

Parents Perceptions on the Need of Community Based Play Centers for the Children Aged 2-5 Years in Dhaka City

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

Brac Institute of Educational Development
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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Approval

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Ethics Statement

Title of Thesis Topic: Parents perceptions on the need of community-based play centres for the children aged 2-5 years in Dhaka city

Student name: Israt Jahan

1. Source of population: Parents (mothers and fathers) having children of 2-5 years living 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)

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Abstract

In Bangladesh specially in Dhaka, playgrounds are declining gradually because of rapid urbanization. Numerous studies showed that children who cannot go outside for play suffers different types of development delay and become addicted to digital devices. Though Government already aware of this issue but still there has not adequate initiative been taken. Taking into consideration the downsides of lack of playground for children and the need for study on this issue in the context of Bangladesh, the current research has undertaken to examine parental perceptions on the need of community-based play centers for the children aged 2 to 5 years in Dhaka city. In this research, data was composed by qualitative method. Semi-structured in-depth interview questionnaire used as research instrument. This study used purposive sampling technique. Participants have interviewed over phone to collect data. The result of the study has revealed that most of the parents have basic understanding about necessity of play and impact of play deprivation on children. According to them, socialization, brain development, learning development, language development will happen if children play regularly. Emotional development was the most neglected part in participants' responses. Most of the participants do not have a clear vision about 'community-based play center' but they made some ideas on it. Despite this fact, all the participants have showed their concern about community-based play centers and expressed that this kind of establishment could be an alternative due to the lack of a playground and security issues. Fund raising, convincing parents, collecting play materials, and political power play could be the challenging factors to set up a community-based play center.

Keywords: Parental Perception; Community-based Play Center; Play; Importance of Play

Dedication

I would like to dedicate this thesis to my partner Akhlakuzzaman Khan, who encouraged me with my hidden interest of early childhood education. Also, to my mother Morsheda Khanam and my father Md. Yeahia Hazari who always love me unconditionally.

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List of Acronyms

WHO- World Health Organization

BBS- Bangladesh Bureau of Statistics

PPRC- Power and Participation Research center

NCBI- National Center fro Biotechnology Information

CBPC- Community Based Play Center

BEN- Bangladesh ECD Network

IDI- In Depth Interview

NGO- Non-Government Organization

NAEYC- National Association for the Education of Young Children

MOWCA- Ministry of Women and Child Affairs

CIPRB- Center for Injury Prevention and Research

ECE- Early Childhood Education

ECD- Early Childhood Development

AAP- American Academy of Paediatrics

NHS- National Health Services

Chapter I

Introduction & Background

Introduction

Children are laughing and playing, giggling and rolling over each other, this heavenly scene we are supposed to see all the time. The harsh reality is urbanization restricts our children's free movement. This free movement or various types of play is crucial for child development because, '*at all ages, an active brain is a developing brain*' (Doris, 2000). The most important role that play can have is to help children to be active, to make choices, and to practice actions to mastery. For a healthy brain growth play is a crucial element (Doris, 2000).

At the age of two children started to pretend play like 'dressing' dolls, 'driving' cars or 'building' homes. These play activities indicate that child's brain is now capable of simple symbolic thought. From age three children start sociodramatic play as, 'going for kitchen market', 'getting ready for office' or 'cooking dinner' and through play, children show their widespread symbolic thought capacity, ability of self-regulation and explain their behaviour (Doris, 2000). Play is important for children, because '*children develop an understanding of the world through the medium of play*' (Vygotsky, 1978). Play provides a learning context for literacy and vocabulary development (Han et al., 2010).

Parents' perceptions are important for children because they are the first educators and their beliefs and understanding have a great influence on children's early experiences

(Dancy, 2000; Roopnarine et al., 2003). Parental perception is very much related issue to establish a community-based play centre (Homan et al., 2015). The majority of parents perceived unstructured play to best support early development and, consequently, offered children a large amount of daily time to become involved in freely chosen unstructured play (Holland & Suzanne, 2012). This is why, it is important to understand the play experiences in which infants and toddlers are involved, as a result of parental decision making, and, to explore the influence these activities may have on their holistic development (Holland & Suzanne, 2012).

