

Exploring working parents' perception of learning through play of 6-8 years children

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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

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Brac University
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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 have acknowledged all main sources of help.

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Ethics Statement

Title of Thesis Topic: Exploring working parents' perception of learning through play of 6-8 years children

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1. Source of population: Working parents' who have children aged 6-8 years old.
2. Does the study involve (yes, or no)
 - a) Physical risk to the subjects
 - b) Social risk
 - c) Psychological risk to subjects
 - d) discomfort to subjects
 - e) Invasion of privacy
3. Will subjects be clearly informed about (yes or no)
 - a) Nature and purpose of the study
 - b) Procedures to be followed
 - c) Physical risk
 - d) Sensitive questions
 - e) Benefits to be derived
 - f) Right to refuse to participate or to withdraw from the study
 - g) Confidential handling of data
 - h) Compensation and/or treatment where there are risks or privacy is involved
4. Will Signed verbal consent for be required (yes or no)
 - a) from study participants
 - b) from parents or guardian
 - c) Will precautions be taken to protect anonymity of subjects?
5. Check documents being submitted herewith to Committee:
 - a) Proposal
 - b) Consent Form
 - c) Questionnaire or interview schedule

Ethical Review Committee:

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Abstract

A child's experiences while playing create a solid foundation for their capacity to learn and develop throughout their life. Early childhood is valued highly since it provides them with the crucial experiences and knowledge they'll need later on in life. Despite the continued importance of learning through play, it is often overlooked in favor of more traditional, textbook-based methods of instruction. Active, learning through play approaches, however, has been shown to significantly improve learning motivation and outcomes for kids in the early primary grades. A child's potential for development and learning is greatly influenced by the efforts of the child's parents and family.

The research looks at how parents in the workforce see and implement learning through play education for their children aged 6-8. A total of 14 working parents participated in this qualitative study. The information has been gathered from interviews and focus groups with parents.

The survey found that working parents understand the importance of play in their children's education but are unsure of how to support their children's learning through play. Children between the ages of 6 and 8 who have graduated from pre-primary school are now in primary school; as a result, modifying their learning process to be centered on play can lessen school anxiety among youngsters and, eventually, create an interest in school.

Keywords: Working parents, Children 6 -8 years old, learning through play

Dedication

Sincere gratitude and love go out to my thesis supervisor, my dear parents, and my husband, who have always been my support system and given me the strength to keep going when I felt like giving up.

Finally, I want to give thanks to the Almighty Allah.

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Chapter I: Introduction & Background

Introduction

Children demonstrate their extraordinary capacity for inquiry, inventiveness, and decision-making through play. Although the play is frequently referred to as "children's labor," children find it extremely joyful. Throughout childhood, from infancy to teenage, the nature and function of children's play vary (Ludji & Marpaung, 2021).

Children's success as learners' rests on developing solid foundations beginning in infancy. Learning through play builds the key skills, knowledge, and attitudes for a child's lifelong learning and development. The period known as early childhood is seen as an important stage because it gives children foundational experiences and information, they need to prepare them for their future. This period also significantly impacts children's cerebral, intellectual and socio-emotional development, ability to create friendships and relationships with peers and adults, problem-solving abilities, and the self-control necessary to grow and learn through play in addition to their physical development (Caven, 2022). In addition, cognitive and physical abilities are considerably acquired from infancy up until the age of eight, the age range during which children have the greatest need for direction, stimulation, and high levels of involvement to learn.

Although learning takes place throughout life, in early childhood, learning is taking place at a speed that will never be equaled (Learning Through Play,2017). Not providing these may prevent the children from reaching their full developmental potential and may even cause developmental delays. In the formative years of childhood, play is thought to be one of the essential factors in a child's overall wellness and development because it is a universal and innate tendency.

Pre-primary education is now considered essential for achieving Universal Primary Education and the SDGs. Ensuring access to quality pre-primary schooling is crucial for improving learning and education outcomes. The importance of early learning is entrenched in the second target of Sustainable Development Goal 4, which seeks to ensure that all girls and boys have access to quality early childhood development (Learning Through Play, 2017).

Learning through play continues to be critical, yet it is often neglected in favor of academic-focused education approaches. Yet, in this period, active, learning through play approaches can transform the educational experiences of children in the early primary grades and strengthen learning motivation and outcomes. Play opportunities in primary grades enhance children's mastery of academic concepts and build motivation to learn (Learning Through Play, 2017).

Parents are crucial because they act as a child's first teachers and can create a nurturing environment for learning (Đurišić & Bunijevac, 2017). Researchers and educators know the significance of parental involvement as children learn and develop in their early years. It is thought that structured, instructional, and adult-led activities will enhance young children's learning rather than play. Researchers have linked play to young children's learning and development (Bergen & Fromberg, 2009). These successes may include social benefits such as completing high school, attaining a stable home environment, or earning higher wages, and improved health outcomes (Bongiorno, 2012). The success of a child's education and upbringing is greatly influenced by the efforts of his or her parents and family. Parents' engagement is tied to both their role at home (in observing their children's academic progress) and the events planned by the school. This qualitative

research aims to obtain insight into and explore working parents' perception of learning through play in the early years of these competing paradigms and a lack of studies investigating parental views in this area.

Statement of the Problem

Many organizations, such as UNICEF, LEGO Foundation, and BRAC IED, have focused on 0-5 years in 0-8 years. But the scope of work with children aged 6-8 years is very limited, and most of the work that has been done focused on academic education. So, my research aims to empower parents of 6-8-year-old children about learning through play. Nowadays, people are more career-focused. In the past, working mothers quit their jobs to raise their children properly. Currently, working parents entrust their children's care to relatives, other people, daycare centers, and other childcare providers. In addition, given the children's ages, they may keep them occupied with toys they have purchased rather than spending much time playing with themselves. As a result, the child's early development is delayed. Present day both father and mother are so preoccupied with their profession that they cannot devote time to their families, including their children. Playing with children or spending quality time with them is impossible for them, regardless of how much time they have available. Parents regularly hand up their phones to their kids as entertainment and hardly ever stop considering the long-term effects this has on their mental development. Similarly, parents rarely think about whether or not their child's use of a mobile device causes any health risks. Children are spending so much time on their mobile devices that they are not paying attention to anything else, which negatively impacts their social and emotional development. In addition, it harms children's brains since they spend so much time staring at screens or being overly preoccupied with their

mobile devices, which are detrimental to children's growth (HASAN, 2021). A study by Khan (2019) also shown that Children today are being introduced to computers at earlier ages than ever before. Low IQ and abnormal mental development in youngsters, sleep deprivation, brain tumors, and psychiatric illnesses are only some of the physical and psychological health problems associated with cell phone use.

