activities?
  
3. From your point of view, which measures can be taken immediately to increase the scope of extracurricular activities for all stakeholders?

**Section E: Challenges of Parents towards extracurricular activities for children aged 6-8 years in Dhaka City**

1. What are the most challenging obstacles for parents?
  - a. Scope of opportunities
  - b. Management of time
  - c. The adaptability of children towards different environments.
  - d. Cost of learning and opportunities.
  - e. Other:.....  
.....
  
2. How do you manage to overcome those obstacles? Please share.
  
3. What are your suggestions to improve the current situation?

## Appendix B

### In-Depth Interview Guideline (In Bangla)

বিভাগ-ক : জনমিতিক তথ্য ।

তারিখ :

শুরুর সময় :

শেষ সময় :

নাম :

বয়স :

লিঙ্গ :

শিক্ষাগত যোগ্যতা :

সন্তানের সংখ্যা :

সন্তান / সন্তানদের বয়স :

বিভাগ-খ : ঢাকা শহরে ৬-৮ বছর বয়সী শিশুদের জন্য পাঠ্যক্রম বহির্ভূত কার্যক্রম সম্পর্কে পিতামাতার ধারণা ।

- I. আপনার সন্তান / সন্তানদের বয়স কত?
- II. 'পাঠ্যক্রম বহির্ভূত কার্যক্রম' বলতে আপনি কি বুঝেন ?
- III. 'পাঠ্যক্রম বহির্ভূত কার্যক্রম' নিয়ে আপনার শৈশবের অভিজ্ঞতা অনুগ্রহ করে বর্ণনা করবেন ।
- IV. 'পাঠ্যক্রম বহির্ভূত কার্যক্রম' কি শিশুদের জীবনে গুরুত্বপূর্ণ ভূমিকা পালন করে?

- V. শিশুদের 'পাঠ্যক্রম বহির্ভূত কার্যক্রম' অংশগ্রহনের লাভজনক ফলাফল গুলো কি ?
- VI. 'পাঠ্যক্রম বহির্ভূত কার্যক্রমে' কোন ধারাটি বেশি গুরুত্বপূর্ণ- খোলামেলা জায়গায় খেলাধুলা নাকি দক্ষতা বিষয়ক কার্যক্রম যেমন ছবি আঁকা, গান গাওয়া, প্রভৃতি? আপনি কেন মনে করেন- আনুগ্রহ করে বর্ণনা করবেন।
- VII. ৬-৮ বছর বয়সী শিশুদের বয়স উপযোগী পাঠ্যক্রম বহির্ভূত কার্যক্রম গুলো কি কি? শিশুর শিক্ষা উন্নয়নে পাঠ্যক্রম বহির্ভূত কার্যক্রম কি ভূমিকা পালন করে?
- VIII. শিশুদের 'পাঠ্যপুস্তক বহির্ভূত কার্যক্রম' অবকাঠামোগত উন্নয়নে অংশীদার গুলো যেমন- সরকার, সমাজ এবং স্কুল গুলো কি গুরুত্বপূর্ণ ভূমিকা পালন করতে পারে?
- IX. 'পাঠ্যপুস্তক বহির্ভূত কার্যক্রমে' শিশুদের অংশগ্রহনের ব্যাপারে তাদের মনোভাব গুলো কেমন ?

বিভাগ-গঃ ৬-৮ বছর বয়সী শিশুদের 'পাঠ্যক্রম বহির্ভূত কার্যক্রমে' অংশগ্রহনে বর্তমানকালীন চর্চা।

- I. আপনার শিশু বর্তমানে কোন 'পাঠ্যক্রম বহির্ভূত কার্যক্রমে' অংশগ্রহন করেছে ? শিশুরা এক অথবা অধিক কার্যক্রম করেছে?
- II. আপনার শিশুরা নিজ বাসস্থানের মধ্যে নাকি বাহিরের কার্যক্রমে অংশগ্রহণ করেছে?
- III. আপনার শিশুর জন্য কোন কার্যক্রমটি বয়সপোযোগী সেটা আপনি কিভাবে নির্বাচন করেন?
- IV. কার্যক্রমটি বাছাইয়ের ব্যাপারে শিশুদের মতামত কতটা গুরুত্বপূর্ণ ?
- V. সরকার, সমাজ, স্কুল ও বেসরকারি অবকাঠামো সুবিধা নিয়ে আপনি সন্তুষ্ট ?

