

**Exploring the Perceptions of Parents on Playful Parenting and Preschool
Children's Socio-emotional Well-being**

By

Sharmin Zahan

22355001

Supervised by

Farasha Khan

Lecturer, BRAC IED

BRAC University

“This thesis submitted to BRAC Institute of Educational Development, Brac University in partial fulfilment of the requirements for the degree of Master of Science in Early Childhood Development”

BRAC Institute of Educational Development (BRAC IED)

BRAC University

May 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:

Sharmin Zahan

Student ID: 22355001

Approval

The thesis/project titled “Exploring the Perceptions of Parents on Playful Parenting and Preschool Children's Socio-Emotional Well-Being”

submitted by

Sharmin Zahan

Student ID- 22355001

of Summer, 2022 has been accepted as satisfactory in partial fulfillment of the requirement for the degree of Master of Science in Early Childhood Development in May 2024

Examining Committee:

Supervisor:

Farasha Kham

(Member)

Lecturer, Early Childhood Development
Brac Institute of Educational Development,
Brac University

Program Coordinator:

Ferdousi Khanom

(Member)

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

External Expert Examiner:

(Member)

Nafisa Anwar

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

Brac University

Departmental Head:

(Chair)

Dr. Erum Mariam

Executive Director

Brac Institute of Educational Development
Brac University

Ethics Statement

Title of Thesis Topic: Exploring the Perceptions of Parents on Playful Parenting and Preschool Children's Socio-Emotional Well-Being. Student name: Sharmin Zahan

1. Source of population

Parents (both mothers and fathers) having 3 to 5 years old children living in a urban area of Dhaka city and a rural area of Natore district

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 (yes)

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

- a) from study participants (yes)
- b) from parents or guardian (yes)

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:

Authorized by:

(chair/co-chair/other)

Dr. Erum Mariam

Executive Director

Brac Institute of Educational Development

Brac University

Abstract

Playful parenting has many positive effects on the life of children, specially 3 to 5 years old children. Playful parenting can be helpful for preschool children's socio-emotional well-being. A parent is commonly a children's first playmate. So, the parents' role and involvement have significant impacts on children's life. Playful Parenting, developed by psychologist Lawrence J. Cohen, addresses common challenges in parent-child relationships. The approach emphasizes the importance of incorporating playfulness into parenting to foster stronger connections and communication.

In this study, Parents' perceptions about playful parenting, their knowledge, roles and practice in playful parenting with their children from three to five years old were attempted to be explored. Sixteen participants had been chosen to participate in the study. In-depth interviews and Focus group discussion methods were used for data collection. It has been found that all the parents had no idea about the term " Playful Parenting ". Despite the challenges, parents acknowledge the positive impact of spending time with their children on both 'socio- emotional well-being. Most of the parents have mentioned that they cannot understand about the socio-emotional well-being. After brief introduction, they shared that they do not notice the sign of socio-emotional development.

It has also found that many of the parents were eager to engage in play with their children. It has been found out that homemaker mothers were found to be engaged in different activities with their children but it is not possible for the working parents to always be physical play though they were found eager to engage with their children in physical play at weekend but they also shared their challenges of having less time to spend with their children and family support has been found as one of the indicators for them to engage more in all activities including play.

Keywords: Parents perception; knowledge; role; practice; playful parenting and socio-emotional well-being;

Dedication

The study is sincerely dedicated to all my teachers and my family who guided me in every step. Lastly, i want to give thanks to the Almighty Allah.

Acknowledgement

All praises go to Almighty Allah, the most gracious and the most merciful, for blessing me with sound health and all the opportunities to complete this Master's program.

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Table of Contents

Declaration	2
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Approval	3
Ethics Statement.....	4
Abstract.....	6
Dedication.....	8
Acknowledgement	9
Table of Content	Error! Bookmark not defined.
List of Acronyms	11
Introduction & Background	11
Introduction.....	11
Statement of the Problem.....	13
Purpose of the Study	15
Significance and Justification of the Study.....	16
Research Questions.....	17
Operational Definition	17
Perceptions:.....	17
Literature Review.....	18
Methodology	21
Research Approach / Design.....	21
Research Participants.....	22
Sampling / Participants Selection Procedure	22
Data Collection Methods	22
Data Analysis.....	23
Validity & Reliability of the Research Tool	23
Ethical Issues	24
Limitations of the Study.....	24
Results/Findings & Discussion	25
Parents In-Depth-Interview Demographic	25
Result	27
Discussion.....	33
Theme 1 : Parents knowledge about playful parenting.....	34
Theme 2 : The practices of playful parenting on preschool children's socio-emotional well-being.....	35
Theme 3: The role that playful parenting plays in socio-emotional development of children aged 3-5 years	36
Conclusion	37
Recommendation	38
Reference	39
5. Appendices.....	41

List of Acronyms

ECD	Early childhood development
IDI	In- Depth Interview
FGD	Focus Group Discussion
UNICEF	United Nation's International Children's Emergency Fund
NGO	Non-Governmental Organization

Chapter- I: Introduction & Background

Introduction

Playful parenting is a dynamic approach that fosters socio-emotional development in children aged 3-5. Emphasizing the importance of joyful interaction, it encourages parents to engage

in lighthearted, interactive play with their little ones. Through activities like pretend play and games, children develop essential social skills, emotional intelligence, and resilience. This approach recognizes play as a powerful tool for communication and problem-solving, laying the foundation for healthy relationships and emotional well-being. As 3-5-year-olds navigate their early years, playful parenting becomes a catalyst for building confidence, empathy, and self-regulation, crucial elements for their ongoing socio-emotional growth. Play is essential to children's entire development since it affects them socially, emotionally, and physically.