However, there is a lack of information for parents on how learning through play can be used successfully. The lack of play in children's lives stems from an increased emphasis on formal academics, organized extra-curricular and sports activities, young children's use of technology, and television viewing, as well as from parent concerns about their children's safety. Parents also are so busy that they can't give the proper time to engage their children in learning through play. Learning through play can be an excellent way for parents and children to stay in touch.

Purpose of the Study

This study aims to learn more about how working parents understand and view efforts that promote learning through play. This qualitative study aims to obtain data that reflects how parents in Dhaka city view learning through play of their 6-8 years old children. In the past few decades, research has repeatedly shown that play experiences are not merely fun, nor just a way to pass the time along the way to adulthood. Instead, play has a central role in learning and in preparing for challenges later on in childhood and through adulthood. Only emphasizing academic education at such a young age can hamper their interest in studies. Parents can combine academics and play at the same time as a smooth transition from preschool to primary school.

Significance of the Study

Learning through play can be an excellent way for parents and children to stay in touch. This study aims to learn more about how working parents understand learning through play. Many parents believe their children are mature enough not to only participate in play activities at 6-8 years for purpose of studies. When children reach the primary grades, play becomes less conducive to learning, and a greater emphasis is placed on academic pursuits (Huang, 2013). This qualitative study aims to obtain data that reflects how the working parents in Dhaka city view learning through play. There are few substantial studies on learning through play in Bangladesh. Thus, this research may be necessary for shedding light on what parents believe about learning through play. It might also serve as the backdrop for a more extensive investigation of how parents in Bangladesh perceive their 6 to 8-years old children's learning through play.

Research Questions

1. What is the understanding of the working parents about learning through play of 6-8 years old children?
2. How do working parents practice learning through play with their 6 to 8 years old children?

Operational Definition

Learning through play

There is a wide range of opportunities for children to learn through play, from simple games and activities that help them build foundational abilities to more complicated ones that foster innovation, critical thinking, and problem-solving. Learning through play can be implemented across the curriculum, from pre-school and kindergarten through college and beyond. (Parker et al., 2022)

Perception

The process of organizing, identifying, and interpreting sensory information to represent and understand the presented information or environment is what we mean when we say "perception" (Wikipedia, 2019). A widely shared conviction or viewpoint based on first impressions (Cambridge Dictionary, 2019). According to the Oxford Dictionary (2020) perception is "the state of being able to see, hear, or otherwise become aware of something".

Chapter II: Literature Review

Play is a fundamental approach to the development of students. Policymakers, researchers, and educators have supported the notion that learning through play is developmentally appropriate because it works into the inclinations of school-aged children and helps to ease the transition from preschool to school. However, parents need more studies and practical assistance regarding how learning through play can be utilized effectively in formal school contexts and the conditions necessary for success. According to new research about “Parents’ Based Learning through Play for Children Aged 3-6 Years: Evidence from Selected Early Childhood Education Centers in Zambia,” 2020, found that while most parents had a favorable opinion about play, they needed more clear information regarding the advantages of play for child development and learning (Lungu & Matafwali, 2020). A big problem in education is the absence of play in children's lives. Intergovernmental organizations such as the United Nations realize that the skills, knowledge, and values children need to flourish in the future go far beyond traditional learning areas such as literacy and numeracy. As technology and workplaces evolve, governments and education systems are realizing that a more holistic approach to education and learning is necessary for children to thrive and ultimately reach their full potential as contributing members of society (Foundation for Young Australians [FYA], 2017; Ernst & Reynolds, 2021).

However, parents' knowledge about learning through play needs to be clarified. The lack of play in children's lives is a result of several factors, including a greater emphasis on formal academics over learning through play, organized extracurricular and sporting activities, young children's use of technology, television viewing, and parental worries

about their children's safety (Magazine, 2019). It is critical to comprehend how parents view play. Parents play a crucial role in their children's education through their interactions with them (Hoover-Dempsey & Sandler, 2015). The research objective was used to guide the Literature Review, and three themes were pertinent to the objective.

Learning through play in early years

Early years education is essential in achieving sustainable development goals (SDGs) and universal primary education (UPE). "A central tenet of learning through play is bringing together the different spheres of children's life – home, school, and community, and the wider world" (UNICEF, 2018). Early childhood education provides countless benefits to young children and their families. Early childhood education is associated with numerous advantages. Participation in early childhood education provides participants with enduring experiences. Early childhood education is the learning that occurs between birth and age eight. In recent years, the benefits of play, mainly its crucial role in early brain development, have been discussed, promoted, and incorporated into early childhood education policy (UNICEF, 2018). In recent years, the LEGO Foundation has brought together various experts to consolidate evidence from the vast field of play research. This includes discovering five fundamental qualities of learning through play, including actively engaging, meaningful, iterative, happy, and social elements. In an article published by Dr. Md Jahangir Alam on May 2022, mentions that learning through play, is not widely available in the Bangladeshi Early Childhood Education system (Alam, 2022).

Parents' perception of learning through play

Validation research identified two distinct aspects of parental play beliefs. The first element ("Play Support") reflects the parental perception that play is an important

developmental activity for children, as opposed to merely an entertaining activity. Parents with a high conviction in the importance of play believe that they can teach their children skills such as social skills and behavior regulation through play. The second element ("Academically Focused") expresses the view that entertainment is the sole function of play. Academically-focused parents emphasize explicit academic activities, such as reading aloud to their children. They generally consider that play is a less critical activity for child development (Bongiorno, 2012). The study of Santrock (2009) found that, Asian parents are more likely to demand that their child play less so they may focus more on their schoolwork.

Despite the relevance and benefits of play for children's learning and development, play appears to be disappearing from preschool classrooms worldwide due to various factors. In Singapore, it is believed that one of the reasons for this phenomenon is the lack of parental support for children's play as a result of their high expectations and demand for academic achievement, as well as their lack of knowledge or understanding regarding the significance of play for children's development (Karuppiah, 2022). Recent research on parenting styles, preferences, and economic disparity demonstrates that when the "stakes are high" for a child's performance in life and school, parents are more likely to prioritize discipline, traditional assignments, and schoolwork over fun and play. It takes a lot of effort and energy to be an intensive parent, which is characterized as taking a strict, child-centered approach to raising children. According to research by Hays (1996) on the demands of intensive mothering, the term "intense parenting" originated. Hays describes it as a mothering approach that encourages moms to devote much time, energy, and resources to parenting their kids. Many additional activities not previously considered

necessary components of parenting are now included in this new (Cobb-Clark et al., 2018) culture. As a result of this new parenting approach, parents' expectations of them have increased, and questions about how they feed their kids, interact with them and discipline them have become crucial. Parenting thereby becomes a riskier and more anxious activity. Parents may feel under pressure and guilty due to strict parenting requirements. Intensive mothering demands place great responsibility on mothers, who then face higher judgment for how their children end out. Children play for a variety of reasons, including releasing pent-up energy, recharging batteries, and problem-solving, all of which are discussed in play theory. For children, playtime is enhanced by a wide variety of toys and learning tools. The best strategy to combat childhood obesity and encourage children to become physically active is through play. Parental understanding and attitudes about early childhood play directly impact children's access to play. Not all parents encourage their child to play, though, since they don't think their child would get anything from it. Parents' reasons for their views on play can be better understood if we learn more about their thoughts, feelings, and perspectives on the topic (IJCIRAS Research Publication, 2019).