Development of children is found inside family context, culture and community rather than in isolation (Bronfenbrenner & Evans, 2000). To understand and respond to early childhood development, community and family involvement is required (Dockett & Perry, 2008). Parents' and community member have to understand that play has an important role in children's holistic development in the early years of life. Through play children learn to solve problems, their proper communication skills developed, they learn self-regulation skills and their social interaction skill increased. They can make friendship and relationship with peers. Play also help to develop fine motor and gross motor skills. Through play young children learns different paly activity that helps them to get prepared for school readiness for formal education (Bodrova & Leong, 2003; NAEYC, 1996). It also helps to develop their basic skills to deal with difficult tasks like writing alphabet or learning to read (Rogers & Sawyers, 1988).

A little research has been done on exploring the perceptions of parents on community-based play centers. So, it is vital to focus on the views of parents who are one of the most important components in this study matter. As a social institution play centre

or playground has significant role to develop children's socialization. Playground or play centre is one of the crucial social institution where children learn culture, social interaction and many of vital things as a human being (Dorothy, 2005). A study needs to conduct on this to understand what parents think regarding shortage of playground in Dhaka, and also their thought for initiating community-based play centers for childrens' better future. This study will focus on parents' perceptions on the need of community-based centers for the children.

Statement of the Problem

In Bangladesh according to Ministry of Women and Child Affairs, there is total 118-day care center for children but no play center. Some of these are totally state facilitated and some of them are in collaboration with government and non-government organization (such as, Phulki, Operajeo Bangla, CIPRB, SOF, etc.) or only private sectors (MOWCA, 2020; Fahmida, 2011). Apart from this some corporate institution keeps this facility for their employee. Some day care centers have been set up by some private initiative. However, there is no specific number that how many have been set up and currently working. Again, most of them are Dhaka based (MOWCA, 2020). For the Rohingya children BRAC established 250 Humanitarian Play Labs in Cox's Bazar. By promoting 'play as a learning tool' BRAC implemented 300 play labs across Dhaka (BRAC, 2019). As a densely populated city like Dhaka this total number of day care center is not satisfactory. Moreover, privately-run day-care centers are not cost effective for the lower- or middle-class parents (Shahidul & Nasreen, 2015). Apart from this, most of the day care center's environment are not safe and secure and most of the day care centers don't have open or wide space for free play/ movement for physical (gross motor)

development (Fahmida, 2011; Shahidul & Nasreen, 2015). Not having a secure day care, playground or a play center may cause the mental, emotional and physical un-wellness of children and affecting in the development of parents-child relationship, social system and ultimately in the growth of our young generation development (Fahmida, 2011, Shahidul & Nasreen, 2015).

Children's spontaneous play is a good indicator of the developmental level of their brains. The most important role that play can have in this age (2 to 5) is to help children to be active, to make choices, and to practice actions to mastery. Play that links sensorimotor, cognitive, and social-emotional experiences provides an ideal setting for brain development (Doris, 1998). Scarcity of playgrounds forces the children to be addicted to digital devices. Children who spent viewing more than 3 hours per day had language delay, short attention span, and hyperactivity (Donna et al., 2018). Early exposure to screen can cause neurochemical and anatomical brain changes. Reduced melatonin concentration has been found significantly in a group of individuals who were exposed to screen (Figueiro et al., 2011). Children who spent viewing digital devices more than 3 hours per day had language delay, short attention span, and hyperactivity (Donna et al., 2018). A survey conducted by BBS and UNICEF reported that, 1.4% generality of overweight amid children less than 5 years old (Rahman et al., 2014). Obesity can negatively affect children's physical and mental health (Kenneth, 2003).

