

**PERCEPTION OF PARENTS ABOUT THEIR PLAY-
BASED ENGAGEMENT WITH 3-5 YEARS OLD
CHILDREN**

By

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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
April, 2023

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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/We have acknowledged all main sources of help.

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Approval

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Ethics Statement

Title of Thesis Topic: Perception of parents about their play-based engagement with 3-5 years old children.

Student name: Afroza Sultana

1. Source of population

Parents (both mothers and fathers) having 3 to 5 years old children living in Dhaka city.

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:

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Abstract

Different groups and cultures have different ideas about what play is worth and how to value it. Children's development depends on play, especially when parents engaged in play with children. Previous studies on play have shown that children's play is changing. The purpose of the study was to comprehend how parents in Bangladesh believed about playtime activities and involvement with their 3- to 5-year-old children in the Dhaka urban area. Data were gathered utilizing an unstructured questionnaire and an in-depth interview style because it was a qualitative study. The purposive sample method was used to choose a total of ten participants, the majority of whom came from middle-class families. Data were collected remotely using phone call.

The research's conclusions are divided into three sections: (i) parental perceptions on play with their children, (ii) the rules of play that parents adhere to and (iii) the obstacles they meet. Every parent expresses their personal opinions and viewpoints in a unique manner. All participants acknowledged the necessity for positive attitudes about play.

For a better research outcome, additional research should be conducted in terms of broader perceptions from both urban and rural locations.

Keywords: Perception, Engagement, Parents, Early Child Development, Play

Table of contents

Declaration	ii
Approval.....	iii
Ethics Statement.....	iv
Abstract.....	v
Table of Contents.....	vi
List of Tables.....	viii
List of Acronyms.....	ix

Chapter I Introduction & Background

Introduction.....	1
Statement of the Problem.....	3
Purpose of the study.....	5
Significance of the study.....	7
Research Topic & Research Questions.....	8
Operational Definition.....	9

Chapter II Literature Review.....11

Chapter III Methodology.....20

Research Approach and Design.....	20
Research Site.....	20
Research Participants.....	20
Sampling Procedure /Participants Selection Procedure.....	21
Data collection Tool.....	22

Data collection Method and Procedure.....	22
Data Management and Analysis.....	23
Validity & Reliability.....	25
Ethical Issues.....	25
Limitations of the study	26
Chapter IV Results/Findings & Discussion.....	27
Results/Findings.....	27
Discussion.....	36
Conclusion.....	42
Recommendations.....	43
References.....	45
Appendix A.....	59
Appendix B.....	63
Appendix C.....	66

List of Table

Table 1: *Participants Information*

Details	IDI
Participant number	8 mothers and 2 fathers
Ag range	Mothers 27 to 45, fathers 33 to 40
Income range	BDT 10,000 to 80,000
Living Area	Lalmatia, Mirpur, Mohakhali, Hatirpul, Rampura and Uttara
Occupation	9 participants - Service holder, 1 participant - House wife
Educational Degree	9 participants Master's degree, 1 participant Undergraduate
Children Geder	5 girls and 6 boys
Total Children	11

List of Acronyms

CRC	Convention on the Right of the Children
ECD	Early Childhood Development
MOPME	Ministry of Primary and Mass Education
UNICEF	United Nations International Children's Emergency Fund
IDI	In-depth Interview
US	United State
NAEYC	National Association for the Education of Young Children
MOWCA	Ministry of Women and Children Affairs
ZPD	Zone of Proximal Development
WHO	World Health Organization

Chapter I: Introduction & Background

Introduction

Play is a significant part of daily life, especially for children. Play is important for a child's growth and learning from an early age. The theories of play developed by Freud, Erikson, Piaget, and Vygotsky are among the most effective. According to the Vygotsky (1978), when a child is playing, they are most in control of themselves. However, children acquire knowledge through play. Children explore, take chances, apply their imaginations, and solve problems while playing. Through play, children develop a variety of abilities that promote their social, physical, and cognitive growth. Research suggests that playing games can not only pass the time but also affect one's knowledge, attitudes, and competencies (Ifenthaler, Eseryel, and Ge 2012).

According to research, the first few years of a child's existence are more crucial for the development of their cognitive, linguistic, social, and emotional growth than any other time (Bodrova & Leong, 2015). Development starts at home, where parents have constant interaction with their babies. Strong and healthy attachments with parents are developed through touch, eye contact, conversation, and play (Schaefer, 2022).

Furthermore, engagement with parents has an impact on cognitive and linguistic abilities. Because of children's engagement in more activities with their parents from a young age, children's cognitive and linguistic development is significantly affected by their social interactions with their parents. So, if parents play with their children, it

may be very beneficial for the children's overall development. An expanding amount of study highlights the significance of parental play beliefs in relation to parents' participation in their children's play and the assistance they offer when their children are playing (Ihmeideh, 2019). On the other hand, low parental participation in the child's play activity quickly transfers into low-quality parent-child relationship (Luciana Runcan et al., 2021). To better understand the impact of parents playing with their kids, more research and data gathering on this subject may be helpful.

Many groups of individuals have varied perspectives on and values for play in various cultures. Hence, it is important to comprehend parents' perceptions in order to determine how they value play and the factors that affect that value. The current study is set to investigate how parents in Dhaka, Bangladesh, perceive their play-based interactions with 3-5-year-old children. According to earlier studies, parents are generally supportive of play, but they lack clear and detailed information regarding the developmental advantages of play for children (Goldstein, 2012; Sutton-Smith, 1997). There aren't many qualitative research studies in Bangladesh that focus on parents' perceptions of the value of their involvement in play.

Four distinct chapters, comprising an introduction and background, a literature review, a methodology, and a result and discussion, make up the entire study. The part is organized as a statement of the problem, the purpose of the study, the significance of the study, research questions, and an operational definition in the introduction and background chapter that follows. A survey of the literature is presented in chapter two and is broken down into themes. The following topics are

covered in the methodology section of chapter three: the research approach and design, the research site, the research participants, the participant selection procedure, the data collection tool, the data collection method and procedure, the data management and analysis, the validity and reliability, the ethical issues, and the study's limitations. Finally, chapter four is divided into Results and Discussions, Conclusion and Recommendations.

Statement of the Problem

Every child has the right to play, according to the United Nations High Commissioner for Human Rights, because it is essential for early childhood development (OHCHR, 2006). Bangladesh is an excellent example of a nation that has recently made significant progress in education, particularly early childhood development (ECD). Therefore, Bangladeshi parents must understand how to participate in their children's growth. Sikder (2018) points out that a pressing problem in Bangladesh is the low parental awareness on play for the importance of childhood care, support, and stimulation. Children who do not receive the proper care through play throughout their early years will experience delays in their cognitive, linguistic, and social development, which will affect their preparation for school (Sikder, 2018). The majority of Bangladeshi fathers engaged in educational involvement and routine care with their children at home (Hossain & Atencio, 2017). However, Parents who are illiterate, they are unaware of the importance of stimulating relationships for development. Therefore, parenting programs can overcome this discrepancy by offering various knowledge that could be useful to parents. The topic of whether all

parents understand how play promotes a child's development is raised as a result. A complete policy on early childhood care and development was created in 2013 by the Ministry of Women and Children Affairs. This policy's some primary strategic components are holistic approach, parenting, etc. A major component in determining the way kids develop is how parents interact with their children during play and make sure they have sufficient, expressive connections to them (Ginsburg, 2007).

Consequently, the next concern is what happens when parents interact with their child on diverse activities, so we must investigate the advantages play on child of growth.