Working parents' perception of learning through play

In Rwanda, parents' attitudes and expectations about their children's schooling significantly impact the house's atmosphere. It is common for working parents to be too busy to take an active role in their children's life. They try to make up for it by sending their children to the best schools possible and giving them access to various extracurricular activities, camps, and other enrichment opportunities. Children's motivation and reading skills benefit significantly from attending preschool. Educational

stakeholders should value or encourage open lines of communication between home and school (Annonciata & Nadege, 2020). The working mother must maintain a convincing front that she is working to support herself and help her family. Working women have changed the idea of what a good mother is. Before, a good mother stayed at home. Now, a good mother also works to help her family. A working mother can defend her right to work in several ways, such as by making more money or making the most of her talents and skills. The most important thing is that it should not hurt their child health or well-being. Having to work eliminates many of the problems a mother has to deal with.

Bangladeshi parents need to familiarize themselves with learning through play as it is a western concept and new in the Bangladeshi context. Most parents consider 'play' a waste of time and need help understanding the true purpose of learning through playing. Few private and government schools are available with learning through play features in Bangladesh (Alam, 2022).

Chapter III: Methodology

Research Approach and Design

This study will use a qualitative approach to discover more about parents' perspectives on their children's learning through play between the ages of 6 and 8. According to its definition, qualitative research is “a method of gaining an in-depth understanding of human behavior and the reasons that form such conduct through observation and subjective experience.”

Research Site

Parents of children aged 6 to 8 were participate in an In-depth-Interview and a Focus Group Discussion. The participants were from the Bonosree & Uttara area of Dhaka district.

Research Participants

Parents of children between 6 and 8 was participate in this study. Focus Group Discussions and In-depth Interviews was used to conduct the research. The sample size was 14 parents, 7 of whom was fathers and 7 of whom was mothers. There was one Focus Group Discussions, with three fathers and three mothers of 3 different children. Eight In-depth Interviews with four mothers and four fathers was conducted.

Sampling/ Participant Selection Procedure

The In-depth Interview and Focus Group Discussion was based on the purposive sampling technique, because there is a specific purpose to guide the sample selection to reach a target sample and represent the population. The samples were including working parents in Dhaka with children between 6 and 8 years old.

Data Collection Tool

In-Depth- Interview Guideline

Focus Group Discussion Guideline

Data Collection Methods

Both In-Depth semi-structured interviews and a Focus Group Discussion was used to accumulate information. The 14 parents mainly reside in Dhaka, and each parent at least one child between the ages of 6 and 8. Everyone who wants to participate in the interview was given a time that works better for them. Before data collection, an In-Depth-Interview, and Focus Group Discussions guidelines was developed. These was reviewed by the supervisor and academic experts. Before the interviews, every individual was provided with a detailed overview of the interview procedure and formally asked for permission. The discussion was commenced with a series of unstructured questions to put everyone at ease and encourage them to share their perspectives. The In-Depth Interviews was collecting information about the individual's age, socioeconomic class, and educational and work-related information. The focus was on their understanding or perspectives. All data from the eight IDIs was recorded with permission, and relevant issues was jotted down. To provide the most precise image possible, precision, explanation, and detail-oriented probing was used. Attempts were made to collect a clear, exhaustive, and comprehensive description of each data item depending on the aim and research questions. Participants was assured that all information was kept confidential, and neither their identities nor any other information submitted was misused for any purpose other than the research. After the meeting, everyone was acknowledged for participation, input, and cooperation. Each interview was last roughly 40 to 60 minutes.

The results of focus group discussion (FGD) with 7 fathers and mothers were documented. The entire discussion was documented with permission and accurately preserved afterward. The group discussion was between 60 to 80 minutes. A comprehensive, descriptive response will be compiled based on the research objectives and questions.

Data Analysis

After data collection, each IDI and FGD was transcribed using the audio recordings and handwritten notes gathered during the interviews and discussions. Eight IDI transcripts and one FGD transcript was prepared. The collected information was compiled and labeled with the individual's name, ID number, and interview dates. The information was then be analyzed individually. After that, the information summaries were reviewed and organized according to the themes. These themes were identified from the Research objectives. This theme distribution was assigning concepts, ideas, and actions to each issue. The techniques for content analysis were depend on the themes and interpretation of the information.

Validity and Reliability of the Research Tools

The supervisor and other members of the Academic Group was reviewing the FGD and IDI guidelines to confirm its validity. To assure the authenticity of the research, unique, detailed, and reliable data records was kept. For integration, IDI and FGD was used to ask equivalent questions to respondents in diverse ways. To ensure accuracy, detailed field notes comprising recorded information was collected and transcribed as quickly as possible.

Ethical Issues

- ✓ Ethical concerns include obtaining participants' informed consent after giving them sufficient information make decisions regarding participation in the research study.
- ✓ Participants gave their informed agreement for in-depth interviews, and their involvement were entirely voluntary.
- ✓ Privacy and confidentiality were protected in every way possible. Nothing more than the data they provided were used in the study, and their identity was kept entirely confidential. They know that their information was handled properly and securely. A fictitious name refers to each investigation.

Limitations of the study

Even though all of the participants are working parents, I was only able to conduct a limited number of interviews, and Focus Group Discussions due to lack of time. Also, due to time constraints, the study was not be able to include the observation method. The study included parents only from Dhaka city. Only 6-8 years old children were focused. If time permitted, the study could have included participants from rural and semi-urban areas.

Chapter IV: Results & Discussion

The study's results and discussion are based on information gleaned from in-depth interviews and Focused Group discussions with parents whose children are between the ages of 6 and 8. In-depth interviews and FGDs were done in-person to collect all the data. The parents' perspectives on learning through play education were gathered through focus groups and in-depth interviews. The research questions guided the process of categorizing and coding all of the themes.

Parents Demographic Details

The age range of parents was between 28-40 years. Parents' educational qualification levels were from undergraduate to Masters. All the parents are staying in Bonosree and Uttara areas of Dhaka district. Of them, eight parents gave face-to-face in-depth-Interview and the remaining six parents attended face-to-face Group Discussion. The age range of the children was between 6 years to 8 years. Eight of the children were male and six were female.