In Dhaka, total population is approximately 21 million and among them 48 percent is children (Macrotrends, 2021; Faria, 2018). There are only 300 playgrounds are allotted for near about 10 million children (Salma, 2018). A survey conducted by Bangladesh Bureau of Statistics (BBS) and Power and Participation Research Centre

(PPRC) in year 2021, showed that only 2% of children of the capital have access to playground (The Daily Star, 2021). This reveals that Dhaka doesn't have adequate number of playgrounds for children where they can go and get involved in holistic physical and mental activities. Day care center is also not easily available in Dhaka as there are only total 118 day-care centres in Bangladesh as per Ministry of Women and Child Affairs in 2020. As a densely populated city like Dhaka this total number of day care center is not satisfactory. Moreover, privately-run day care centres are not cost effective for the lower- or middle-class parents. Apart from this, most of the day care centre's environment are not safe and secure and most of the day care centres don't have open or wide space for free play/ movement for physical development (Fahmida, 2011; Shahidul & Nasreen, 2015). Not having a secure day care, playground or a play center may cause the mental, emotional and physical un-wellness of children and affecting in the development of parents-child relationship, social system and ultimately in the growth of our young generation development (Fahmida, 2011; Shahidul & Nasreen, 2015).

Lack of playground and play centers in Dhaka city and thus low physical activities and movements of children generates an unrecoverable loss in their physical and mental growth and it seems to be one of the major reasons behind the current growth graph of generation's child obesity. Obesity can negatively affect children's physical and mental health (Kenneth, 2003). National Center for Biotechnology Information (NCBI), USA conduct a study regarding children's early electronic screen exposure, they found that children who spent viewing ≤ 3 hours per day had language delay and short attention span, while children who spent viewing ≥ 3 hours per day had language delay, short attention span, and hyperactivity. More than a half of children (66.6%) had no parents-

child interaction during the exposure, speech delayed and short attention had been reported in all cases, and hyperactivity was found in 66.6% children (Donna et al., 2018).

Urbanization is an ongoing process in Dhaka city and there is no adequate playground or play centers for young children. So alternative idea could be, establishing community-based play centres for children. Probably community-based play center would be an effective and justified idea for children's holistic development and as well as parents could be involved with this whole procedure.

Purpose of the Study

As per research findings, from the age period of 2 to 5, the synapsis of the brain continues to expand and this is very crucial for child development. Other developmental domains also progress rapidly in this age period. For this growth play is important for every child (Doris, 1998).

Children living in unsafe and socioeconomically disadvantaged neighbourhoods or in neighbourhoods that lack access to sidewalks and walking paths, parks and playgrounds, and recreation centres are at increased risk of obesity (Gopal et al., 2010). There are about 54 registered parks and 11 playgrounds under Dhaka City Corporation but these existing open spaces suffer from mismanagement, insecurity, poor conditions with lack of infrastructure facilities, mugging and anti-social activities (Nilufar, 1999). Keeping in mind the current situation of Dhaka city, community-based play center could be a good solution for young children. On the other hand, in Bangladesh general perception is, playing is nothing but waste of time, but with time this type of thought is changing slowly (Alex, 2019). So, this is important to know nowadays what urban

parents' think about regarding play and play center. This is because, if parents think that play is not important for child's development, they are not going to encourage their child to play. Again, if parents understand the importance of play, they shall be working on this and may be actively engaged with stablishing community-based play centre. Therefore, the key drive of the study is to explore parental perceptions on the need of community-based play centres in their community arena and also explore the role of parents in the community-based play centres.

Significance and Justification of the Study

In Globally and Bangladesh, research on parental perceptions on the need of community-based play center is limited. That is why it is significant to document parental insights on the need of community play centres. Knowing parental perceptions would be helpful to design appropriate support program for them. The findings of this study might help policy maker to give attention to find out an alternative of open playground.

The scenario regarding establishing play center for children in Bangladesh is very complex. Many parents are more worried about safety and security of their children. But at the same time, many of them feel the importance of play at child's early age. However, the perception of 'playing is waste of time' is changing (Mehmet, 2021). Play has a significant role in children's development but due to lack of information regarding these parents cannot contribute accordingly. To support or create awareness among parents we need to undertand their perceptions. So that program designers know which program to design. Unless we don't know community, parents' needs it would be difficult to design

an appropriate support program, So, it is important to explore parents' perception regarding community-based play centres and its need for them.