Preschoolers instinctively recognise play possibilities in a variety of settings (Glenn, Knight, Holt and Spence, et al. 2013). Play is defined as voluntary, innately driven behaviours connected to pleasure in psychological literature (Garvey, 1990). It is often known that play has a good impact on children's development, particularly in the early years (Howard et al., 2002). Play helps preschoolers explore, express their emotions, learn new skills, solve problems, and work together with others. Stronger parent-child relationships are fostered and developmental features are greatly aided by parental involvement in play, which is a vital aspect of child development (Singh and Gupta, 2012). The concept of "intensive parenting," which is defined as a very strict, child-centered method of raising children, has garnered a lot of attention lately. This parenting paradigm, which was developed by Hays (1996) in the context of strict mothering demands, promotes a significant time, energy, and money commitment to raising children. The phrase "intensive parenting," which was originally applied to mothers, has been adopted more widely as a result of fathers being included in studies on the topic (Walls et al., 2014; May, 2008; Manoogian et al., 2013). This changing parenting culture introduces elevated worries and shifting viewpoints among youth, which deviates from conventional ideas of parenting (White, 2003). According to Faircloth and Murray (2014), the modern parenting environment includes new, formerly optional activities including eating, playing, and discipline, all of which raise expectations and cause anxiety

associated to parenting. Studies have shown links between parental time pressure and depression, indicating that the effects of intensive parenting also extend to mental health. This is especially true for single parents who must deal with increased duties and social pressures (Roxburgh, 2012; Layne, 2014). This change reflects a more nuanced and intensely felt aspect of modern parenthood. The underexplored impact of intensive parenting on parents' perspectives on play, a key aspect of shared quality time with children.

Differentiating itself from existing qualitative research, this study, based on interviews with preschool parents, aims to uncover their thoughts, expectations, and concerns regarding parent-child play, utilizing intensive parenting literature to analyze key themes. Playful parenting is letting children explore their world of play, putting an emphasis on confidence and connection, laughing and playing hard, and taking cues from them. Play has several positive developmental and emotional effects. Through play, children can discover their intrinsic interests and skills, such as decision-making, problem-solving, self-control, and rule-following. They can also learn how to control their emotions, make friends, treat others equally, feel joy, coordinate their bodies, and process sensory data.

Statement of the Problem

Playful Parenting, developed by psychologist Lawrence J. Cohen, addresses common challenges in parent-child relationships. The approach emphasizes the importance of incorporating playfulness into parenting to foster stronger connections and communication. One key problem is the struggle with discipline, where traditional methods may lead to power struggles and defiance. Playful Parenting suggests using laughter and play to diffuse tension, making discipline a collaborative and positive experience. (Lawrence Cohen, 2002). Another issue is difficulty in understanding and responding to a child's emotions. Playful Parenting encourages parents to engage in playful activities that allow children to express and explore their feelings in a supportive environment. It also tackles the challenge of maintaining open

communication, suggesting that parents use play as a medium to connect with their children, making it easier for them to share their thoughts and emotions. Additionally, the approach addresses the impact of stress on family dynamics. Playful Parenting proposes that play can serve as a powerful stress-relief tool for both parents and children, fostering a more relaxed and harmonious household. Overall, the method seeks to transform common parenting challenges into opportunities for growth, understanding, and joy through the integration of playfulness into daily interactions. Parents may foster deeper relationships, uncover many different kinds of mental health advantages for themselves and their kid by fostering social and emotional abilities, and make learning fun for their child by incorporating playfulness into their interactions with them. (Meenakshi Dogra, 2023). Playful parenting fosters healthy parent-child connections and communication, which benefits preschoolers' socioemotional development. Children build emotional fortitude and empathy through play, which provides a stable groundwork for their socioemotional development. The approach greatly enhances preschoolers' general well-being by encouraging appropriate emotional growth and constructive social relationships. (Meenakshi Dogra, 2023). According to a recent study conducted in Bangladesh, play-based learning in the early years of education accomplishes a crucial but difficult goal of preschool education: it guarantees that every kid is developmentally ready to join primary school (BRAC USA, 2022). The study's findings further highlight the value of creative parenting in integrating play into early childhood development holistically. By extending learning outside of the classroom, play-based learning can involve parents in the educational process and foster relationships between carers, Play Lab facilitators, also known as Play Leaders, and the children (BRAC USA, 2022). For children ages from 3 to 6 playful parenting is essential because it promotes emotional, social, and cognitive growth. Play helps children develop their creativity, problem-solving abilities, and emotional control while strengthening their relationships with carers. Thus, the purpose

of this study is to investigate how parents in Bangladesh perceive playful parenting, as well as their awareness of it and its effects on preschoolers' socioemotional development. This study aims to uncover parents' perceptions, knowledge, role, practice and concerns regarding parent-child play using intensive parenting literature.

Purpose of the Study

The purpose of the study is to investigate the relationship between playful parenting practices, knowledge and the socio-emotional well-being of children aged 3-5 years. It will be exploring the role that playful parenting plays in the socio-emotional development of children aged 3-5 years. By examining the playful interactions between parents and young children in diverse contexts, the research seeks to identify patterns and factors influencing socio-emotional development. The purpose is to contribute valuable insights for enhancing parenting strategies that foster positive socio-emotional outcomes in early childhood.

However, this study will be conducted to explore the intricate connection between playful parenting knowledge and the socio-emotional well-being of children aged 3-5 years.

Recognizing the crucial role of early childhood experiences, the research seeks to understand how specific playful interactions between parents and young children contribute to the development of socio-emotional skills. By examining diverse contexts and considering cultural nuances, the study aims to identify patterns and determinants that perceptions the socio-emotional landscape of preschool-aged children. The overarching purpose is to offer a comprehensive understanding of the perceptions, knowledge and practice of playful parenting on socio-emotional well-being, providing insights that can inform parenting interventions and educational programs. Ultimately, this research aspires to contribute to the enhancement of positive parent-child relationships and the promotion of healthy socio-emotional development during the critical early years of childhood. Playful parenting is letting children explore their world of play, putting an emphasis on confidence and connection, laughing and playing hard,

and taking cues from them. Play has several positive developmental and emotional effects. Through play, children can discover their intrinsic interests and skills, such as decision-making, problem-solving, self-control, and rule-following. They can also learn how to control their emotions, make friends, treat others equally, feel joy, coordinate their bodies, and process sensory data. In this study we have focused on the influences of children's Socio-Emotional well-being through playful parenting and parents' knowledge, practice and role about this topic.