In- Depth Interview Demographic

Respondent No & Name	Educational Qualification	Age	Field activity/ Workplace	of	Child's Age	Child Grade	Sex
1. A	M.S.C	35	Private Company		7 Years		Male
2. B	Hons	28	Kindergarten School		8 Years		Female
3. C	Hons	33	Hostel Manager		8 years	3	Female
4. D	M.S.C	32	Health Complex Uttara		7.5 Years	2	Female

5. E	M.S.C	36	Unit Hospital Bonosree	6 Years	1	Male
6. F	M.S.C	37	BRAC IED	8 Years	3	Female
7. G	M.B. A	36	Accountant	7 Years	2	Male
8. H	M.S.C	34	School Teacher	6 Years	1	Male

Group Discussion Demographic

Respondent No & Name	Educational Qualification	Age	Field activity/ Workplace	of Child's Age	Child Grade	Sex
1. U	Hon's	30	School teacher	6 Years	2	Female
2. V	M.com	38	Accountant	8 Years	3	Male
3. W	B.S. S	32	Field Researcher	8 years	2	Male
4. X	M.B. A	40	Marketing Department	6 Years	1	Male
5. y	M.S. S	30	Health Complex, accountant	7 Years	2	Female
6. Z	M.S.C	34	Pre-primary school teacher	8 Years	3	Female

Theme:1 Knowledge of working parents about learning through play of 6-8 years old children

Since the first objective of the study is working parents' knowledge about learning through play of 6 to 8 years old children, the following subsections represent parents' understanding or knowledge about 'learning through play'.

1.1 Definition of play

According to the demographic profile of the research, all of the parents are employed, and they each have an advanced level of education. It is clear from the interviews that all of the parents have a good understanding of the play. Most parents said that play represents enjoyment, joy, pleasure, growth (both physically and mentally), sharing, and any activity children engage themselves in. One parent shared a different opinion about the play:

“We used to play a lot of games on the field. Now there is no such field, and children are busy with mobile phones. Mobile games are more attractive due to the lack of enough space for play.” (In-depth interview #1, 03.02.2023)

Another parent described her thought about play as, “Play is something that children can see, understand and learn hands-on. Village children grow up playing. Their mentality is different from the children who live in the city” (Focused Group discussion: 11.02.2023).

A small number of parents stated that “Games are something by which children learn like playing together, playing with delight, respecting, and learning manners. Running, jumping, and playing with toys are all examples of play.” (Focused Group discussion: 11.02.2023)

The above findings indicate that parents’ understanding of play is quite sound.

1.1.1 Specific age for play

Most of the parents mentioned that there is no age limit for play. It can be played at any age. Playing is for fun and adults also enjoy playing. One parent said, “Play is only for a young age. When children grow up their studies increase a lot, and they won’t be able to play games much. They lose the opportunity to play when they become older.” (In-depth interview #7: 10.02.2023)

Parent F stated,

“Games play a significant role in keeping everyone’s mind healthy and it is more important for children to play. At every age, when children play something, they feel better, their mind feels sound and they stay healthy and well.” (In-depth interview # 6, 04.02.2023)

Almost all parents have an idea and understanding that there is no specific age for play.

1.2 Importance of play in a child’s life

Every parent had acknowledged the importance of play in a child’s life. They shared their opinion about the importance of play. Most of the parents mentioned that many things can be learned through play. For example, learning language, physical development, mental development, counting, creativity, learning to make many things, sharing toys, interacting and socializing, and getting along with other children.

Among them, one parent shared his opinion,

“Of course, sports are necessary for a child's life. When they grow up, they won't have much time to play sports. This sport is needed at an early age. When they get older and are unable to participate in numerous sports in higher classes or college, they will gravitate toward the opposite side. Later classes do not offer the same sporting options as the earlier classes.” (In-depth interview # 1, 03.02.2023)

A few parents mentioned that the child learns from the mother from birth, and then his lessons begin with play. Then he enters an academic career. Play is essential at all ages, but play is essential in childhood. (Focus Group Discussion: 11.02.2023)

All of the parents mentioned that play is essential for every child. When they play, their mind feels good, they pass a good time, and they learn a lot through playing.

1.2.1 Importance of learning through play for 6 to 8 years old children

Almost all of the parents shared that play is important for 6-8 years old children. Most of the parents' mentioned play is essential for children. An 8-year-old child is not a grown-up. They do not want to engage in studies all the time. It can be seen that both studying and playing get better. They mix with friends and can play together and exchange play materials. If they are with friends, they can talk. If they are at home, they watch TV and use mobile phones. There should be sports along with studies. This is a very young age, and the children are either in class 1 or 2. The greatest way to teach children at this age is through play. Individuals find learning to be more unpleasant than fun. Hence, offering play-based education to children between the ages of 6 to 8, will enable them to play, have fun, and learn a lot, that is what we want as parents.

Among them one parent reflected,

“Play-based learning, as I understand is what we can teach a child to do through play. The child can be taught quickly and fear does not work. For example, if I say you have to write or read now, but we are thinking of reading, giving him pressure, then he may have a fear of studying. Instead of doing this, if I teach by rhyming, singing, acting, or I teach the letters through a game, he will think that I have nothing to fear here. He can learn by playing.” (In-depth interview # 6, 04.02.2023)

One father shared his thought that, there will be a radical change in the education system of Bangladesh if this play-based education is introduced. But the environment and structural aspects of education in Bangladesh should be considered. (Focus Group Discussion: 11.02.2023)

From the above sharing it is clear that all parents understand the importance of learning through play for 6 to 8 years old children.

1.2.2 Play in school

Parents shared their thoughts about whether children should play in school. Most of the parents shared sports should be played anywhere, not just in school. For example, at home, outside on the playground, or at school. Children spend a lot of time in school, so playing sports during this time will keep them happy. Sports should be played at school because playing at school helps maintain sociability and well-being because of the acceptance of defeat.

One father shared his thought,

“There is more study and less chance to play in school. But it is better if there is an opportunity to play in school.” (In-depth interview # 8, 10.02.2023)

Another father shared that sports should be played in schools, but academics should come first. Sports and education are equally essential. (In-depth interview # 7, 10.02.2023)

The majority of parents believe that children should be able to play in school, yet there are few opportunities because learning takes precedence over play.

1.3 Learning through play

All parents shared that children can learn so many things through play. Most parents mentioned, learning through play is real learning, not imaginary. Children can learn many things through play, such as children can learn the names of different colors, names of different objects, and also recognize shapes, count, share toys, and learn manners, and many rules and regulations through play. They also learn to respect elders while playing. The majority of the parents shared their opinions that children learn many things through play, like communication, language development, physical development, emotional development, and social development. One parent stated that,

“I agree with everyone about learning through play. The game should be educational. Parents should be aware of what their child is playing. It should be noted whether he/she is learning something good or bad and how much he/she is learning through this game. There is more study and less chance to play in school. But it is better if there is an opportunity to play in school.” (Focus Group Discussion, 11.02.2023)

The above findings stated that all the parents have a better understanding of learning through play.