When parents watch their children play or engage in it, they have the unique opportunity to see the world from their child's perspective as the child discovers a setting that has been carefully customized to fit his or her interests. Play-based interactions establish enduring bonds with children and show them that their parents are entirely committed to them. Several studies have demonstrated that parental involvement, starting in the preschool years, has a significant impact on children's language and math abilities (Gross et al., 2019). Even so, the development of children depends on parents participating in their play. As a result, the present study will be conducted to determine the effect of parents' engagement in children's play-based development.

Every child's learning process must include play. Play helps children grow knowledge, abilities, and attitudes that will help them learn throughout their lives (Schaefer et al., 2020). When parents engaged with their children and create a safe, joyful home filled with play, it helps the children build a love of learning and helps

them grow. Learning should be spontaneous and enjoyable for young kids. Play also helps to create the development of their creativity, taking risks, negotiating, problem-solving and self-discovery. Every youngster can stay interested and productive with play. When children begin school, through play, they apply the skills they are taught into practice. Research has demonstrated the long-term advantages of high-quality play-based programs, where kids are exposed to learning and problem-solving through self-initiated activities and teacher instruction (Schaefer et al., 2022). Play-based learning is opposed to teacher-centered methods that instruct young children in fundamental academic abilities.

According to these recent studies, children's learning results are better in play-based programs than they are in direct-instruction methods. Additionally, studies have shown that direct instruction programs for young children might have a harmful impact. These include anxiety, a decline in academic motivation, and behavioral issues.

Purpose of the Study

The intention of this qualitative study is to understand the parents' perceptions about play and the engagement with children, analysis the situations, experiences of playing with children, and different types of challenges parents faces when they involved with their children and also future lifelong learning benefits for children. The focus is on selected parents in Dhaka City who have children aged 3 to 5 years old. The phenomenon of parental play-based engagement tactics being encouraged was investigated by this qualitative researcher. Parenting, communication, volunteering,

at-home learning, decision-making, and community collaboration are the Epstein's six categories of parent involvement (Epstein, 2011). Article 31 of the United Nations Convention on the Rights of the Child states that children have a right to engage in a variety of cultural, artistic, and recreational activities (UNICEF, 2013). Nevertheless, Children who enjoy themselves and have access to a lot of things may not be getting the full benefits of play. The modern lifestyle of many parents and children deprives them of the benefits of play since it is hurried and stressful (Baker et al., 2016).

The researcher performed in-person interviews with 10 parents using an open-ended questionnaire guide that contained 16 questions that were supported by prior research and related to the research questions. Knowing how parents view their play-based interactions with children ages 3-5 can help to promote the growth of shared responsibility in the early years and significantly advance research in the field of education. Although the study sample for qualitative research is often less than that for quantitative studies, the sample sizes for qualitative studies should still be sufficient to get input on the majority of or all impressions that may cause saturation. According to Fusch & Ness (2015), 10-15 interviews would be sufficient to reach coverage in a descriptive study. Less than 20 participants were recommended by McKenzie (2006) in a qualitative interview to foster a close bond where study participants are more willing to share information. I conducted a purposive sampling technique, due to the participants' familiarity with the issue. to fully characterize and synthesize during the interviews (Patton, 2002).

Significance of the study

In Bangladesh, it is crucial to understand the effects of parental engagement in play in order to ensure that parents are informed and aware. Therefore, it is important to comprehend how current practices might illuminate the significance, potential and ability to foster development in children of Bangladesh. Additionally, research demonstrates a link between parents participating in children's play and the development of relationship satisfaction (Putallaz, 1987), a boost in intellectual abilities (Lin and Yawkey, 2013), and improved emotional control (O'brien and Md-Yunus, 2007). Additionally, according to study, the primary problem in daily interactions with parents is their lack of information, which has an impact on and shapes those interactions. Parental involvement in the daily routines focused on concerns related to children's dietary intake, behavior, and academic skill acquisition (Kallebo, 2020). Promoting positive parenting practices and parental engagement with their children can enhance to build parent-child relationships. During play time with their children, parents focus how they build attention on their children, set clear expectations, use praise to reinforce positive behavior and also reduce parent-child conflict and negative parenting practices.

By 2030, every child, irrespective of gender, will have equal access to high-quality early childhood development, care, and pre-primary education, preparing them for primary school. (The Sustainable Developmental Goals Report, 2017). These studies are specifically significant today because it seems like parents are under more pressure to make sure their children are cognitively ready for the formal educational

setting in order to succeed as an adult, and contribute to society. Parental behavior and attitude toward their children are often associated with their understanding, perception, and views about the demands of their children as they relate to their development in five domains (Landry & Smith, 2008).

Children's playtime may be threatened as a result of the strain that many parents are under to make the best decisions for their children. In Bangladesh, little research has been done at this point on educated parents' perspectives on early development, especially in an urban setting. (Mehnaz, 2013). This study has the potential to fill the research gap in this area, which is currently understudied.

The ability to determine whether aspects of the home environment affect parents' perceptions of their roles in this activity will be another key significant of this study. Researchers, ECD professionals, and policymakers may find the study's findings useful in creating Early Childhood Education-related programs and parenting program or another effective program. The study takes an approach to figure out how parents participate in their children's activities in Dhaka city.

Research Topic & Research Questions

Research Topic:

By the use of a descriptive study design technique, I investigated a phenomenon that examined parents' perceptions on play-based involvement with their children.

The Objective of this study is to explore the perceptions of parents about their play-based engagement with 3-5 years old children in Dhaka city.

The following research questions guide this study.

Research Question 1:

What are parents' understanding of parental engagement in child development through play?

Research Question 2:

What kind of play-based activities parents do at home?

Research Question 3:

What challenges parents face when engaging with their children through play?

Operational Definition

For the purpose of this study, the following terms are defined.

Parents- In this study, biologically related father or mother, stepparent, or legal guardian, will be considered as parents.

Perception- The act or faculty of perceiving, or apprehending by means of the senses or of the mind; cognition; understanding. Determine the perception by determining the parents' understanding.

Engagement- Both children and parents working together to support and improve the Learning and development

Early Educator: This is a teacher of three-, four- or five-year-old children.

Parents- In this study, biological parents like mother and father, stepparents, or legal guardians will all be taken into account.

National Association for the Education of Young Children (NAEYC): NAEYC is the professional organization of early childhood educators and early childhood special/exceptional educators.

Qualitative Data: Utilizes words to record and explain the obtained facts; often describes feelings, beliefs, and values that can only be represented through descriptive words.

Chapter II: Literature Review

There are different definitions, traditions, and models of parental engagement (Levinthal et al., 2019). A lack of a common definition and understanding of the term amongst scholars, which causes confusion since the term 'engagement' can be defined equally as 'participation', 'partnership', 'collaboration' or 'cooperation' (Whitmarsh, 2009). In this study, parental engagement is defined as “to promote a child's learning, growth, and health, parents, caregivers, and family members engage with their children. It represents both the efforts made by parents to support the social, emotional, cognitive, and physical development of their children as well as the activities made by communities, schools, and child-care programs to establish partnerships that support both family wellness and children's wellbeing” (Lai et al., 2018). So, the term "engagement" is described to both children and parents working together to support and improve the learning, development, health and wellbeing of children (Metaferia et al., 2020). On the other hand, when we discuss what a "game" or "play" is, according to the Granic, Lobel, and Engels (2014) a type of interactive play known as a "game" that can be carried out collaboratively or competitively and can have anywhere from one to thousands of people (Lai et al., 2018).