Significance and Justification of the Study

Playful parenting is important because it builds strong bonds between parents and children, improves emotional development, and stimulates cognitive abilities through joyful interactions. These benefits establish the groundwork for wholesome relationships and well-rounded people. Understanding the effects of playful parenting on family dynamics, mental health, and child development is crucial. It gives parents, teachers, and legislators evidence-based perspectives that help them make decisions that will benefit current and future generations. This study aims to investigate the effects of playful parenting on the socio-emotional development of preschool-aged children and to ascertain the level of paternal awareness on fun parenting. Additionally, we will learn more about the impact that playful parenting has on the socioemotional growth of children between the ages of 3 and 6. Play-based parenting may be a lot of fun and benefit our child's overall development. Our child's imagination blossoms and their curiosity is piqued while they play. Creating blocks, role-playing, and working through puzzles together are examples of play-based activities that foster critical thinking, language development, and a lifelong love of learning in our child. For example, via imaginative activities, our child develops critical life skills like compassion and resilience as well as the ability to negotiate, express emotions, navigate social situations, and solve problems.

It seems as though parents are aware of their children's needs when they incorporate play into their regular interactions with them. They can communicate with them on an entire new level, demonstrating that they comprehend them and that they are constantly there, totally engaged, and genuinely enjoy every second of being with them. There is a hidden component that strengthens parent-child bonds beyond everything else. The reason behind this is that there are very limited studies I've found about the impact of playful parenting on children's socio-emotional well-being in Bangladesh.

Research Questions

- What is the parents' knowledge about playful parenting?
- What is the role that playful parenting plays in socio-emotional development of children aged 3-5 years?
- What are the practices of playful parenting on preschool children's socio-emotional well-being?

Operational Definition

Perceptions: Perception refers to any individual, group, or community influenced by a variety of factors, including our past experiences, expectations, and cultural background. In this study, this phrase stands for parental knowledge about playful parenting, practice and role to understand the benefits of playful parenting on their and their children's socio-emotional development.

Playful Parenting: Intentional and meaningful playtime between parents and children is a component of "playful parenting." Playing together fosters a happier atmosphere at home and can strengthen the relationship and connection between parents and their children. In this study, we are focusing on Parents perspectives on playful parenting of 3-5 years old

children's socio-emotional well-being.

Socio-Emotional Well-being:

Social and emotional development means how children start to understand who they are, what they are feeling, and what to expect when interacting with others. It is the development of being able to:

- Form and sustain positive relationships.
- experience, manage, and express emotions.
- Explore and engage with the environment

In this study, we are focusing on 3 to 5 years old children's socio-emotional well-being.

Chapter – II: Literature Review

Importance of playful parenting:

Playful Parenting offers a refreshing perspective on addressing common challenges in parent-child relationships by emphasizing the integration of playfulness. In tackling issues like discipline, the approach advocates for using laughter and play to transform traditional power struggles into collaborative and positive experiences, fostering stronger connections and

communication within the family (Lawrence Cohen, 2002). This also integrating playfulness into daily interactions between parents and children not only enhances relationships but also contributes to the mental health and overall well-being of both parties, transforming parenting challenges into opportunities for growth and joy. By fostering social and emotional skills through play, parents create a harmonious household where learning becomes an enjoyable experience for their children. (Meenakshi Dogra, 2023).

Parents and child's playful interaction:

Emotional support is positively associated with mother-child playful interaction. (Cong et al., 2016). Parental playfulness has on parent-child interaction as well as the need to examine moderation patterns separately for fathers and mothers. (Menashe-Grinberg & Atzaba- Poria, 2017)

Playful Parenting on Socio-Emotional Well-being:

Playfulness in child interactions can strengthen bonds, improve mental health, develop social and emotional competencies, and add excitement to the learning process.

(Meenakshi Dogra, 2023). The relationship between parental playfulness and children's playfulness is influenced by the parents' attitudes towards playfulness, the limitations placed on their play, and their support of their play. Playfulness in children is positively correlated with parenting, and this relationship is significantly mediated by democratic parenting and close parent-child connection. (Wu et al., 2022)

When it comes to their child's behavioral problems, parents must to be able to get easily accessible and morally consistent parenting support. According to a study, parents who participated in the Aware Parenting program may effectively improve their children's behavior by using the playful disciplining techniques they learnt. (Baltrotsky et al., 2022)

In low-resource and humanitarian circumstances, 825 parents and carers of children aged 3 to 8 are asked about their views on play and their role in it. It emphasizes the value of play in

kids' overall development, but it also draws attention to personal and systemic problems that create obstacles and limit possibilities. The goal of the study is to close this information gap. The results show that play is important for families and parents because of the connection between play and kids' overall development. However, play can be hindered by both personal and systemic problems that create obstacles to play and limit play chances. (Foulds, 2022)

The ability of a parent to respond in an impromptu, humorous, adaptable, and creative way in various parent-child scenarios is referred to as parental playfulness. This study looked at the theory that playful parenting enhances kids' emotional intelligence and should thus be linked to better emotion control and reduced anxiety. A sample of 137 parents of kids between the ages of 2 and 8 self-reported on their playfulness as parents, their own capacity for controlling their emotions, the degree of intimacy and conflict between parents and kids, and the anxiety and emotion regulation of their kids. Playfulness on the part of parents has been linked to better emotion management in their kids. The degree of parent-child intimacy and the parent's emotional awareness acted as moderators in this association. These results highlight the value of parental playfulness for kids' emotional development and the parent-child bond. (Shorer et al., 2019)

A quantitative study explored that the parent-child relationships with preschool-aged children are impacted by intergenerational relational dynamics. (*Playful Parents: The Relationship Between Parental Level of Differentiation and a Parent's Interactive Style - ProQuest*, n.d.)

The ability of a parent to respond in an impromptu, humorous, adaptable, and creative way in various parent-child scenarios is referred to as parental playfulness. A study looked at the theory that playful parenting enhances children's emotional intelligence and should thus be associated with better emotion control and reduced anxiety. These results highlight the value of parental playfulness for kids' emotional development and the parent-child bond. (Shorer et

al., 2019b)

In view of the observation that fathers "specialise" in play and that father-child play is crucial for children's development, a study compared and contrasted the roles that playfulness plays in mother-child and father-child relationships. These results highlight the significance of examining moderation patterns differently for mothers and fathers, as well as the significant impact that playfulness on parent-child interactions has. (Menashe-Grinberg & Atzaba-Poria, 2017)

Although it is often acknowledged that play is essential for young children's healthy brain development, much research on the topic of play's role and how parents view it is based on industrialised, well-resourced environments. Therefore, it is still crucial to comprehend the function, significance, and perception of play among families in more vulnerable situations and areas, such as humanitarian circumstances. Given the connection between play and children's holistic development, play plays a crucial part in families' lives. However, play can be severely hampered by a number of individual and systemic problems that pose major obstacles to play. (Foulds, 2022b)

Children from low-income homes have a more varied vocabulary and better emotional regulation because of their playful upbringing. Fathers and mothers also emphasise the value of children's constructive play involvement and help them develop their vocabulary and self-control. (Cabrera et al., 2017)

Limited research has been conducted on how playful parenting influences children's socio-emotional well-being in Bangladesh. (Antara, 2023)

Chapter-III: Methodology

Research Approach / Design

The design has been a qualitative study to conduct exploratory research to understanding knowledge, role and practices of the parents who are taking care of children aged 3-5 years.