Theme:2 Practice of learning through play of 6-8 years old children

Since the second objective of the present study is parents supporting their children in practicing learning through play at home, the following subsections represent the practices of learning through play of 6 to 8 years old children.

2.1 Children’s daily activities at home

Almost all of the parents mentioned their child’s daily activities at home like- doing school homework, playing sports, watching TV, watching mobile, riding a bicycle, dancing, drawing, making craft, pretend playing, and playing with siblings. Most of the parents shared that, their children didn’t participate in any learning activities at home. A few parents mentioned that children read story books at home, draw, try to make things by themselves, and also count while playing by themselves and pretend to stand in front of the mirror to read the news.

All of the parents shared their children’s daily activities at home nicely.

2.2 Parents’ involvement in their children’s activities at home

According to the demographic profile all of the parents were working parents. Almost all of the parents shared that they spend time with their children. After getting some time from the office at night, they spend time with their children watch TV together and do

some school homework, feed them, comb hair, talk to them while they lay down, teach them surah, tell stories, ask them about what they did in school all day, play hide and seek, play with toys, and help in their studies. A few parents stated that they don't get sufficient time to help their children properly. The majority of parents stated that they only have limited time to spend with their children.

Among them all, one participant is a teacher and said,

“Yes, I am a teacher, so whether I get time, I help my child with her studies. Again, I help her find the correct answer when she wants to know something. She is still young so she can understand things better with a small amount of help.” (In-depth interview # 8, 10.02.2023)

Most of the parents are involved in their children's daily activities at home. Though all the parents are working parents so they do not get much time to spend with them.

2.3 Parents' strategies to support their children in learning

Parents shared different opinions about how they can support their children. Most of the parents mentioned “They helped their children to learn like- solving the math, when the school gives them any subjective task then parents help them to solve it. Another parent shared, “When I see that she is trying to do some work or study but cannot do it, I help her with various hints without telling her the answer directly. Then she can do it herself. Sometimes we try to solve her problem by using some materials. (In-depth interview # 8, 10.02.2023)

Among them, one father shared a different opinion,

“When I see that he is not able to do something, I sometimes get angry or scold him and then explain. Read it again and again to remember it. Again, how to practice handwriting, how to write letters or numbers from above or below. I help him by adopting this strategy.” (In-depth interview # 5, 04.02.2023)

Only one parent said that she doesn't apply any technique. (In-depth interview # 7, 10.02.2023)

Most of the parents shared their strategies to support their children in learning but very few parents don't know exactly which strategies to use to support their children properly.

2.4 Parents' knowledge about the school curriculum and teaching-learning activities at school

The data findings suggested that most of the parents know about how their children are taught at school. Few parents shared that their children are taught according to the routine at school. There is nothing to teach them through play. Other parents shared that they didn't go to their children's school due to the lack of time. One of the participants was a school teacher and mentioned, "I work in the same school where my child studies, so I know how he is taught. Most of their subjects are taught through memorization, and what is taught in class is given as homework." (In-depth interview # 8, 10.02.2023)

Regarding play-based learning in the present curriculum almost all of the parents mentioned that the existing curriculum is not play-based. There are a lot of memorizations. They read and write a lot.

2.2.1 Suggestions regarding the implementation of a learning through play curriculum

Almost all of the parents understand the importance of play-based curriculum and shared their opinion regarding the implementation. Most of the parents shared that the present curriculum should be play based. It's better to teach young children through play so they understand easily. A child can quickly learn anything and there will be no fear. Also, their interest in going to school will increase. Few parents mentioned that children will

have a slight advantage if the curriculum is play oriented. There will be learning and playing. Children will read and have fun too.

One of the parents stated,

“It would be preferable if there were a system of play-based instruction. In that instance, parents or instructors should learn specific skills.” (In-depth interview # 7, 10.02.2023)

Another parent shared his thought that teachers can make the curriculum game-based if they want. But it needs to be discussed at a higher level. It is possible to make the curriculum game-based if everyone wants. (In-depth interview # 8, 10.02.2023)

From the above findings it is clear that all parents feel the necessity of play-based learning and they shared that the present curriculum doesn't support play-based learning.

2.2.2 Teachers' preparation and training to implement learning through play in their classrooms

Parents described their opinion regarding teachers' preparation and training to implement learning through play in their classrooms. Almost all of the parents mentioned that all the teachers don't know about learning through play so they need training on it. Most of the parents shared that every teacher has a different teaching style and they didn't get much time for that.

One parent stated that,

“I think school authorities need to pay attention to these issues just as teachers should be prepared to implement their own game-based education. Besides, training is definitely needed.” (In-depth interview # 5, 04.02.2023)

Few parents mentioned that if every school is provided with play materials along with reading, it will be easier for teachers to teach. And it will be easy for children too.

Children will then be interested in going to school and will not get bored. Also, when the teachers teach with joy, they will have a good relationship with the children and will be friendly with the children.

Other parents shared, “The first thing is that school teachers do not know how to teach through play. Besides, game-based teaching requires a lot of preparation and materials, which teachers need more time to do. However, teachers can quickly implement play-based learning in the classroom if they are willing to.” (In-depth interview # 7, 10.02.2023)

All the parents mentioned that teachers need training on learning through play and also the play materials for different lessons.

Theme:3 Challenges of implementing learning through play approach in schools of 6-8 years old children

Aligned with the objective the following subsections represent the challenges of implementing learning through play approach in schools of 6-8 years old children.

3.1 Barrier teachers face supporting children in learning through play

The data findings suggested that parents gave different responses when they were asked to share the challenges teachers face in implementing learning through play.

Parent D shared, “There are many types of children in the classroom and they are from different family backgrounds. Each child behaves in a different way. It can be seen that many times children cry, one child fights with another child, and many times they say I will go home now, I will not stay. Again, when two/three children want a toy, it becomes difficult for the teacher to handle.” (In-depth interview#4, 04.02.2023)

Parent A stated, “Many teachers don't know enough about learning through play, and even if they know, they don't do it because of lack of time and space.” (In-depth interview#1, 03.02.2023)

Parent B narrated, “Teachers don't do that because the textbooks don't cover play. If the textbooks included compulsory games, teachers would have done it. If teachers also teach children through play children may enjoy learning through play. They would not miss going to school. They would go to school every day without fear.” (In-depth interview#2, 03.02.2023)

In the group discussion, when we talked about barriers teachers face to play-based learning, parent V said, “Teachers need to be trained and informed about teaching through play”. Parent Z mentioned in the group discussion, “Teachers' first challenge is they need more training. Number two is they need the equipment to play. The third reason is that there is no playground. The fourth reason is timing, the class times are given in such a way that the lessons cannot be completed or taught through play.”