Definition and importance of play

In this study, we identified "game" as a human activity with many possible forms; something new parent engage in for enjoyment that may help them cognitively or physically (Källebo, 2020). According to the Elkind (2007) children learn, imagine,

and explore their natural curiosity about the world around them through play, which is a tendency they have from birth. For instance, when youngsters are given the chance to use their imaginations while playing, they are creating the groundwork necessary to permit abstract thinking in adults (Bergen, 2002; Frost, et al., 2008). Children learn best by active exploration and imitation, campaigned for the introduction of free play in kindergartens in the United States (U.S.) around the beginning of the 20th century. As knowledge about the ability of play to elicit learning increased, more play-based philosophies in kindergartens and nurseries in New Zealand started to develop by the 1940s (May, 2001).

Play is incorporated into many early childhood education curriculums around the world today, according to research, and is therefore seen as an essential part of young children's learning and development. Children gain substantial developmental benefits from play, which is a fundamental aspect of childhood. According to article 31 of the international agreement Bangladesh ratified known as the Convention on the Rights of the Child, CRC (1989), “States Parties recognize the right of the child to rest and leisure, to engage in play and recreational activities appropriate to the age of the child and to participate freely in cultural life and the arts” (United Nations Human Rights, 2021).

Parental perceptions toward children's play and development

According to Piaget and Vygotsky's theories on development, play is not a pleasure but a necessary activity for growth (Duncan and Lockwood, 2008). Parents'

perspectives on play vary from seeing it as a major element of development to just being a source of entertainment (Farver and Howes, 1993). Parents who believe with a strong play support according to their view through play they can teach their children various skills such as social or behavior regulation skills. On the other hand, some parents' belief that play is a less valuable activity with regards to child development (Metaferia et al., 2020). On the one hand, according to the other researcher opinion, active parents are the only ones who can fully realize the ability of play. As opposed to this, Baumgartner, Marn, and Muchacka believed that children's play does not require parental guidance (Whitebread et al., 2012).

In addition, Chowdhury and Rivalland (2012) studied the importance of play in Bangladesh using the perspectives of parents and early childhood educators. Some of the research's conclusions demonstrated that parents primarily saw the significance of play as a leisure activity, and that children weren't given any encouragement to play. According to research, parents' awareness of the suitability of playthings, toy safety, and the competencies are being emphasized such as linguistic skills, interpersonal competencies, physical abilities, problem-solving skills, creativity, or any other ability is crucial in deciding how much they will support play-based learning in the home environment (Healey., Mendelsohn., & AAP Council on Early Childhood, 2019).

Early on, play provides children significant opportunity to gain key information, abilities, and personal qualities in a variety of developmental domains, including the

physical, cognitive, social, and emotional (UNICEF, 2018). International studies have also shown that there are cultural variations in how parents view play (Babuc, 2015). Asian parents typically think that play has limited importance while Euro-American parents typically see play as crucial for children's learning and development in the early years (Parmar et al., 2004). The conflict between play and learning may be one of the main causes for Asian parents' belief that play has limited importance (Howard, 2010). According to research by Azwanie, Normala, Azlin, Kamal, and Lukman (2018), Malaysian parents favored unstructured games since they increased their children's growth. In a study on parents' views of play-based early education by Woolnough (2017), it was discovered that while the majority of parents in Nigeria supported the approach to play-based learning, they had doubts about how it actually operated. In their study, Ali, Chowdhury, and Obaydullah (2019) found that while most parents had a favorable opinion of play, they lacked clear information regarding the advantages of play for kids' development.

Theories and approaches of the role of parents

There are numerous theories connected to play. However, the embedding layers that influence children's development, according to Bronfenbrenner's (1986) ecological framework, are characterized as Microsystem: family and home environment and home-based activity, family units and sizes, and physical characteristics of the home learning environment (Bronfenbrenner, 1986). The Vygotsky's socio-cultural theory stated that the concept of "scaffolding," which recognizes the engagement of a More Knowing Other (MKO) (peer/adult) to lead the children towards the Zone of Proximal

Development, may be an important aspect of the socio-cultural theory (ZPD). Children must play independently while receiving only minimal indirect supervision from an adult in the form of questions, tips, or prompts. (Bergen, 2008).

In order to help their children development and get prepared for school parents take the lead. When parents are able to give their children caring care and purposeful learning guidance, they encourage a child's brain development in ways that enhance learning capacity—developing early attention, memorization, and problem-solving abilities. Children's abilities to make friends, get alongside others, and control their emotions and behavior are all shaped by the quality of early parental care. Joint play between mothers and their children is also influenced by what mothers believe is important for their child's growth and development. There is growing research regarding how parents feel about their children' playtime (Rahman et al. 2019).

The role of parents in children's play

Families, especially parents, are a child's first teachers. Children learn about the world through the experiences and daily interactions their parents may share with them.

Healthy and positive attachments to their parents, who show them their love and care through touch, eye contact, conversation, and later through play, build the groundwork for future learning and a bright future. Children will develop and learning if parents provide a secure and joyful environment in house where there is lots of play and conversation. It is not unexpected that European specialists revealed a variety of slightly different opinions given the complexity and quantity of research on

the topic of parents' roles in children's play. In line with this research, programs that have led to long-term improvements in child outcomes include a strong focus on encouraging parent participation in play. The National Association for the Education of Young Children's certification (NAEYC) demands parental involvement efforts significantly. Children should be encouraged to express and process their emotions through play. Adults should play a lot more than they already do because, when play is controlled by adults, children adhere to adult concerns and rules and lose out on some of the benefits play offers, particularly in terms of creativity, leadership, and teamwork. (Ginsburg, 2007).

The researchers discovered that children' intellectual and socioemotional abilities significantly improved when their parents gave more learning resources, such as books and toys. Morrissey and Brown (2009) described the necessity of encouraging children to use items during play as a support for their cognitive development and as well as the role that mothers play in imagine play with their children. Play is a vital component of childhood that gives children crucial developmental advantages and parents the chance to spend quality time with their children (Pasek et al., 2003). As well as, parents can participate in or play with their children during the guided play hour (Howard, 2010).

On the other hand, a substantial amount of study has been done on the subject of early childhood education's support of school preparation, and it appears that parents have a significant impact in a child's performance in the formal learning environment of

school (Edwards, et al., 2008). Bangladesh's productivity issues are greatly exacerbated by the lack of play-based learning. Bangladesh has recently pushed for play-based learning to stress early growth, creativity, and adaptability (Cross, 2021).

Research about parental engagement with children in play

Children's parents are their closest friends. Much of a child's development, socialization, and conduct are determined by their parents. Parental support and involvement for learning activities carried out at home. The quality of a child's education is improved when parents are actively involved in it (Williams & Lerner, 2007, 2019). According to Jeynes' (2013) research, there is a strong correlation between different types of parental engagement initiatives and the academic success of students in prekindergarten through grade 12. But Parental support through play can have a significant impact on a child's school preparation and future academic achievement during this developmental stage because these fundamental abilities for school achievement build quickly during the preschool years.

Some of the research indicates a connection between parent-child interactions and parental playtime and school preparation, which is regarded to be a multidimensional notion encompassing not just cognitive ability but also behavioral and social development. For instance, studies show that children have a greater opportunity to thrive in school if their parents read to them, play with them, have meaningful conversations with them, promote independence, and are emotionally supportive and involved. (Edwards, Sheridan, & Knoche, 2008).

Play during childhood also helps children get ready for future responsibilities they'll play as adults (Knox & Mailloux, 1997). There hasn't been much research as to how parents characterize children's play, while some researches have used parents' perceptions of play's significance as a main factor (Fogle & Mendez, 2006). Other research suggests that by involving children in play, caregivers can serve as linkages or connectors between kids and their environment. During play interactions, parents can reinforce and examine children's perceptions and ideas, allowing them to concentrate on knowledge, interactions, and purposes (Samuelsson & Johansson, 2006). Parents must continue their involvement in order to enhance children's social and emotional development. Because parents are often the first persons a child interacts with, we can argue that parental involvement in play has significant positive effects on both the relationship between parents and children as well as on developmental factors (Singh and Gupta, 2012, p.236).