Research Objectives

The two main objectives of this study are mentioned below:

- To explore parental perceptions on the need of community-based play centres for their children aged 2-5 years.
- To explore the role of parents in the community-based play centres

Research Questions

- What is the understanding of parents regarding the need of community-based play centres for the children aged 2-5 years?
- How do parents perceive their roles in the community-based play centres for their children?

Operational Definition

Parents

A mother or father of a person or an animal, or someone who looks after a person in the same way that a parent does (Cambridge Dictionary, n.d.). One that begets or brings forth offspring (Merriam Webster Dictionary, n.d.). A person who brings up and cares for another (Merriam Webster Dictionary, n.d.). A parent is a caretaker of offspring in their own species, such as a mother or father (Wikipedia, 2021). In the study both father and mother considered as parent.

Community

The people living in one particular area or people who are considered as a unit because of their common interests, social group, or nationality (Cambridge Dictionary, n.d.). A group of people who live in the same area (such as a city, town, or neighbourhood) (Merriam Webster Dictionary, n.d.). A community is a social unit that shares common values, or a group of interacting living organisms sharing an environment (Wikipedia, 2021). In this study Banasree area considered as a community because in this area most of the people belongs to middle class and lower middle class and they practice more or less same social value.

Perception

A belief or opinion, often held by many people and based on how things seem (Cambridge Dictionary, n.d.). Perception is never objective. It is an individual's or group's unique way of viewing a phenomenon that involves the processing of stimuli, and incorporates memories and experiences in the process of understanding (McDonald, 2011). A result of perceiving: Observation (Merriam Webster Dictionary, n.d.). A mental image: Concept (Merriam Webster Dictionary, n.d.)'. Perception is the organization, identification, and interpretation of sensory information in order to represent and understand the presented information or environment (Wikipedia, 2021). In this study, insights of fathers' and mothers' will be considered as perceptions.

Play

Activities that are done especially by children for fun or enjoyment (Merriam Webster Dictionary, n.d.). When you play, especially as a child, you spend time doing an

enjoyable and/or entertaining activity (Cambridge Dictionary, n.d.). Article 31 of the UN Convention on the Rights of the Child (CRC) states that, *‘Every child has the right 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.’*

Play Centre

A place separates from school where children can play under supervision (Lexico Online Dictionary, n.d.). A regular meeting of small children arranged by their parents or a welfare agency to give them an opportunity of supervised creative play (Collins Dictionary, n.d.). An early childhood setting whereby parents take on the role of teachers and undergo training such that across the parent group present on any day there is sufficient adults who can create a quality ECE environment (IGI Global, n.d.).

Community Based Play Center

If play centre is not available in the beginning years of children, it can affect children in numerous ways such as development delay of different domains (Bergen & Coscia, 2000). According to definition of ‘community’ and ‘play center’ it can be said that; Community based play centers are registered as Integrated Societies. Most of these are run by a community group. Parents and community members are often involved in managing the service and parents usually can have a say in how it is run for their children. These services do not make a profit for any one person or company and usually any profit is returned to the organization to benefit the service (MyECE, 2021).

Lower-Middle Income Group

Lower middle-income economies are those with a Gross National Index (GNI) per capita between \$1,046 and \$4,095. Bangladesh reached lower-middle-income status in 2015 (World Bank, n.d.).

Chapter II

Literature Review

Importance of Play

Children's play is some kind of activity that is, desired by the child, who always involves in an imaginary situation, and always includes rules which are in the minds of the child's and may or may not be placed in progress (Vygotsky, 1978). According to Gaston (2016), Play supports holistic development through the development of intellectual, emotions, social, physical, creative and spiritual. The experience of play changes the connections of the neurons at the front end of the brain and without play experience, those neurons aren't changed. During play brain builds new circuits in the prefrontal cortex to help it navigate complex social interactions (Pellis et al., 2004).