From the discussion, all parents mentioned the barriers that teachers face to implementing play-based learning like- training, play materials, playground, teachers’ timing, and play-based curriculum.

3.2 Ways to overcome these challenges

Every parent mentioned differently how teachers can overcome the challenges. Almost all of the parents shared that teachers need to be well-informed about play-based learning. School authorities need to provide various training to the teachers. If teachers are trained then they will know many strategies to handle the children. If teachers learn different

techniques through training and know how to teach through play, they can easily overcome their challenges.

One parent shared, “Teachers can overcome these challenges through practice and will master them when trained.” (In-depth interview#6, 04.02.2023)

Only a few parents shared their opinion in group discussion that, “The challenges can be overcome by changing the curriculum to make it play-based and providing good training to the teachers. Also, teachers should not just be left with training; they should be monitored.” (Focused Group Discussion, 11.2.2023)

3.3 Challenges parents face when helping their child with schoolwork/homework

The data findings suggested that parents gave mixed responses when they were asked to share the challenges they face when helping their child with school work or homework.

Most parents felt the extreme challenge when they help their children. Parent A stated, “Sometimes, you must be angry if they don't want to listen. And try to explain it simply so that he can understand it.” (In-depth interview#1, 03.02.2023)

Parent B shared her experience, “We studied long ago, so sometimes it is difficult to understand them. There was no creative education in our time. If I couldn't do anything, I asked for help from his madam.” (In-depth interview#2, 03.02.2023) Parent C shared, “When they don't want to read or write, I said if you read then I will bring this or buy that, I will take you for a walk.” (In-depth interview#3, 03.02.2023)

A few parents described, “Children don't do everything all the time, sometimes we help him and sometimes I told him to ask for help from his teachers. My main challenge is time. I only get a little time.” (In-depth interview#5, 04.02.2023) Few parents shared that there is no such challenge to face.

The findings can be summarized as most of the parents face the problem when they help their child with homework or schoolwork but only a few parents didn't face any challenges.

The findings can be summarized as most of the parents face the problem when they help their child with homework or schoolwork but only a few parents didn't face any challenges.

The study's outcomes make it evident that practically all parents know the significance of play in their child's development and daily life. On the other hand, all the parents are employed, meaning they must devote more time to raising their children. In addition to this, they need a clearer understanding of how to apply or incorporate play into their children's learning. If they have the appropriate knowledge and the instructor also has the appropriate expertise, then it will be easier for them to teach children aged 6 to 8 by letting them learn through play.

Discussion

The researcher investigated parents' understanding, experience, practices, and obstacles related to their children's ability to learn through play while they were between 6 and 8 years old. The interpretation of the findings is offered at the beginning of the chapter.

These findings have surfaced during the research and provided an analysis of the research data in view of the existing literature. The interpretation of the findings is broken down into three different themes based on the research objectives.

Theme:1 Knowledge of working parents about learning through play of 6-8 years old children

According to the demographic profile of the study, every one of the parents has at least some degree of postsecondary education and is engaged in full-time employment.

According to the results of the study's data analysis, each of the parents has a solid knowledge of the concept of play. Some parents know that play is their child's chance to feel happy, joyful, and pleasurable, as well as to grow (both physically and mentally), share, and do anything else they want to do. In recent years, the LEGO Foundation has brought together various experts to consolidate evidence from the vast field of play research. This includes discovering five fundamental qualities of learning through play, including actively engaging, meaningful, iterative, happy, and social elements (Zosh et al., 2018).

The study found that most parents believe there is no set age at which children can begin playing. Playing is enjoyable, and adults can also enjoy it.

When asked about the importance of play in a child's development, the study results made it clear that most parents knew this. Some parents emphasized the importance of play in their children's education. For instance, learning a language, growing physically and mentally, learning to count, being creative, learning how to make a variety of things, sharing toys, engaging and socializing, and getting along with other children are all important aspects of childhood development. Play is frequently referred to as a diversion from more important learning.

The study showed that most parents knew kids between 6 and 8 learn best by playing.

Many parents believe that educating children through play is an efficient strategy to keep their children interested in their schoolwork.

Most parents believe sports should be allowed anywhere, not just in schools. For instance, in the comfort of one's home, when playing on the playground at school, or elsewhere. Because children spend a significant portion of their day at school. They must participate in extracurricular activities during this time. Learning how to take defeat gracefully is important, which is why sports should be done in schools. When students learn these skills, it helps them stay social and healthy. However, a few parents voiced that although students should be allowed to participate in extracurricular activities like athletics, academics should take precedence.

The research findings showed that all the parents agreed that their children might learn a great deal through play. They pointed out that learning through play is actual rather than fictional. Children can learn many things through play, such as the names of different colors, the names of different objects, and the recognition of shapes. Children can also learn to count, share toys, and learn manners through play. Children can also learn many rules and regulations through play and respect elders while playing. According to new research about “Parents’ Views on learning through play for Children Aged 3-6 Years: Evidence from Selected Early Childhood Education Centers in Zambia,” 2020, found that while most parents had a favorable opinion about play, they needed more clear information regarding the advantages of play for child development and learning. The vast majority of parents are of the belief that play is the primary vehicle through which children acquire various skills, including those related to communication, the development of language, physical development, emotional development, and social development.

Theme:2 Practice of learning through play of 6-8 years old children

The study's outcomes make it abundantly clear that every parent is aware of the everyday activities at home with their child.

According to the study findings, most parents reported that their children used their time at home by watching television or using their mobile phones and did not participate in any educational pursuits at home. The lack of play in children's lives is a result of several factors, including a greater emphasis on formal academics over learning through play, organized extracurricular and sporting activities, young children's use of technology, television viewing, and parental worries about their children's safety. It is critical to comprehend how parents view play. Parents play a crucial role in their children's education through their interactions with them (Hoover-Dempsey & Sandler, 2022).

The study's findings indicate that virtually all parents participate in their children's everyday activities at home. Nevertheless, because all of the parents in the study are employed, these adults have less time to spend with their children than they would like to.

According to the data, just a small percentage of parents use various strategies to assist their children in developing their educational potential. Nevertheless, one of the parents said she did not use any approach. Most parents highlighted their various techniques. The literature also highlighted that parents need additional research and practical guidance about how learning through play can be effectively employed in formal school environments and the essential circumstances for success (Lungu & Matafwali, 2020).