Some of the best connections happen when individuals are just hanging out and talking, cooking meals together, working on a hobby or art project, playing sports with one another, or completely engaging oneself in child-centered play. Play also gives parents the chance to interact fully with their children. Some researchers suggest that children who engage with parents through playtime can practice and improve abilities they haven't yet mastered or developed (Mooi Tai et al., 2021). Play provides parents with a great chance to communicate directly with their children. Parents can have a better understanding of their children's feelings and thoughts by watching and playing with them (Pasek et al., 2003).

Challenges parents face when playing with their children

In their cross-sectional study, Maatta, Ray, and Roos (2014) discovered that parental support and participation can affect children's participation in physical activity.

Though researchers found that parents with heavy workload had less time to supervise outdoor play, which led to a decrease in the amount of time children played outside. (Veitch, Salmon, & Ball, 2007).

In general, play fulfilled an educational purpose even though it was viewed as a repetition of culturally particular activities in technologically advanced countries where the use of technology is gradually becoming the standard in home settings. In addition, studies have revealed that in the majority of technology civilizations, children have access to devices like computers, video games, and different television program, all of which can have both advantages and disadvantages on children' development (Allazzam, 2015 & Subrahmanyam., Kraut., Greenfield., & Gross, 2000). Furthermore, since young children cannot tell the difference between reality and fiction, excessive exposure to violent video games may encourage aggressive behavior in them. The WHO (2019) published 24-hour integrated movement guidelines for young children that are age-specific. Without present of parents, it may be more problematic when mobile device use takes place. The interaction between parents and children is essential to a child's cognitive development, particularly during the early stages. Children busy with technology can decrease play time with their parents. Yet, only 12% of Canadian children complied with the requirement (Moore et al., 2020).

Chapter III: Methodology

Research Approach and Design

The main goal of research is to obtain valid knowledge that applied to a defined population. This study was qualitative in design and was explored how parents' engagement in their children's play influences their development and parent's understanding about child development. Phenomenology is the theoretical approach that qualitative researchers most frequently use (Bogdan & Biklen, 2004). Following the phenomenological method, researchers try to decipher the significance of events and interactions between people. Exploring case studies through in-depth interviews with participants about their opinions, feelings, attitude, facial expressions etc. has one approach employed to get qualitative data from participants. The data, which may include transcripts of interviews, a wide range of records, and memoranda, are exposed to thorough continuing analysis. Three procedures—data collection, categorization, and analysis—are combined throughout the study (Glaser & Strauss, 2020).

To "understand a social issue from participants' perspective, qualitative research can be used," claim Matula, Kyalo, Mulwa, and Gichuhi (2018). In this particular study, I collected and analyzed descriptive data in order to acquire clarity and a more thorough comprehension of parents' opinions on their playful engagement with 3-5 years old children.

Research Site

The research has carried out at home and other site where parents were chosen because it is an educational study intended to look into the consequences of parents' involvement with their children. The participants were chosen from various parts like Uttara, Mohammadpur, Lalmatia, Hatirpul, Rampura, Mohakhali and Mirpur area of Dhaka City.

Research Participants

In this study, participants were selected purposively. The research participants included parents who had children between 3 to 5 years old, from different socioeconomic backgrounds, and located in Dhaka city were included. Ten parents were selected on the age range approximately of 27-45 years. Among them 8 mothers and 2 fathers and they are not from the same family. They were selected based on the convenience of the researchers.

Sampling Procedure/Participants Selection Procedure

The intent of sampling is to gather information from the public. Information obtained from the sample is then to identify the effects of parental involvement with their children through play. Participants were chosen based on the study's goal. In this study, 10 parents were chosen, 8 mothers and 2 fathers, who were not from the same family. They all came from middle class and lower middle socioeconomic backgrounds, had children between the ages of 3 and 5, and lived in Dhaka city. Sampling approach was non-random and purposive. Parents were chosen on the basis

of convenience of the researcher. Data including extensive detail information about the individuals were collected through in-depth interview (IDI).

Data Collection Tool

The study utilized just one instrument for gathering data:

- Semi-structured thematic in-depth interview (IDI) questionnaire that shown in Appendix III.

Using a particular tool type helps up the entire procedure of data to compile the knowledge into a well-informed, instructive, and useful understanding.

Data Collection Method and Procedure

This study is based on in-depth interviews with 10 parents and the method is qualitative in nature. For data collection the inclusion criteria were: (i) each of the parents were from metropolitan regions; (ii) their educational backgrounds were not similar; (iii) their ages ranged from around 27 to 45; and (iv) their socioeconomic statuses were all middle-income or lower middle classes. The children of the chosen parent's range in age from three to five. 10 parents were chosen to take part from the city of Dhaka.

Participants had a comprehensive discussion of the goals before the interview began, and were also informed that this interview would only be used for academic purposes and would maintain confidentiality. After receiving consent, the participant's appointment was scheduled at a time that was convenient for them by telephone, and

the information was gathered in person on the scheduled day. Participants were also told that their participation in the study was optional and that they might end it at any time. In the beginning, the greetings were exchanged and through some informal questions the interviewer made the participants comfortable and built relation so that the participants could share their thoughts and experiences easily.

Face-to-face, one-on-one interviews with the parents were used to gather data using a semi-structured questionnaire as a guide. Parents were asked open-ended questions from the questionnaire during the interview. With the participants' consent, the data were captured using an audio recorder, and relevant notes were also written down neatly and thoroughly organized and coded. At the end of the interviews, participants were thanked for their time, answers and co-operation. Throughout the session, the participants addressed all of the questions and responded favorably. Names of parents and children, as well as other personal information were anonymized and coded.

Data Management and Analysis

Data management was required after data collection. The data management and analysis were completed using the content analysis methodology. There are several phases to data analysis, which also includes measures taken for data collection. The steps that follow are listed below:

- i. Debriefing and Transcription:** There will be an accuracy check on the data. The responses from the IDI have been documented, and the researcher's answers, which taken originally put in brief notes, have subsequently been

reconstructed in narrative style. Data collection and transcription were done using the recordings and field notes. All of the recordings had formerly been written transcriptions. Then, the data have been translated from Bengali to English. After then, reviewing and collecting notes have been done to gain a general understanding of the data. The accuracy of these was subsequently verified by contrast with the interview notes. To find any errors and gather all the necessary information, the data was double-checked numerous times. Afterwards, these transcripts were typed and assembled into one document.

- ii. **Reading, Memoing, and Describing:** The interview transcripts were read several times for familiarization, examined, and refined to discover unique themes, and each parent's response was coded as part of the data analysis process.
- iii. **Categorization:** For determining the significance of the data, the information have then been step-by-step examined, divided into categories. The findings were then sorted based on the final major categories. The outcomes were then meticulously examined and constructively and critically evaluated by consulting pertinent literature.
- iv. **Coding Theme and Interpretation**
The information from each participant's in-depth interview was then divided into themes and sub-themes for the content analysis section. A subtheme of intuitions and explanations was presented under the theme of the researchers' results. The strategy of constant comparison used to find recurring themes in

ten interview transcripts (Merriam & Tisdell, 2016; Yin, 2017). When I found similar response from 8 to 9 parents out of 10 parents, then I said “the majority or most of the parents”. Similarly, 1 or 2 parents responded same out of 10 parents, then I said “few parents”.

Finally, by looking for concepts that are relevant to the issue, recurrent themes, and conclusions that support hypothesis, data have been examined in an effort to understand the importance of the conclusions.