Research Participants

The study population are the parents of children aged 3-5 years. FGD and IDIs has been used to conduct the research. The sample size has been 16 parents, 8 of whom have been mothers and 8 of whom have been fathers. There has been 8 in-depth interviews and one FGD with 8 parents. In-depth interviews have been with 4 mothers and 4 fathers of 8 different children. Also, FGD has been with 4 mothers and 4 fathers of different children.

Research Site

The proposed study has been carried out in one urban and one rural setting of Bangladesh. We have taken Dhaka city as urban area and a village (Dhupail) of Natore as rural area.

Sampling / Participants Selection Procedure

A purposive sample have used as the basis for both the in-depth interview and the focus group discussion because a specified goal has direct sample selection in order to obtain a target sample that accurately represents the population. Working parents with children aged 3 to 5 who live in Bangladesh's rural and urban areas have the participants. 8 IDIs of the parents of preschool-aged children and 1 FGD with 8 parents have been part of this the research.

Data Collection Methods

1 FGD and 8 IDIs has conducted to collect the data. The FGD has conducted with 8 Parents (4 mothers and 4 fathers) And IDIs also has conducted with 8 parents both father and mother with the use of a semi-structured questionnaire. They have answer questions about the perceptions, role, practice and knowledge regarding playful parenting on socioemotional development. The FGD and IDI has recorded by audio recorder. Data have been collected by having an in-person discussion regarding the study topic. Additionally, the interviewers have spend a total of 60 minutes conducted each of the 8 interviews, and the other 8 participants in

the online meeting via Google Meet also spent 60 minutes. All participants have told of the study's goal prior to the interview, which has conducted on an appropriate date and location, and consent forms has shared with them. Depending on the participants, verbal as well as written consent has taken. The participants have been instructed to thoroughly study the questions and to contact me with any questions if they have any. Following the interview, we have been expressed our gratitude for their cooperation with this study.

Data Analysis

After data has collected and it has managed. Data has checked for completeness. The FGD and IDI answers given by the participants have been recorded and transcribed. Then, reading and memoing have been done to get an initial sense of the data. After that, the data has been analyzed in a step-by-step process and then categorized into topics and themes and specific patterns will be noted. Lastly, data has been interpreted as an attempt to understand the meanings of the findings by looking for concepts relevant to the topic, consistent themes and findings that prove theory.

Validity & Reliability of the Research Tool

Since this is a qualitative study, we have collected in-depth interviews and Focus Group Discussions (FGD). The FGD and IDIs questionnaire has been developed by the researcher which have divided into two part like, sociodemographic features of participants and questionnaire based on the study. All the tool in this research have been reviewed by an expert's researchers of BRAC IED. After that, we have done piloting testing to identify problems before implementing the full interview. Unique, thorough and trustworthy data records have been maintained in order to guarantee the validity of the research. In order to

guarantee precision, comprehensive field notes containing documented data will be gathered and transcribed as soon as possible.

Ethical Issues

It is imperative to adhere to ethical guidelines and to make explicit the circumstances under which the research was conducted. Prior to conducting the study, a hardcopy email requesting consent has sent to the parents' and caregivers' authority. They have been received information on the study, including its background, goals, rationale for approaching them, faculty members' inclusion criteria, the researcher's biography, and more. The researcher have for a list of the parents and carers who meet the inclusion criteria after receiving their assent. The same study details have been communicated with the parents and carers in an effort to get their agreement. The study has only shortlist willing and interested participants. It is necessary to note the study's extended engagement. Every participant have received the guarantee that their privacy has been respected to the fullest extent possible and that the study have not revealed any personal information. Any question that a participant is uncomfortable answering have been skipped. A participant's wishes must take precedence if they are unable or unwilling to complete the FGD or IDI. Knowledgeable withholding of study-related information has not occurred.

Limitations of the Study

There are certain limitations to the research, one of which is that it may be challenging to schedule all working parents for the FGD at the same time. Since the FGD has taken place virtually (via Google Meet), there were internet connectivity issues. Additionally, as our participants have been from rural areas, we have been only be able to hear from parents who use digital communication platforms, we have not been aware of the thoughts of parents who do not use digital media.

Chapter IV

Results/Findings & Discussion

The study aims to explore how parents perceive playful parenting terms on the socio-emotional well-being of preschool-aged children. The information obtained from in-depth interviews and focused group discussions with parents whose children are between the ages of 3 to 5 forms the basis of the findings of the research. The information gathered from 1 FGD and 8 IDIs has been arranged in this section. Three primary themes are used to organize and present the collected data. The parents' perspectives on playful parenting on preschool children's socio-emotional wellbeing were obtained via in-depth interviews and focus group discussion. The outcomes from each parent, which provide us with information on how knowledgeable they are in this topic. This section presents the findings/results from two separate sections: the finding section includes an analysis of data collected through eight in-depth interviews (IDIs) and one focus group discussion (FGD). Demographic information, including participant gender, age, academic background, profession and age of children is mentioned in one section.

Parents In-Depth-Interview Demographic

Serial No	Participants Number / Name	Gender	Age	Area	Education Qualifications	Occupation/Work place	Childrens age
1	Participant 1	Female	35	Lalmatia, Dhaka	Masters	Student + Homemaker	3.5yrs.
2	Participant 2	Female	26	Mohammadpur, Dhaka	Hons	Homemaker	4.5yrs.
3	Participant 3	Male	40	Mirpur, Dhaka	Masters	Accountant in NGO	5yrs.

4	Participant 4	Male	42	Mirpur, Dhaka	M.S.C	Businessman	5+yrs.
5	Participant 5	Female	22	Dhupoil, Natore	S.S.C	Homemaker	4.3yrs.
6	Participant 6	Female	22	Dhupoil, Natore	Class 8	Homemaker	5 yrs.
7	Participant 7	Male	35	Dhupoil, Natore	Class 9	Tailor	5yrs.
8	Participant 8	Male	37	Dhupoil, Natore	S.S.C	Shopkeeper	4yrs.