Every person who took part in the interview shared the opinion that the currently implemented curriculum does not facilitate learning through play. It has been discovered

that the current curriculum does not include any play-based activities. There is a significant amount of memorization to be done. At school, children put in a lot of time in reading and writing.

According to the parents, play-based learning is something that almost all of the parents have indicated the teachers do not know about, which is why they require training on the topic. The majority of the parents agreed that every teacher has a unique method of instruction. Teachers can successfully apply play-based learning in the classroom if they can do it through their language, gestures, mannerisms, and approaches. Yet, there is little time for that allotted to the teachers. In an article published by Dr. Md Jahangir Alam in May 2022, mentions that Play-based learning is not widely available in the Bangladeshi Early Childhood Education system (Alam,2022).

According to the findings, all of the parents interviewed, said that teachers require training on play-based learning and the appropriate play resources for each session.

Theme:3 Challenges of implementing learning through play approach in schools of 6-8 years old children

Some parents have mentioned some challenges in implementing play-based learning for children aged 6 to 8 years. According to parents, because of a lack of awareness regarding play-based education, parents believe that instructors need to assist their children in learning through play while in school. Learning through play requires that educators have the appropriate training.

Some parents think the biggest problem with play-based learning in the classroom is that there needs to be more time. Each session must be completed within a predetermined

time, and the instructors are under much pressure. Teachers also need more time for play-based learning because they must follow the classroom procedures.

According to some parents, teachers should be interested in making play-based learning more common. They have the opportunity to learn through play in the classroom if it is something that interests them. However, there is a lack of enthusiasm on the part of the instructors since they have yet to receive adequate training on this topic.

According to some parents, the space required to conduct play-based learning is currently out of place in schools, and classrooms are also tiny, resulting in fewer possibilities for play. In addition, educators need classroom assets that are not available to them to implement play-based learning.

The implementation of play-based learning, according to the opinions of some parents, is a relatively easy undertaking, provided that the school administration has adequately prepared the instructors for play-based learning. Also, these problems can be lessened if the current curriculum is changed to include play-based learning and the right materials are sent to each classroom based on the course syllabus.

When parents were asked if it was hard to help their kids with schoolwork at home, they gave different opinions. Some parents say they don't have enough time to raise their families because of the demands of their jobs. According to research by Hays (1996) on the demands of intensive mothering, the term "intense parenting" originated. Hays describes it as a mothering approach that encourages moms to devote much time, energy, and resources to parenting their kids.

When children do not listen to their parents, many parents become frustrated and furious with them. Again, some parents said that they were instructed to purchase particular items.

Some parents mentioned that because we learned this long ago, it is difficult to communicate it to their children.

Though some literature such as, parents need more studies and practical assistance regarding how learning through play can be utilized effectively in formal school contexts and the conditions necessary for success. Parents are a significant focus in children's learning in their interactions with their children and their direct input on curriculum decisions (Hoover-Dempsey & Sandler, 1995).

Conclusion

This study aimed to explore the working parents' perception of learning through play whose children were between the ages of 6 and 8 years old.

From the findings of this study, it can be concluded that working parents know the significance of their children gaining knowledge through play but struggle with determining how to support their children best. In addition, they provided various ideas on how the teachers may incorporate learning through play into the classroom setting. According to comments made by parents, if children aged 6 to 8 participated in more play-based learning, it would be possible to solve various problems.

Moreover, teachers cannot use games as a teaching tool in the classroom since they do not have adequate training and sufficient space or equipment.

Parents have also voiced their opinion that the existing curriculum does not adequately foster learning through play. When parents and teachers are informed and equipped with the necessary knowledge, they can assist children in learning through play.

Children who have completed pre-primary school and are between the ages of 6 and 8 are now in primary school; hence, if their learning process is modified to be centered on play,

school anxiety will be alleviated among children, and they will gradually develop an interest in school. The results of this study give credence to the idea that play-based learning should be set up for children.

So, parents and teachers can acquire sufficient knowledge through play, children will have the opportunity to learn in an unplanned manner through play, which will impact their lives positively.

Recommendation

The aim of the research is to study how working parents perceive and practices learning through play of their 6 to 8 years old children. Here, the perception was examined in terms of how they understand, experience, and practice their knowledge about learning through play at home. Here are some recommendations based on the findings of this research:

- First of all, the present curriculum needs to be play-based for primary grade children.
- Teachers need adequate training on learning through play to become more proficient in practicing play-based learning with children.
- Teachers can use materials used in daily life in the classroom to make the teaching process more entertaining and easier. Consequently, the teaching style in the class will be much easier, and it will be easy to explain any subject to the students.
- Schools can take initiative to organize parent-teacher meetings to explain the curriculum.

- Parents also need to be aware of how to implement play-based learning properly at home. So, they can actively engage in their children's learning activities.

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Appendix A

(In-Depth Interview)

Research Title: Exploring working parents' perception of learning through play of 6-8 years children.

Research Questions:

1. What is the understanding of the working parents about learning through play of 6-8 years old children?
2. How do working parents practice play-based learning with their 6 to 8 years old children?

In- Depth-Interview (IDI) guideline

Section A: Demographic Information

Name:

Age:

Gender:

Education:

Workplace:

Section B: Knowledge of working parents about learning through play of 6-8 years old children

1. How old is your child? He/ She is in which class now?
2. How do you define play?
3. Do you think play has an important role in a child's life?
4. What do you think about learning through play?
5. Is there any specific age for play? Please explain.
6. What do you think children should play in school?
7. What is the importance of play-based learning for 6 to 8 years old children?

Section C: Practice of play-based learning for 6-8 years old children

1. What does your child do when he/she is at home?

2. Does your child participate in any learning activities at home?
3. Do you help your child in his/her studies?
4. As a working parent, how do you manage time with your child, especially in their studies, play, and other activities? How much time do you spend with your child every day? What do you do during that time?
5. What do you do when you see your child struggling to accomplish a learning task or activity? What strategies do you use to support your child in learning?
6. Do you have any idea how your child is taught at school?
7. Does the present curriculum of your child support play-based learning?
8. What are your suggestions to make the curriculum play based?
9. How do you think teachers can implement play-based learning in their classrooms?
10. What types of preparation and training do teachers need to implement play-based learning in their classrooms?

Section D: Challenges of implementing play-based learning approach in school for 6-8 years old children.

1. What are the barriers teachers face to supporting children in learning through play?
2. How can teachers overcome these challenges?
3. What kind of challenges do you face when helping your child with schoolwork/homework?

বাংলা অনুবাদ

বিভাগ এ: জনসংখ্যা সংক্রান্ত তথ্য

নাম:

বয়স:

লিঙ্গ:

শিক্ষা:

কর্মস্থল:

বিভাগ বি: ৬-৮ বছর বয়সী শিশুদের খেলার মাধ্যমে শিখন বিষয়ে কর্মরত পিতামাতার জ্ঞান

১. আপনার সন্তানের বয়স কত? সে এখন কোন ক্লাসে পড়ে?