Validity & Reliability

Since this is a qualitative study, we will gather substantial and detailed information about the effect of parental engagement in children's play development through face-to-face in-depth interviews (IDI) and a questionnaire. Because of the interview structure's openness and the impossibility of repeating research, the IDIs' reliability and validity are brought into question. A study's procedures and results must be able to be exactly replicated in another for it to be considered reliable. To make sure that the data they have gathered from the original sources is accurate in terms of form, researchers must regularly compare it. To a certain extent, the validity or "appropriateness" of the instruments can be guaranteed because the first draft of the IDI guidelines/checklist will be piloted with two parents before final data collection.

Ethical Issues

All rules regarding research ethics were followed in this work. Ethics have been carefully adhered to, and it has been important to specify the circumstances in which

the research has been conducted. All participants have informed of the method for the study prior to its execution, and only those who are willing and interested have listed for the study. They have been informed about the study's setting, goal, reason for communicating them, faculty members' inclusion criteria, researcher's biography, etc. The researcher has next asked for a list of the instructors who meet the inclusion criteria after receiving their consent. If participants are not able or willing to complete the IDI, their wishes must come priority. Anyone present who feels uneasy answering a question was not obligated to do so. Moreover, all participants have also been assured that their private data will always be protected and that no sensitive data will be made public as a result of the study. No study-related information has been purposefully withheld. Participant identifying information has been kept private and anonymous throughout data collection, analysis, and presentation. No third parties have been informed of this information.

Limitations of the Study

The researcher found it challenging to gather information from cities for the study. Because parents in urban area are too much busy for their work. So, it was very hard to manage their time to engage participating for interview. In Dhaka City, information was solely gathered from parents of children between the ages of 3 and 5.

Chapter IV: Results/Findings & Discussion

The findings are outlined in the first section of Chapter IV, and the analysis of the findings from the data collected is the subject of the second section. The breadth of information about parents' perceptions of their play-based engagements with children aged 3-5 in Dhaka city was transmitted through in-depth interviews.

Findings

The findings of the study are discussed in this chapter in relation to each research question. The findings from the participant's response that have been gathered from the primary data are shown in this section. After content interpretation, the researcher first identified and examined themes and sub-themes in relation to the three study questions.

From the raw data, selected two themes and five sub-themes that were pertinent to the study's objective. The research's conclusions are presented in this part in accordance with the two broader themes it examined: These data were then divided into five sub-themes. These are:

1. Parental understanding on play and development,
2. Different developmental skills which are affected by play
3. parental perspectives of play-based Learning
4. Parents' involvement in play
5. Challenges in play perceived by the parents

The information that was gathered and the findings that were drawn from it were structured. The demographic information for the participants, as well as the findings based on parents' perceptions, behaviors, and problems related to play-based engagement with 3-5 years old children, are presented in the second portion of this chapter. As a result, the researcher was helped by the data gathering tools' findings to respond to the research questions and to have a thoughtful conversation about them. 10 parents took part in this investigation. The information reported in this chapter was gathered through a semi-structured interview. We conducted the interviews the same way with each participant. Participants might expound on their answers to further clarify them if necessary because the questions were open-ended. The design of this chapter presents the results by going into more detail on each question.

Demographic Information

Appendix 3 shows the demographic information of the participants, ten parents in total were questioned; they were all the parents of children between the ages of 3 and 5 years old. 8 out of the total participants were female, and only 2 were male. Mothers and fathers ranged in age from 27 to 45 and 33 to 40, respectively. The parents were all chosen from urban areas of Dhaka city. Nine participants had Master's degrees, and one participant had an Undergraduate degree from several universities. Eight of the parents live in nuclear families, including two parents who live in joint family. Everyone who took part was literate. The participants' monthly salary ranged from Tk 10,000 to 80,000.

The two themes are: Parental perceptions toward children's play and development and the role of parents in children's play. The sub-themes are described below, followed by a suitable theme:

Sub-Theme 1: Parental understanding on play and development.

It can be seen from the interview that all participants have a basic understanding of the play and its development. Majority of parents have a positive attitude towards play; however, they lack specific understanding regarding the advantages of play for children's development. Only a few parents have knowledge about child development and its domains, whereas most parents do not know what development means.

According to an interviewer, *"By playing my child create new things and make new solutions. Like when he plays with blocks and does the construction of fixing one block after another then he said that Ma, I did an office."* (IDI-6, March 14, 2023).

Participants in the discussion agreed that they believe the child develops day after day.

One of the participants stated, *"children learn how to express their mind, then child start to sit alone, stand, after that they start to throw ball or catch the ball, then they continuously climb the stairs"* (IDI-1, March 11, 2023).

Overall, the survey showed that parents had optimistic perception regarding play, believing that it fosters children's social, physical, and intellectual growth, as well as their enjoyment, wellness, and capacity for creation. All parents are agreed that play is significantly important in early years.

Father of twin babies stated that *"We have arranged different play materials or games depending on each age. It not only allows them to enjoy themselves, but we also try to give them educational material. Besides this, when they were 6 months to 1 year we gave blocks, they joined 2-3 blocks together to make some creative things"* (IDI-8, March 16, 2023).

Sub- Theme 2: Different developmental skills which are affected by play

It is found from the study that all parents have an idea of how children's different developmental skills are affected by play. The majority of parents thought that play was crucial to establishing long-term success. Through play, children will develop their imaginary powers, self-control, and confidence as well.

According to one interviewed *"After going to day care she is improving a lot. When they play in groups, they build their social and interpersonal skills. As such, she feels sad when seeing other sorrows, and showing sympathetic behavior with others. She developed these skills too."* (IDI-7, March 18, 2023).

Parents at most have said that, through different games, they develop linguistic, social, physical and emotional skills. One of the people interviewed said, *"I'm trying to tell a story. That way they build their language skills and other skills as well. While playing with movement, they develop their physical abilities. In addition, there are a lot of small games that develop their hand-eye co-ordination."* (IDI-2, March 11, 2023).

However, children create different rules when they are playing. They also agreed that play affects the cognitive growth of children and their physical, social, and language abilities. Most parents have given their opinion on the games that make children move their bodies.

Another father mentioned, *"A couple of days before, I made a fan for her. She had shown very interest that how I made the fan. That play helps her to develop intellectual development. Or when she plays with slippers, she tries to understand how her sliding? How its slowly down"* (IDI-4, March 13, 2023).

Sub-Theme 3: Parental perspectives of play-based Learning

In general, the study showed that parents had positive attitudes toward play-based learning, believing that it promotes children's social, physical, and intellectual growth as well as their enjoyment and ability to easily recall new words, count, and even add. Resources were made available to all parents at home to encourage and advance learning. Most of the participants said that when children play different games, they learn something, but without playing, their learning will be monotonous.

Here, A father mentioned that *"I try to teach my child by play. For example, she needs two nursery rhymes for her midterm exam. (I do not know why exam in early age). I try to teach those rhymes through play. Thus, she will remember these rhymes for a longer time for her life and enjoyed."* (IDI-4, March 13, 2023).

One mother commented that *"I'm telling a story with role play. He makes a teacher and a pupil by his dolls and also makes a couple friends by dolls. I teach him, "How would I behave with my teacher?" "We wouldn't talk in class." Or 'we will listen all*

things that teacher said.' Through this way he follows these rules easily. Beside these 'we will always be quiet in class, follow the instructions, raise our hand when we want to speak anything, we do not quarrel with friends or sharing different things with friends etc.' Through role play I teach these types of manners.' (IDI-2, March 11, 2023).

Most of the parents perceived that children learn lots of things when they involved in true play. One mother described that *"Children learn joy and loss in playing. While playing, they can solve many problems through thought, develop communication skills, control their emotions and understand different rules"* (IDI-10, March 19, 2023).