বিভাগ- ঘঃ ঢাকা শহরে ৬-৮ বছর বয়সী শিশুদের 'পাঠ্যক্রম বহির্ভূত কার্যক্রমে' অংশগ্রহনের সুযোগ সুবিধা ও অবকাঠামোর বর্তমান অবস্থা।

- I. কোন ‘পাঠ্যক্রম বহির্ভূত কার্যক্রম’ গুলো সবচেয়ে সুবিধাজনক।
  - I. বহিরাশ্রমে খেলাধূলা।
  - II. দক্ষতা বিষয়ক শিক্ষা- ছবি আঁকা, গান, কারাটে প্রভৃতি।
  - III. স্কুল পাঠ্যক্রম বহির্ভূত শিক্ষা- গণিত উন্নয়ন, প্রোগ্রামিং প্রভৃতি।
  - IV. অন্যান্য।
- II. আপনি কি মনে করেন ঢাকা শহরে শিশুদের জন্য ‘পাঠ্যক্রম বহির্ভূত কার্যক্রম’ যথেষ্ট সুযোগ বিদ্যমান।
- III. আপনার মতে সকল অংশীদার গণ ‘পাঠ্যক্রম বহির্ভূত কার্যক্রম’ সুযোগ বৃদ্ধির জন্য কোন পদক্ষেপ গুলো এখন নিতে পারে ?

বিভাগ- ৬ : ঢাকা শহরে ৬-৮ বছর বয়সী শিশুদের ‘পাঠ্যক্রম বহির্ভূত কার্যক্রম’ অংশগ্রহণে ব্যাপারে পিতা মাতা যে সকল বাধার সঙ্কুশীন হন।

- I. কোনটি সবচেয়ে বড় বাধা পিতামাতার জন্য ?
  1. সুযোগের অভাব।
  2. সময় ব্যবস্থাপনা করা।
  3. ভিন্ন পরিবেশে শিশুদের খাপ খাওয়ানো।
  4. ব্যয় ব্যবস্থাপনা।
  5. অন্যান্য।
- II. আপনি বাধা গুলো কিভাবে দূর করে কার্যক্রম চালান?
- III. সার্বিক অবস্থার উন্নয়নের জন্য আপনার মতামত কি ?

## **Appendix C**

### **Consent Form**

**Title of the Research:** Parents' perception and practice towards extracurricular activities for children aged 6-8 years in Dhaka City

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

I am conducting this research as a part of my master's Degree requirement from the Institute of Educational Development (IED) - BRAC University. This research aims to explore the knowledge and practices of the parents of children aged 6-8 years on extracurricular activities.

#### **Expectation from you**

If you agree, you will be expected to share your perceptions and practices regarding extracurricular activities with your child. The in-depth interview may take 30 to 45 minutes, depending on your response. With your permission, I will record the conversation regarding data collection.

#### **Risks and benefits**

There is no risk to you for participating in this research; directly or indirectly, parents, children, and policymakers may benefit in the future if any national policy on extracurricular activity.

### **Privacy, anonymity, and confidentiality**

All information collected from you will remain strictly confidential. I would be happy to answer any of your queries about the research, and you are welcome to contact me.

### **Future use of information**

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

### **Right not to participate and withdraw.**

Participation in the research is voluntary, and you have the sole authority to decide for and against it. Refusal to take part in the research will not involve any penalty. If you agree to my proposal to participate in my research, please indicate that by putting your signature in the specified space below.

Name of the Parent:

Name of the Researcher:

Signature of the Parent:

Signature of the Researcher:

Thank you very much for your cooperation. For any further query, you may contact me.

My contact no is +88017446653364, or you can email me at [pikipikiishi@gmail.com](mailto:pikipikiishi@gmail.com)