Parents Focus Group Discussion Demographic

Serial No	Names of the Participants	Gender	Age	Area	Education Qualifications	Occupation/Work place	Childs age
1	Participant 1	Female	32	Mirpur, Dhaka	MBA	HRM Department in Private Company	3yrs.
2	Participant 2	Female	37	Mohammadpur, Dhaka	M.S.C	Homemaker	4.5yrs.
3	Participant 3	Male	45	Lalmatia, Dhaka	MBA	Banker	3.5yrs.
4	Participant 4	Male	31	Banasree, Dhaka	MBA	Banker	3yrs.
5	Participant 5	Female	24	Dhupoil, Natore	Hons	Homemaker	3yrs
6	Participant 6	Female	32	Dhupoil, Natore	H.S.C	Homemaker	5.5yrs.
7	Participant 7	Male	45	Dhupoil, Natore	Masters	Businessman	5yrs.

8	Participant 8	Male	44	Dhupoil, Natore	S.S.C	Businessman	4yrs.
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One in-depth interview (IDI) with eight parents and there were two mothers and two fathers from the rural area of Natore district and two mothers and two fathers from the urban area Dhaka city. Eight parents participated in a focus group discussion, with two fathers and two mothers from Dhaka's urban area and two mothers and two fathers from Natore district's rural area. The parents ranged in age from 22 to 45 years old. The parents' educational backgrounds ranged from eighth grade to master's degree. The children ranged in age from three to five years old.

Result

All the participants during in-depth interviews and focus group discussions shared their views on play and knowledge about playful activities with their children. But all of them clearly mentioned that they heard playful parenting words for the first time. They had not heard anything about this topic or terms before.

All 16 participants who participated in the in-depth interview (IDI) and focus group discussion (FGD) from both rural and urban areas have mentioned that they do not know anything and have not heard about playful parenting words before anywhere. Before started the interview, I'd given a brief introduction to playful parenting.

Four parents (2 mothers and 2 fathers) who are from an urban area of Dhaka, has shared in an in-depth interview that "I heard the word playful parenting for the first time". They also mentioned that "I know that play is important for my child and every child." (IDI#1,2,3,4, 03.14.24). Similarly, one mother said, "I have an idea about the benefits of play on my child's physical development." She also mentions that "I heard about the benefits of play from my

daughters school teachers but couldn't hear anything about playful parenting." (IDI#2, 03.09.23).

Another mother said, "I know that playing with my daughter will be very wonderful for her development such as physical development. I've learned about the importance of play from the online platform and also from my son's school teachers. My son is 7 years and daughter is 3.5 years old now. I always try to spend time and have some play time with both of my daughters and sons. But I did not know about the playful parenting before." (IDI#1, 03.08.24).

On the other hand, a father from a urban area of Dhaka city who works at a NGO has shared that, "I know about the terms that call learning through play. I also know that play has a great impact on children's development. As I'm a working parent, I cannot play with my daughter on a daily basis. But my other family members, who stay at home most of the time, play with my daughter. I only get to play with my daughter on weekends. Because my daughter and I both enjoy playing with each other. But I do not play with her by thinking of playful parenting, as I did not hear about playful parenting before." He also said, "I have attended a session provided by my NGO. From there, I've learned about the benefit of play on children's development." (IDI#3, 03.09.24).

Another father from urban area of Dhaka city mentioned that, i know, that play is very important for children's physical and mental growth because my wife is a school teacher, my wife and son engage in playful activities every day. My wife knows that play is important for children's both mental and physical health. But i couldn't manage time to play with my son in daily basis because of my work." (IDI#4, 03.10.24).

All four participants from rural area of natore have mentioned in in-depth interview that they did not hear about playful parenting before. A father who is from the rural area of Natore

district (Dhupoil) and who is a tailor has said that I do not know anything about playful parenting. My son spends the majority of his time playing with her mother and grandmother. I cannot tell anything about playful parenting." He does not even know about the importance of play. He mentioned that "my son plays because he enjoys play, but I did not hear anything about the words (playful parenting) you are saying." (IDI#5, 03.14.24). Similarly, another father from the same area at Dhupoil mentioned in the interview that "I don't know anything about this." (IDI#6, 03.14.24).

Two mothers from rural area have shared that they play with their child regularly. One mother said, "i play with my son daily and we enjoy a lot but i did not hear about playful parenting before." (IDI#7, 03.14.24). Similarly, another mother said, " this is the first time I heard about playful parenting but i know play is important for children's body. As I'm a homemaker, i always stay home with my son. We play with each-other daily." (IDI#8, 03.14.24).

During the focused group discussion, all the parents talked about the benefits of play and its importance. When asked about playful parenting, all the participants said they did not hear or know about it. All the participants during the focus group discussion mentioned, "I heard this word for the first time, and I did not know anything about it. Some of them mentioned that I know that play is important for children. Parents who are homemakers try to spend time with their children through play, reading, or storytelling. Three mothers who participated in the FGD shared the same: "I try to spend time with my child because he or she has no friends out there. But I did not know about the playful parenting." (FGD#, 03.17.24).

Two fathers from rural areas have shared that "I'm always busy with my work, so I could not get enough time to play with my son. But when I get free, I play with him because he enjoys this, but playful parenting words are very new for me." On the other hand, a mother who was

from the urban area of Dhaka City shared that, "I know about the benefits and importance of play. My daughter's school teachers gave me some information regarding this. They teach us that play is important for them and their physical development. So, I try to play with my daughter. But I did not know about the playful parenting."

Working parents said that they don't play with their child every day because they are too busy at work, but on the weekends, they sometimes try to play with their child for no more than 30 minutes, depending on the situation at hand.

Specially all the working fathers mentioned that they do to get time to interact with their child through play. One father from urban area said in in-depth interview is that " i always busy with my office work. Even in weekends i have to do office works. So, i could not manage enough time to Interact with my daughter through play. But when i get time, i try to have some fun moments with my daughter or take her outside". He even said that, " i do not have to think about my daughters' playful activities or playful interaction because she has her mother, grandmother and grandfather with her at home all the time." (IDI#3, 03.09.24).