When parents were asked to comment on whether they were happy with the way their children were learning through play, they occasionally gave varying answers.

One father gave his opinion that *"I am thinking that play has a positive side and a negative side as well. Because she plays with dinosaurs. Now she is thinking that dinosaurs are harmful for her. Dinosaurs will beat her."* (IDI-4, March 13, 2022)

Sub-Theme 4: Parents' involvement in play

From the study, it can be identified that parental involvement in play builds attachment with mothers and fathers. It is very much essential because without the engagement in play with parents, children do not develop properly. It was mentioned that all participants ensured that they played with their children. Almost all mothers and fathers are engaged with their children. They try to spend at least half an hour

each day playing together or participating in activities. But they are not satisfied this time. Most of the respondents expressed that they took part in different indoor activities to engage the children, like blocks, colouring, drawing, puzzles, Ludo, Carrom, making necklaces, conversation, role-play, planned activities, etc. with their children at home to help with the development of their fine motor skills. The practices they mentioned also indicate their awareness of mental health.

A father revealed that *“We tried to play hide and sick, basketball etc. with them for building their strengths and controlling power. Beside this intentionally I said that ‘you can climb on the window’. Or ‘do the jump’ and I caught them for developing their trust level. Also, I try to play the guitar for them and show them how we can photograph with the camera.”* (IDI-8, March 16, 2023).

This study revealed that parents engaged in activities such as running and jumping with kids, cycling, dancing, singing and also playing cricket and different games with their children within the home and sometimes when they go outside to promote gross motor development.

One participant exposed that *“I play different games like ‘Kumir tumi jole acho’, cycling and singing together as like as games. Play Ha-do-do games also”* (IDI-7, March 16, 2023).

According to the discussion, it can be shown that children show their interest according to their gender differences.

A mother mentioned that *"she likes to play with 'makeup' the most. When she puts on makeup and says to me, 'How do I look like? Sometimes she puts makeup on me, and sometimes I do the same thing for her.'"* (IDI-1, March 11, 2023).

A father said that *"It is a very interesting thing that she likes to do these things whatever her mother does. Like she told me, 'Baba, you lay down, and I try to sleep you.' She gave her doll to me and said, 'Baba, you feed her'. I try to do whatever she told me"* (IDI-4, March 13, 2022).

In this study, I found that, with the consent of their parents, children play with their siblings, cousins, grandfathers, and grandmothers. Some mothers mentioned that her child acts differently around her during play. They accepted that their children demonstrated different emotions around her more than others.

A mother commented that *"When I play with him, he feels happy (laughing)"* (IDI-3, March 13, 2022).

Another mother stated that *"when I or her father play with her, she is engaged and shows different behavior." When she plays with her brother, she also shows more performance and is more attentive. But when she plays with her grandfather, she is not attentive, and after some times, she comes to meet with me and says, "Why do you not play with me?" She played with him for at least 10 minutes, and then she lost her energy."* (IDI-8, March 16, 2023).

Sub-Theme 5: Challenges in play perceive by the parents

All parents mentioned that they face different challenges at play. Most of the parents mentioned time. Those who are working parents face challenges with time. The time they had to play with their child was insufficient. Mother with many children may find it more difficult to set young children up for learning and development

According to an interviewer, *"After I return from the office, I need to cook and other household works. Sometimes I return late home. So, I did not have time for playing with my child"* (IDI-6, March 14, 2022).

Few parents mentioned about covid situation. That time they did work from home but did not get time to play with their child. They felt guilty. Few mothers mentioned about playground and child faced challenges to play outdoor games.

One mother mentioned that *"There is no play ground around us. Also, there is no space at all. I face this challenge too much. He only plays indoor games."* (IDI-2, March 11, 2022).

From this sub themes It can be shown that different parents face different challenges. Especially who lives in laws house they face challenges than others. According to one interviewed, *"When I return home, I see there aren't any toys at all. Toys are bagged up while cleaning the house because I live with my in-laws. That time he does not find any toys around him. Sometimes I manage it. Sometimes I can't. So, I felt bad for not being able to notice every day."* (IDI-3, March 13, 2022).

Only a few mothers mentioned that child lives alone at home. As a result, they feel shy when they play with other kids. They feel hesitant to play with others. Also, a

few participants faced various challenges to develop social skills to their children because they are twin so when they play together, they do not need other children at all. So, it hampers to develop their social skills.

A father of twin infants stated, *"I have a modest observation at the day care center that since they are twins, they are packed. They play more with each other. They establish a barrier for others to come between them. They are physically quite powerful. That's why they couldn't play with other children"* (IDI-8, March 16, 2023).

Discussion

This study sought to explore the parents' perception about play and engagement in play. This qualitative study set out to learn more about how parents in Dhaka city interacted with kids between the ages of 3-5 through play. In-depth interviews with both mothers and fathers were used in this qualitative study to gather data.

Parents' understanding of parental engagement in child development through play

The results showed that while the majority of parents have a positive attitude toward play, they are unaware about the special advantages of play for children's growth. Most working parents and those who are not noted that play is crucial in the early years. The parents talked about the interests of their infants, how to get around obstacles when playing, how to feel satisfied and content, and how boys and girls play differently. Several studies support the conclusions (Sutton-Smith, 1997; Goldstein, 2011). Research suggests that play and early stimulation contribute to the

growth of the connections between brain cells (Sutton-Smith, 1997; Goldstein, 2011). Different research suggests that play and early stimulation contribute to the growth of the connections between brain cells (Sutton-Smith, 1997; Goldstein, 2011). The study results are also reinforced by the verdict that every child has the right to play, and the Office of the United Nations High Commissioner for Human Rights has stressed the value of play in a child's development (OHCHR, 2016). For the protection of a child's right to play, the International Play Association was established in 1961. (Wenner, 2009).

On the other hand, parents had various perceptions of child development. Only a few parents have knowledge about child development and its domains, whereas most parents do not know what development means. They only perceived that development as being some physical skills or different abilities or something that children could do for themselves. Several research shows that there also seems to be a lack of awareness or a misconception that children development involves either non-cognitive (physical, social, and emotional) domains or cognitive domains confirm the findings (Bullard, 2017; Clouder, 2004). The claim is consistent with research by Babuc (2015), who said that play was crucial for obtaining long-term beneficial effects and that the majority of parents saw play as a component of children's education and a technique to foster growth.

As well as, all parents have clear perceptions about the importance of engagement in play with children. They said that when parents engage with their children, it develops their different skills, including communication skills and others. They also

discovered that a child does not develop properly without parental involvement in play. So, a few parents mentioned that children build good relationships with their parents and that they also build confidence, good behavior, manners, and ethics when parents engage with them. Also, according to one of the studies, playing with parents helps children grow and learn while also letting them have fun and enjoy themselves (Rahman et al., 2021). During their early years, every child learns more from their parents than from members of society.

What kind of play-based activities parents do at home?

All parents engage in cooperative play with their children, who are 3–5 years old, using blocks, puzzles, colors, and shapes. Some parents engage in role-playing and other games with their children.

This study revealed that parents engaged in different activities with their children within the home and sometimes when they go outside to promote gross motor development. They played games like Ludo, Carrom, making necklaces, holding a pencil and puzzles with their children and did art and craft activities with them at home to help with the development of their fine motor skills. Others mentioned that after physical activities children need more food, to sleep better, or to take bath properly.

On the other hand, a father mentioned that after playing with his child, her socialization abilities would grow the most. In this study, several parents felt that they needed to help their children develop self-regulatory skills. In addition to this, the

majority of women spend time reading books, singing rhymes, learning to count through games, telling stories with their children.