২. খেলা বলতে আপনি কি বোঝেন?
৩. আপনি কি মনে করেন একটি শিশুর জীবনে খেলার ভূমিকা গুরুত্বপূর্ণ?
৪. খেলার মাধ্যমে শেখার বিষয়ে আপনি কী মনে করেন?
৫. খেলার জন্য কোনো নির্দিষ্ট বয়স আছে কি? দয়া করে ব্যাখ্যা করুন।
৬. শিশুদের কি স্কুলে খেলা করা উচিত, আপনি কি মনে করেন?
৭. ৬ থেকে ৮ বছর বয়সী শিশুদের জন্য খেলা-ভিত্তিক শিক্ষার গুরুত্ব কী?

বিভাগ সি: ৬-৮ বছর বয়সী শিশুদের জন্য খেলা-ভিত্তিক শিক্ষার অনুশীলন

১. আপনার সন্তান যখন বাড়িতে থাকে তখন কী করে?
২. আপনার সন্তান কি বাড়িতে কোনো শিক্ষা কার্যক্রমে অংশগ্রহণ করে?
৩. আপনি কি আপনার সন্তানকে তার পড়াশোনায় সাহায্য করেন?
৪. একজন কর্মজীবী পিতামাতা হিসাবে, আপনি কীভাবে আপনার সন্তানের সাথে সময় পরিচালনা করেন, বিশেষ করে তাদের পড়াশোনা, খেলাধুলা এবং অন্যান্য কার্যকলাপে? আপনি আপনার সন্তানের সাথে প্রতিদিন কতটা সময় ব্যয় করেন? সেই সময়ে আপনি কি কি করেন?
৫. আপনি যখন দেখেন যে, আপনার সন্তান একটি শেখার কাজ বা কার্যকলাপ সম্পন্ন করার জন্য সংগ্রাম করছে তখন আপনি কি করেন? আপনার সন্তানকে শেখার ক্ষেত্রে সহায়তা করার জন্য আপনি কোন কৌশলগুলি ব্যবহার করেন?
৬. কীভাবে আপনার সন্তানকে স্কুলে পড়ানো হয় সে বিষয়ে আপনার কি কোন ধারণা আছে?
৭. আপনার সন্তানের বর্তমান পাঠ্যক্রম কি খেলা-ভিত্তিক শিক্ষাকে সমর্থন করে?
৮. পাঠ্যক্রম খেলা ভিত্তিক করার বিষয়ে আপনার পরামর্শ কি?
৯. শিক্ষকরা কীভাবে তাদের শ্রেণীকক্ষে খেলা-ভিত্তিক শিক্ষা বাস্তবায়ন করতে পারে বলে আপনি মনে করেন?
১০. শ্রেণীকক্ষে খেলা-ভিত্তিক শিক্ষা বাস্তবায়নের জন্য শিক্ষকদের কী ধরনের প্রস্তুতি ও প্রশিক্ষণের প্রয়োজন আছে?

বিভাগ ডি : ৬-৮ বছর বয়সী শিশুদের জন্য স্কুলে খেলা-ভিত্তিক শিখন পদ্ধতি বাস্তবায়নের চ্যালেঞ্জ

১১. খেলার মাধ্যমে শেখার ক্ষেত্রে শিশুদের সহায়তা করতে শিক্ষকরা কী কী বাধার সম্মুখীন হন?
১২. কীভাবে শিক্ষকরা এই চ্যালেঞ্জগুলো কাটিয়ে উঠতে পারেন?
১৩. আপনার সন্তানকে স্কুলের কাজ/বাড়ির কাজে সহায়তা করার সময় আপনি কী ধরনের চ্যালেঞ্জের মুখোমুখি হন?

Appendix B

(Group discussion Guideline)

Section A: Knowledge of working parents about learning through play of 6-8 years old children

1. How do you define play?
2. Do you think play has an important role in a child's life?
3. What do you think about learning through play?
4. What is the importance of play-based learning for 6 to 8 years old children?

Section B: Practice of play-based learning for 6-8 years old children

5. Do you have any idea how your child is taught at school?
6. Does the present curriculum of your child support play-based learning?
7. Do you have any idea about how teachers are practicing their lessons with children in the classroom nowadays?

Section C: Challenges of implementing play-based learning approach in school for 6-8 years old children.

8. What are the barriers teachers face to supporting children in learning through play?
9. How can teachers overcome these challenges?
10. Have you faced any challenges while helping your child learning through play?

বাংলা অনুবাদ

বিভাগ এ: ৬-৮ বছর বয়সী শিশুদের খেলার মাধ্যমে শিখন বিষয়ে কর্মরত পিতামাতার জ্ঞান

১. খেলা বলতে আপনি কি বোঝেন?
২. আপনি কি মনে করেন একটি শিশুর জীবনে খেলার ভূমিকা গুরুত্বপূর্ণ?
৩. খেলার মাধ্যমে শেখার বিষয়ে আপনি কী মনে করেন?
৪. ৬ থেকে ৮ বছর বয়সী শিশুদের জন্য খেলা-ভিত্তিক শিক্ষার গুরুত্ব কী?

বিভাগ বি : ৬-৮ বছর বয়সী শিশুদের জন্য খেলা-ভিত্তিক শিক্ষার অনুশীলন

৫. কীভাবে আপনার সন্তানকে স্কুলে পড়ানো হয় সে বিষয়ে আপনার কি কোন ধারণা আছে?
৬. আপনার সন্তানের বর্তমান পাঠ্যক্রম কি খেলা-ভিত্তিক শিক্ষাকে সমর্থন করে?
৭. আজকাল শিক্ষকরা কীভাবে শ্রেণীকক্ষে শিশুদের সাথে তাদের পাঠ অনুশীলন করছেন সে সম্পর্কে আপনার কি কোনো ধারণা আছে?

বিভাগ সি: ৬-৮ বছর বয়সী শিশুদের জন্য স্কুলে খেলা-ভিত্তিক শিখন পদ্ধতি বাস্তবায়নের চ্যালেঞ্জ

৮. খেলার মাধ্যমে শেখার ক্ষেত্রে শিশুদের সহায়তা করতে শিক্ষকরা কী কী বাধার সম্মুখীন হন?
৯. শিক্ষকরা কীভাবে এই চ্যালেঞ্জগুলো কাটিয়ে উঠতে পারেন?
১০. আপনার সন্তানকে খেলার মাধ্যমে শিখতে সাহায্য করার সময় আপনি কি কোনো চ্যালেঞ্জের সম্মুখীন হয়েছেন?