Another father from urban area and two fathers from rural area mentioned same reason that, " as I'm busy with my works, so i only get free time at night to interact with my child. And that time i feel tired because of that i could not interact with my child though play. But i try to do some fun and gossip with her".

Total four mothers were participated on in-depth interview from both rural and urban area of Bangladesh. Four of them were homemaker. The mothers who are homemaker shared that, they try to interact and spend time with their child through storytelling, reading and play, because they enjoy playing with each other. But sometimes parents who are homemaker not try to interact with their child at home through play. One mother from urban area said that, " i do not play with my daughter because i feel tired of managing home. My daughter plays with her brother". She also mentioned that, " i do not enjoy playing with my children, when i got

time, i try to have some rest". (IDI#2, 03.09.24).

Parents who are interact with their child shared their playful activities such as Hide N Seek, playing with blocks, cooking with little play cookeris, cricket, badminton, football and romp. One mother shared, " my son make some creative staffs and shows me every time with excitement. I feel very surprised of his creativity." (IDI#1, 03.08.24).

Most of the father get much time to spend and interact with their children on weekend. Some of the father mentioned they play football, badminton and cricket with their child. Most of the parents do not notice that much changes in their children except happy and enjoyable face.

All parents mentioned that, their child feels happy after playing with them.

All the participants on in-depth interview (IDI) and focus group discussion (FGD) has mentioned that they do not have idea about socio-emotional well-being of children. As i have given them a brief introduction regarding this topic before starting the interview. Some of them understood about this. Maximum parents do not understand the terms "Socio-emotional well-being". Every participant of in-depth interview and focus group discussion has mentioned that, " they don't exactly know what is socio-emotional well-being. However, after brief introduction of the topic, they have somehow understood that socio-emotional well-being is basically, the way a child views himself, other people, and his own feelings about such things. They learn communication skills for discussing their needs, offering support and assistance to others, and expressing and comprehending both their own and other people's emotions. After a brief discussion about socio-emotional well-being, all the parents agreed that socio-emotional well-being is very important for very child especially preschool aged children.

Playful parenting plays a vital role in socio-emotional development of preschool children. As all the participants had not enough knowledge about socio-emotional development, they could not play a proper role as parents on playful parenting for their children's socio-

emotional well-being. After parents got a brief introduction about socio-emotional well-being and playful parenting, they mentioned that, they play with their child and they understand their child's feeling, understanding about emotion and expression. But they did not have knowledge about the topic. They all mentioned that, playful parenting is very important for preschool children. After asked the question what are the role they are playing in playful parenting, one mother from urban area said, " i feel tired working at home all day, i do not feel well to interact with my daughter through play. She plays with her brother or she plays with her toys". (IDI#2, 03.09.24).

Usually the parents who are homemaker get time to spend with their child more than the working parents. Maximum mother who are homemaker are interact with their child but without the terms playful parenting. But because of that they have a chance to create a strong bonding with their child. In in-depth interview, two mother from rural area and one mother from urban area shared, " i and my son both enjoy together during play. But most of the time I interact with my son through reading, writing and storytelling. My son really enjoys these activities". (IDI#7,8, 03.14.24).

Working parents usually do not get much time to interact with their child. Even if they get time to spend with, they do not interact through play. In in-depth interview, only one out of four fathers said that he try to play with their child whenever he gets time. He shared, " whenever i get back home from the office, my daughter runs to me and says, baba let's play football. She really enjoys to play with me". The other three fathers who are participated in in-depth interview mentioned that, they are always busy with their work. Even if they get time, It's not more than half an hour or maximum 1 hour but not on daily basis. Maximum working parents mentioned that, they do not have to worry about their child's playful life or activities because they have others family members at home who are always interact with their child through play.

All the parents mentioned that, they understand that spending time with their child give both of them a good vibes or feeling. All the parents shared that, they notice and understand that after spending time and playing with their child, their bonding getting strong. During focus group discussion, one father and one mother mentioned, " after spending time with my child, my son and daughter insists to play more". They also mentioned, " i notice their excitement for more play and after playing they feel always happy and refreshing". Some of the parents from both urban and rural area has mentioned that, i try to play with my child to divert her/his mind from mobile". Few mothers said, if i don't play with my daughter, she starts playing game on mobile. I don't feel well to spend time with my daughter through play. I do not have that much energy all time".

As parents are not much aware of playful parenting and they do not have much knowledge about playful parenting, because of that they could able to play a role in playful on socio-emotional properly. As I've given them a brief introduction about playful parenting and socio-emotional well-being, they understood few things and mentioned that, their child does has understand the emotions and express their feeling. Most of the parents shared that, " during play their child do share their toys which is a part of their socio-emotional development".

Discussion

The study determined to explore how parents perceived playful parenting and the socioemotional development of preschoolers. Two separate methods were used to gather the data: focus group discussions and in-depth interviews. The data was evaluated in considering the research findings that had been gathered in response to the question and purpose of the study. The findings have surfaced during the research and provided an analysis of the research data in view of the available literature. According to the demographic profile, each parent came from a different profession and had varying degrees of education.

Based on the goal of the research, the discussion or interpretation of the results is divided into three main themes.

Theme 1 : Parents knowledge about playful parenting

All of the parents understood the value of play for their children's development, according to the data come out from the in-depth interview and focus group discussion, but they were not familiar with the phrase "playful parenting."

All of the parents from urban area of Dhaka city have mentioned that, they know about the importance of play. According to them, play is only important for their children's physical development. Only three parents from rural area have mentioned about the importance of play and rest of them had no idea about the importance of play. They only play with their children because they enjoy it. So, it's clear that, all off the parents do not have idea about playful parenting.

During the interviews and focus group discussions, they were first introduced to this word. A few parents from both urban and rural area reported having learned about the advantages of play from their childrens educational institutions, internet resources, or take sessions from non-governmental Organisation. However, none of them had ever heard the phrase "playful parenting" before. But all of them have agreed to importance of play.

The research findings showed that all the parents agreed that their children might get benefited through playing with parents.

Evidence from Selected Early Childhood Education Centres in Zambia, 2020, discovered that despite the majority of parents were in favour of play, they still required more explanation about the benefits of play for learning and child development. All the parents believe about the importance of play in their children's physical development during the discussion session.

When asked about the importance of playful parenting in preschool child's development, the study results made it clear that most parents knew only about the physical development.