Moreover, from these findings we comprehend that most of the parents do not want to send school in early ages of their children. But only for play with others children, they admitted their children in school. As a result, they build their socialization skills, makes friends, and learn different things through play. The majority of the parents concurred that kids learn best through play. They noted that children acquire social conventions, how to play and share toys with other children, and how to manage their emotions while playing (such joy and grief) (what is wrong or right). They also mentioned how children develop their imagination, taking turns, and problem-solving abilities. Parents reported that their children learnt socialization skills and social conventions through play, as well as how to regulate their emotions and behavior. According to research, exposure may have an impact on children's language and cognitive development as well as their behavior, attention difficulties, aggression, and obesity (Jusoff, 2009; Allazzam, 2015).

This study found a few fathers and mother are providing positive views to children. Our research revealed that a few fathers try to change their behavior for their child's better development. Because they think children copy others. For this reason, a father of twin babies tries to behave good practice yourselves like listening music, try to do creative work, prayer, reading books. So that his children copy this good practice from an early age. It can be noted that mothers as well as fathers also very much

caring for their children's proper development. Also, they mentioned that parents need to know age-appropriate games for the children so that they can play different games based on their child's age. According to Stipek, Milburn, Clements, and Daniels (1992), It is essential to provide parents with the right kind of education so that they may decide how to best help their developing child. Activities that include parents, have been related to fewer disciplinary work, so that children get less disciplinary consequences from one year to the next (Sheldon & Epstein, 2002).

The research findings shared similar findings by Ali, Chowdhury, and Obaydullah (2019), that many parents had favorable opinions on play-based learning and believed that play was great for their children. According to the study, the majority of parents supported play-based learning, believing that it helps children grow and learn while also allowing them to have fun and enjoy themselves. The objective is to lessen negative parenting and parent-child conflict, practices and to boost fruitful parent-child exchanges. According to Russ and Schafer (2006) and Howard, Jenvey, and Hill (2006), play and learning are intertwined for children, especially young children.

What challenges parents face when engaging with their children through play?

The study indicated that women with numerous children may find it more difficult to set young children up for learning and development. Our research revealed that mothers' busy schedules and home maintenance caused them to have little free time to play with their children. Mothers who work said they feel it's important to give their children enough time. One mother claimed that her experience as an early intervention educator had changed how she perceived play and interacted with her

daughter. Virtually all fathers and mothers make an effort to interact with their children. According to literature, most people are too busy working to spend time with their kids, which is a regular occurrence in subsistence societies (Frost 2005). Also, it affects children's connections with their families and friends, which may result in loneliness and sadness in them (Subrahmanyam., Kraut., Greenfield., & Gross, 2000).

We also found that a child lives alone at home. As a result, he feels shy when he plays with other kids. But he is very spontaneous with elderly people. On the other hand, a twin baby when they were 2, they played with their parents but now they are 3.5 years old, they like to play themselves. On the other hand, a mother mentioned that her child is 3.5 and in the lockdown period, he did not go outside and did not meet any other children. As a result, he feels shy when he plays with parents or other children. He feels hesitant to play with others also. Several research shows that through play, children acquire the scaffolding from adults and peers, which, according to Vygotsky's theory, promotes growth by helping kids complete more challenging activities (Berk, 1994; Hirsh-Pasek & Golinkoff, 2003). The ecological theory of Bronfenbrenner explains why the environment has such tremendous impact on children's development and even play habits.

According to this study, it can be noted that almost all parents try to spend quality time with their children daily, but sometimes they can. Sometimes they could not engage in play. In that time, they try to get someone like grandmother or siblings or

care givers who played with them. It was also found that a child who is 3-5 years old plays with her elder sister. She is 7. As a result, she always plays mature games like her sister. Several research shows that a child's behavior and development, as well as the parent's personality qualities and their perceptions of their duties, all play a part in co-occupation in the form of collaborative play (Waldman-Levi & Weintraub, 2009; Whitcomb, 2012). Bowlby believes that children' fundamental need for attachment to their mothers—or replacement mothers—is an essential component of their healthy development (Keller, 2018).

Conclusion

In the conclusion I want to say that parents have thorough understanding of the perception of play-based engagement and its consequences on the intellectual, social, physical, and educational sectors of children. In addition, they have a comprehensive grasp of the growth and well-being of children.

According to the study's conclusions, the current study can be useful in a variety of ways. The study showed that all participants agreed that play is essential for child development and play meant joy, happiness, building friendship, entertainment and whatever they did for fun. Given that parents are likely the most influential individuals in a child's life, it is necessary to have a deeper understanding of how parents view play in order to better support them in their role while also supporting and fostering the child's growth.

The results of the study recommend the creation of more play-based learning facilities for kids in urban areas as well as the implementation of awareness programs for parental involvement to assure children's growth through play-based learning interventions. Creating partnerships with parents will assist policy makers. Yet, there isn't much advice available on how to do this. In order to validate the findings, it will be helpful to increase interest among parents from varied socioeconomic, educational, and geographic backgrounds.

In this study, parents' perceptions and experiences with playing with their children were examined through interviews. The results of this qualitative study may not be applied to other parents living in different socio-economic status. In the future, research including a wider sample of parents from various socioeconomic statuses, cultures, religions, and ethnicities may be conducted. In order to gain a deeper knowledge in a more general sense, additional research can also be conducted, although only with fathers.

Recommendations

The goal of the study is to comprehend how parents currently see certain issues. engagement in play with children. The following recommendations are given in light of the findings:

- Additional research must be addressed in terms of broader perceptions from both urban and rural areas.

- Urban and rural parenting programs must be implemented by GO and NGO, and both parents must take part in activities for children's overall development.
- An annual awareness campaign about children's right to play and parental engagement can be organized. To educate individuals about the importance of early childhood development for children, advocacy needs to be offered at the local and national levels.
- The media is a powerful resource for disseminating information. By appropriately utilizing it, ongoing advocacy for current national policies and international agreements regarding children's right to play should be made. It should be recognized and valued by everybody.

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Appendix A.

In-depth Interview (IDI) Guideline:

Research Title: Perception of parents about their play-based engagement with 3-5 years old children

Demographic Information							
Date of Interview:		Start time:			End Time:		
Mother's/Father's Name	Age	Educational Qualification	Occupation	Monthly Salary	Location	Age of Children	Gender of Children
1.							

Theme 1: *Parental perceptions toward children's play and development*

1. What do you know about playing?
2. What do you understand about the importance of play in early childhood? /
Do you think 'play' is important in the early years?
3. What do you understand of child development?
4. Do you think that play affect your child's cognitive growth? How does play
affect your child's cognitive growth?
5. Do you think which play increase your child`s physical skills? How?
6. Do you think play develop your child`s social skills? How?
7. Do you believe that parent`s engagement with play influences child's
development? How?

Theme 2: *The role of parents in children's play*

8. Do you play with your child in your spare time? Which types of games usually you play with your child? Please explain. / How do you play with your children?
9. How frequently do you play with your kids?
10. How much time do you spend playing with your child every day?
11. Which developmental changes did you notice in your child?/What benefits the children get by play?
12. How do you ensure your child plays by taking the initiative.
13. What are the differences in the children when you involved in play with your children and without the involvement in play with your children?
14. What are their expressions your child makes when you play with or interact with them. /Which effects do you notice when you interact with your child?
15. Do you face any challenges while play with your child? Please explain it.
16. How do you overcome it?/ what steps did you take to overcome that problem?