However, there are limited research has been conducted on how playful parenting can help socio-emotional well-being of preschool children in Bangladesh (Antara, 2023).

The lack of familiarity with the term suggests a gap in awareness or dissemination of information about this particular approach to parenting, especially in both urban and rural areas.

Theme 2 : The practices of playful parenting on preschool children's socio-emotional well-being

In this study every parents pointed out how important it is for parents to understand playful parenting for their child's socio-emotional growth and overall wellbeing. But all of them have no idea about the importance of playful parenting. The parents who know about the importance of play in their children's development, they know only about the physical development. But they did not aware about the socio-emotional development of their children through play and playful parenting.

Those parents who are not aware about the playful and socio-emotional well-being of their children's life, they do not give important to their children's playful activities. As they do not know the term "playful parenting", they do not give importance on playful parenting practice that much. But they do practices playful parenting unintentionally in their childrens playful life.

The findings shows how common it is for working parents to struggle to find time in their hectic schedules to engage with their children through play. However, very few parents make an effort to spend time with their children on the weekends, in the evenings, or when they return from work. Two parents from both rural and urban area of Bangladesh have mentioned that, they do not have to think about they playful life of their parents and they not have to spend time with their child that much because they have other family members to take of their children at home. Few parents frequently set limits on the regularity and quality of these

interactions. A mother has mentioned that, she does not like to play with their children. She know about the importance of play from their children's school but she do not focus on that. Generally speaking, play, storytelling, and reading are the top priorities for stay-at-home moms, nevertheless, some of them report feeling tired and may not play with their children all the time because of their household works.

Parents point out a variety of fun activities with their children, like hide-and-seek, cooking with toy utensils, and sports like cricket, badminton, and football. After a brief introduction, participants recognize the significance of playful parenting on their children's socio-emotional well-being, despite their initial lack of knowledge, and emphasis its importance for preschool-aged children.

All things considered, even while parents want to utilize play to develop their children's socio-emotional well-being and become happy. Obstacles like lack of time and differing degrees of knowledge about playful parenting and child's socio-emotional development remain.

Theme 3: The role that playful parenting plays in socio-emotional development of children aged 3-5 years

Based on the findings, it's evident that playful parenting significantly helpful for the socio-emotional development of preschool children. However, many parents have lack awareness and knowledge about this concept. After receiving a brief introduction, few parents reported increased engagement with their children, better understanding of their emotions, and improved expression of feelings. But most of the parents did not understand the sign of socio-emotional development. Homemaker mothers generally spend more time with their children, fostering strong bonds through activities like reading and storytelling. Although they may not specifically label it as "playful parenting". On the other hand, working parents struggle to find time for interactive play but recognize its importance. Some working parents rely on

other family members for playtime with their children. They think that they do not have to play with their child, as they have other family members to take care of it. Most of the father mention that, they do not get time to play with their child. Even if they get time, they do spend through play. They do gossip or storytelling and go outside for side seeing.

Despite the challenges, parents acknowledge the positive impact of spending time with their children on both 'socio- emotional well-being. Most of the parents have mentioned that they cannot understand about the socio-emotional well-being. After brief introduction, they shared that they do not notice the sign of socio-emotional development. But they believe, play can strengthen bonds with their child and increased happiness after playing with their child. Some parents also use play to divert their children's attention from excessive screen time. The mother who are homemaker have mentioned that, they spend more time with their children because they got used to play with each other and they enjoy playing each other. Overall, while parents may not be fully informed about playful parenting and socio-emotional well-being, but after brief introduction about the topic, they recognize its benefits and strive to engage with their children in meaningful ways to support playful parenting and their socio-emotional development.

Conclusion

In conclusion, the information collected during in-depth interviews and focus groups discussed how parents perceive and use playful parenting. Although, every parent understood the value of play in their child's development, but none of them familiar with the phrase "playful parenting." This suggests that there is a lack of knowledge and information sharing about this parenting style, particularly in both rural and urban settings of Bangladesh.

In despite of their initial a lack of understanding parents acknowledged the value of their preschool-aged children's socio-emotional well-being and stated a need to interact with them through play. Even if they struggle to find time for interactive play. Working parents

understand its value and look for different methods to encourage it, such including other family members.

Homemaker mothers tended to spend more time doing things with their children, including reading and storytelling, and building strong attachments with them. Though they didn't consider it "playful parenting," as they did not know about that topic. Parents understood the benefits of playing with their children to take their minds off too much screen time, as well as the good effects of spending quality time with them on their socio-emotional development and overall happiness.

While there are obstacles such as lack of time and varying degrees of knowledge about playful parenting, parents are committed to engaging with their children in meaningful ways to support their socio-emotional development, thus highlighting the importance of further education and support in this area.

Parents have committed themselves to engaging with their children in meaningful ways to support their socio-emotional development, despite challenges like lack of time and differing levels of knowledge about playful parenting. This emphasis's the significance of additional education and support in this area.

Recommendation

- The advantages of playful parenting and the significance of their children's socioemotional development can be understood by parents. In order for them to participate fully in their children' educational activities.
- More research may be done on the impact of playful parenting on the socioemotional well-being of children aged three to five.
- Both rural and urban areas are ideal for conducting research.
- Considering the importance of the situation, more extensive qualitative and quantitative research must be conducted to address it.

- Programmes and trainings on ECD principles and practices are few in local communities.

Therefore, additional trainings, programmes, and activities can be implemented to raise awareness of the positive socio-emotional effects of playful parenting on children aged 3 to 5.

- NGO's can take the lead in spreading information on the topic. Parenting programmes in rural and urban areas need to be implemented by NGOs. As a result, both parents need to be involved in their children's entire development activities.

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5. Appendices

Research Tool:

Focus Group Discussion Guidelines: With Parents

Date: 15.02.24

Time: 1hour+

Medium: Online (Google Meet)

Medium of Discussion: Focus Discussion

Location: Dhaka and Natore

Conductor Name: Sharmin Zahan

Serial No	Names of the Participants	Gender	Age	Area	Educational Qualifications	Occupation	Childs age
1							
2							
3							
4							
5							
6							
7							
8							

Before starting the interview, participants have got brief introduction about playful parenting.