সাক্ষাতকারের প্রশ্নমালা:

শিরোনাম: ৩-৫ বছরের শিশুর সাথে খেলায় অংশগ্রহণে ফলে বিকাশ বা উন্নয়ন বা ডেভেলপমেন্ট সম্বন্ধে বাবা-মা

ধারণা

ডেমোগ্রাফিক তথ্য							
তারিখ:		শুরুর সময়:			শেষের সময়		
মা/বাবার নাম	বয়স	শিক্ষাগত যোগ্যতা	পেশা	মাসিক বেতন/ইনকাম	ঠিকানা	শিশুর বয়স	শিশুর লিঙ্গ
১।							

থীম ১: শিশুর খেলা এবং বিকাশ বা উন্নয়ন বা ডেভেলপমেন্ট সম্বন্ধে বাবা-মা ধারণা

১। খেলা সম্বন্ধে আপনি কী জানেন বা আপনার ধারণা?

২। শিশুর বিকাশে সম্বন্ধে আপনি কী বুঝেন?

৩। শিশুর বিকাশে খেলার গুরুত্ব সম্বন্ধে আপনি কী বুঝেন বা জানেন?

৪। আপনি কি মনে করেন খেলা শিশুর বুদ্ধিবৃত্তির বিকাশে সহায়তা করে? কীভাবে খেলার মাধ্যমে শিশুর বুদ্ধিবৃত্তির বিকাশ হয়?

৫। খেলা শিশুর শারীরিক বিকাশে কীভাবে সহায়তা করে বলে আপনি মনে করেন?

৬। আপনি কি মনে করেন খেলা শিশুর সামাজিক বিকাশে সহায়তা করে? কীভাবে খেলার মাধ্যমে শিশুর সামাজিক বিকাশ হয়?

৭। আপনি কী মনে করেন বাবা-মা শিশুর সাথে খেলায় অংশগ্রহণের ফলে শিশুর বিকাশ বা উন্নয়ন বা ডেভেলপমেন্ট হয়? কীভাবে?

থীম ২: শিশুর খেলায় বাবা-মার ভূমিকা

- ৮। আপনি কি অবসর সময়ে আপনার শিশুর সাথে খেলে থাকেন? আপনার শিশুর সাথে কোন ধরনের খেলা সাধারণত আপনি খেলে থাকেন?/ আপনি কীভাবে শিশুর সাথে খেলেন?
- ৯। কত ঘন ঘন আপনি আপনার শিশুর সাথে খেলেন?
- ১০। আপনি প্রতিদিন কতক্ষণ সময় আপনার শিশুর সাথে খেলেন?
- ১১। খেলার পর আপনার শিশুর মধ্যে কোন ধরনের বিকাশের পরিবর্তন লক্ষণ করেছেন কি? কী কী পরিবর্তন লক্ষণ করেছেন।
- ১২। আপনি কীভাবে পদক্ষেপ নিয়ে থাকেন আপনার সাথে আপনার শিশুর খেলার বিষয়টিকে?
- ১৩। আপনি যখন আপনার শিশুর সাথে খেলায় যোগ দেন তখন শিশুর কী কী পরিবর্তন আপনার শিশুর মধ্যে লক্ষ করে থাকেন? এবং যখন আপনি খেলায় যোগ না দেন তখন কী পরিবর্তন খেয়াল করে থাকেন।
- ১৪। আপনি যখন শিশুর সাথে খেলেন তখন শিশুর কী কী ধরনের অভিব্যক্তি প্রকাশ করে থাকে?
- ১৫। আপনি তখন আপনার শিশুর সাথে খেলেন তখন কোন ধরনের চ্যালেঞ্জের সম্মুখীন হন কি না? প্লিজ বর্ণনা করুন।
- ১৬। যদি কোন চ্যালেঞ্জের সম্মুখীন হন সেটা মোকাবেলা করেন কীভাবে?

Appendix B.

Sample Consent Form

BRAC Institute of Educational Department
BRAC University
Bangladesh



Informed Consent Form of parents:

IDI interview

You are cordially asked to take part in a study that aims to comprehend the impact of parental involvement in kids' development through play.

You have the option to decline. The following details are offered to assist you in deciding whether or not you would like to join. Please don't hesitate to ask questions if you have any. Due to the fact that your child is between the ages of 3 and 5 you are qualified to take part in this study.

Study: Perception of parents about their play-based engagement with 3-5 years old children.

Purpose of the study: This study will investigate the perception of parental engagement in child development through play with children

Procedures: You will be requested to take part in an interview. The duration of the interview will be between 30 and 60 minutes. The interview will happen at your house and be audio recorded. A number of questions will be asked of you during this interview. These questions are intended to give you the chance to talk about your

experiences raising a child. You will also be required to complete a demographic sheet that contains questions and demographic data.

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

Benefits: By learning more about Bangladeshi families' experiences, we may be able to better understand them.

Confidentiality: You will be requested to provide a codename during the interview in order to protect your identity. The codename you choose during the interview will be used for the audio recording. You won't be identified by the demographic sheet. The only codename that appears on the demographics sheet is the one you choose for the interview. The demographic sheets will be stored alongside the printed copy of the document you supply. The only purpose for using audio recordings is to record interviews. The audio recordings, interview transcripts, and printed copies of the materials you supply will be maintained at the university in the office of the secondary investigator and will only be accessible by the primary and secondary investigator after the interview has been transcribed. On the nameless demographic sheets, your name won't be required to be written down. All demographic sheets will be destroyed after they have been placed into a database. The data collected during this study will be compiled as data collected and may be published in academic journals or presented at academic events.

Compensation: You won't be compensated in any way for taking part in this study.

Opportunity to Ask Questions: Before deciding to join or while the study is in progress, you are welcome to ask any questions you may have about the study and have those questions addressed. or give a call. You can get in touch with the University of BRAC if you have any issues about the study or queries about your rights as a research participant that the investigator has not addressed.

Consent: You will be questioned and asked to complete a demographic questionnaire if you decide to take part in the study. You are free to choose whether or not to take part in this research project. Your signature verifies that you have read and comprehended the information offered before deciding to join. A copy of this consent form will be supplied to you to preserve.

Signature of Participant

Date

I hereby authorize the recording of my interview on audio.

Initials of Participant

Date

BRAC University

Appendix C.

Participants Demographic Information

Participant	Date of interview & duration	Age	Gender	Education	Profession	Monthly Income	Children Age and Sex	Location
Participant 1	06.03.2023 20 min	35	Female	Masters	Service	BDT 60 thousand	3.7 years Girl	Mirpur, Dhaka
Participant 2	06.03.2023 21 min	33	Female	Masters	Service	BDT 60 thousand	4.1 years Boy	Rampura, Dhaka
Participant 3	08.03.2023 22 min	39	Female	Masters	Service	BDT 50 thousand	3.5 Years Boy	Lalmatia, Dhaka
Participant 4	08.03.2023 20 min	33	Male	Masters	Service	BDT 75 thousand	4.1 Years Girl	Lalmatia, Dhaka
Participant 5	09.03.2023 20 min	45	Female	Masters	Service	BDT 50 thousand	3.3 years Girl	Mirpur, Dhaka
Participant 6	09.03.2023 21 min	27	Female	Under graduation	Service	20 thousand	4.1 years Boy	Mohakha l Dhaka
Participant 7	16.03.2023 25 min	39	Female	MA	Service	65 thousand	3.9 years Girl	Mirpur, Dhaka
Participant 8	16.03.2023 40 min	34	Male	MSC	Service	80 thousand	3.5 years Twin boy	Hatirpul, Dhaka
Participant 9	13.03.2023 21 min	35	Female	MSC	House wife	-	5 years Boy	Uttara, Dhaka
Participant 10	13.03.2023 20 min	37	Female	MSC	Service	65 thousand	3.5 years Girl	Mirpur, Dhaka