Focus Group Discussion (FGD) Questionnaire:

1. Are you familiar with playful parenting? What does playful parenting mean to you?
2. How do you interact with your child through play?
3. Can you name few playful ways in which you interact with your child?
4. Do you see any changes after playing with your child? What kind of changes? Can you give some examples?
5. What do you understand about socio-emotional well-being?
6. Do you believe playful parenting is important for 3-5-year-old children's socio-emotional well-being? If yes, then how? Give some examples.
7. Do you think playful parenting strengthens the bond between you and your child? If yes, give examples.

8. How would you take care of your child's socio-emotional well-being through playful parenting? Give me your ideas/thoughts.

১. আপনি কি ক্রীড়াশীল ভাবে/খেলাধুলার মাধ্যমে শিশুকে লালন-পালনের বিষয়ে পরিচিত?

ক্রীড়াশীল ভাবে মা-বাবার দায়িত্ব পালন করার ব্যাপারে আপনার ধারণা কি?

২. খেলার মাধ্যমে আপনি আপনার সন্তানের সাথে কিভাবে যোগাযোগ করবেন?

৩. আপনি কি কিছু ক্রীড়াশীল/খেলা-ধুলার উপায়ের নাম বলতে পারেন যেখানে আপনি

আপনার সন্তানের সাথে যোগাযোগ করেন?

৪. আপনি আপনার সন্তানের সাথে খেলার পরে কোন পরিবর্তন দেখতে পান? কি ধরনের

পরিবর্তন? আপনি কি কিছু উদাহরণ দিতে পারেন?

৫. সামাজিক-মানসিক বিকাশ সম্পর্কে আপনি কী বোঝেন?

৬. আপনি কি বিশ্বাস করেন যে ৩-৫ বছর বয়সী শিশুদের সামাজিক-মানসিক সুস্থতার জন্য

ক্রীড়াশীল/খেলা-ধুলার মাধ্যমে লালন-পালন করা গুরুত্বপূর্ণ? যদি হ্যাঁ হয়, তাহলে কিভাবে?

কিছু

৭. আপনি কি মনে করেন যে ক্রীড়াশীলভাবে লালন-পালন আপনার এবং আপনার সন্তানের

মধ্যে বন্ধনকে শক্তিশালী করে? যদি হ্যাঁ হয়, কিছু উদাহরণ দিন।

৮. ক্রীড়াশীলভাবে/খেলা-ধুলার মাধ্যমে কীভাবে আপনার সন্তানের সামাজিক-মানসিক

সুস্থতার যত্ন নেবেন? আপনার মতামত জানান।

In Depth Interview (IDI) Guidelines: With Parents

Time: Minimum 1hour (each person)

Medium: Face to Face

Medium of Discussion: In-depth Discussion

Location: Dhaka and Natore

Serial No	Names of the Participants	Gender	Age	Area	Educational Qualifications	Occupation	Childs age
1							
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In-Depth Interview (IDI) Questionnaire:

1. What comes to mind when you hear the word Playful Parenting?
2. What do you know about children's socio-emotional well-being? Do you think children's socio-emotional well-being is important?
3. How do you interact with your child through play?
4. Have you observed any kind of changes after playing with your child?
5. Do you believe the playful parenting is important for 3-5 years old children's socio-emotional well-being?
6. As parents, what are the roles you are playing in playful parenting? Can you give some examples?
7. What steps do you take as a parent in your children's playful lives?
8. What else do you observe that you believe demonstrates their socio-emotional growth?

১. প্লেফুল প্যারেন্টিং/ক্রীড়াশীলভাবে লালন-পালন শব্দটি শুনলে আপনার মনে কী আসে?
২. শিশুদের সামাজিক-মানসিক বিকাশ সম্পর্কে আপনি কী কী জানেন? আপনি কি মনে করেন শিশুদের সামাজিক-মানসিক সুস্থতা গুরুত্বপূর্ণ?
৩. খেলার মাধ্যমে আপনি আপনার সন্তানের সাথে কিভাবে যোগাযোগ করবেন?
৪. আপনি কি আপনার সন্তানের সাথে খেলার পরে কোন ধরনের পরিবর্তন লক্ষ্য করেছেন?
৫. আপনি কি বিশ্বাস করেন যে ৩-৫ বছর বয়সী শিশুদের সামাজিক-মানসিক সুস্থতার জন্য ক্রীড়াশীল/খেলা-ধুলার মাধ্যমে লালন-পালন করা গুরুত্বপূর্ণ?
৬. পিতামাতা হিসাবে, আপনি ক্রীড়াশীলভাবে লালন-পালনে কী ভূমিকা পালন করছেন? আপনি কি কিছু উদাহরণ দিতে পারেন?
৭. আপনার সন্তানদের খেলাধুলার জীবনে পিতামাতা হিসাবে আপনি কি পদক্ষেপ গ্রহণ করেন?
৮. আপনাদের দেখা আর কি কি কাজ করে থাকে আপনার সন্তানরা, যা তাদের সামাজিক-আবেগীয় বিকাশের প্রকাশ বলে মনে করেন?

Consent Form

I, _____ give permission to Sharmin Zahan, student of Master's in Early Childhood Deelopment, BRAC Institute of Educational Development, BRAC University (BRAC IED, BRAC University) to collect and record information for the purposes of her thesis study "Exploring the Perceptions of Playful Parenting on Preschool Children's Socio-Emotional Well-being"

Thank you for participating in this discussion. I'd like to hear your thoughts on the questions I'll be asking you. My interest is the perceptions of playful parenting on preschool children's Socio-Emotional well-being, the parents' knowledge and practices about playful parenting

and the role that playful parenting plays in socio-emotional development of children aged 3-5 years. By answering my questions and drawing on our findings and research, we hope to improve parents' knowledge about playful parenting on preschool children's socio-emotional well-being that contribute to a child's mental health development. Our talk should last no more than one and a half hours. I'll be recording the interview while taking notes so I don't forget anything important that we discuss. There will be no mention of your name or any other identifying information. If you agree, I will record the interview. Some of the topics or your own experiences may be tough for you to discuss. You have the option to discontinue the research at any time and not reply to any of the questions we offer. You have the option of not participating, even though I would much appreciate it. As I previously indicated, the primary goal of our discussion is to better understand your experience with playful parenting of preschool children's socio-emotional well-being, your knowledge, practices and your role on this topic. I'd want to remind you that everything we discuss here is confidential, and neither your replies nor any personal information will be shared with anybody who isn't participating in the study.

Thank you for your verbal permission.