Play has an important role to help children for their holistic development. Play supports holistic development through the development of intellectual, emotions, socially, physical, creative and spiritual (Gaston, 2016). Physical activity supports children to develop their physical, gross and fine motor, social, emotional, and cognitive skills. Physical activities help to prevent non-communicable diseases. Physical activity build optimal health and development in children's early age that represents a wise investment in children's development as human resource (Bailey et al., 2013; Carson et al., 2017).

Playing with children builds lasting bonds. Playing allows parents to appreciate the uniqueness of each child (Jona & Sandra, 2010). When a parent plays with a child,

that child learns self-importance and self-esteem gets a boost. Parents can send positive messages when they spend quality playtime with their child. From these early interactions, children develop a vision of the world and gain a sense of their place in it (Jona & Sandra, 2010). Children always learn through play. Their socio-emotional, cognitive and physical development take place during play. Research has clearly established the benefits of learning through play in fostering child development and learning (Daniels & Pyle, 2016).

Data suggests that children and adolescents who spend more time on electronics do have increased rates of anxiety and depression. However, they can be protected against this with more time outside and activities that don't involve screens (Johns Hopkins Medicine, 2021). Play can fight against childhood obesity. With active play children burn the most calories which helps them to keep healthy. *'.... lack of active play contributes to the childhood obesity crisis..... Public health initiatives aimed at addressing childhood obesity by increasing Physical Activity would likely be unsuccessful if an active play component were not included* (Canadian Public Health Association, 2014)'.

Recommended Time to Play

Toddlers and pre-schoolers should be physically active every day for at least 180 minutes (3 hours). As all movements counts, suggestion is the more the better (NHS, 2019). During play a child moves, walks, jumps and climbs. NHS suggests some activity ideas like, tummy time, messy play, jumping, dancing, walking, swimming, playground activities, climbing, skipping, active play like hide and sick, throwing and catching,

scouting etc. These movements help a child to be healthy and active. Throughout the play children's movement should not be restricted. According to AAP (American Academy of Paediatrics), under supervision 30 minutes and without supervision one-hour play time is required. This should be spread throughout the day, including playing outdoors (NHS, 2019). When parents engage in active play with their children, they are not only helping their children learn new skills, they are strengthening their relationships and helping kids learn to enjoy moving their bodies (AAP, n.d.). A family that pursues a wide range of recreational activities, enjoys word games and other types of play together, and values trying out new experiences will probably help their children's brains to develop richly and uniquely (Bergen & Coscia, 2000).

Worldwide Playground Scenario

New York city authorities formed public playgrounds to keep children safe from the streets and bad influences. Surprisingly only 20 percent of the targeted children were paying attention in these playgrounds. The reason is children preferred to play nearby to family, friends and neighbours rather than in isolated playgrounds (Kevin, 1977). In Japan number of sport park is 834 excluding other types of city park (Alexandru, 2020), in USA there are approximately 20,000 individual parks and more than 10,000 playgrounds (Research Synthesis, 2010), in UK more than 16,000 playgrounds provided by district council (Active Living Research, 2020) and in Canada, Toronto transforms it's 858 playgrounds in modern play spaces (Playgrounds, 2021). In Australia, authorities have a good focus on how they can keep a playgroud safe for a child and present lucratively to them. They even focusing on building smart playground for children (Playground Center, n.d.). Likewise, Bangladesh there is no adequate playgrounds for

children in India and Pakistan. These neighbouring countries children also facing problem to go to the few existing playgrounds because of security and other issues (DAWN, 2020; TOI, 2020).

Dhaka Playground Scenario

In urban areas children's movement is restricted because of inadequate number of playgrounds or play centres. Children are not getting ample scope to play with peers though play has an important role in children's holistic development. Moreover, in Dhaka existing playgrounds are not safe enough for young children because most of them have no proper boundary, ground is not adequately even (plain land) and clean. It is very common to find sharpen edge here and there and most of all lack of security (Salma, 2018).

There are very few or inadequate play centres for children in Dhaka. Some restaurants, ECD center and day care center have play corners for their business purpose. They refer to those play corners as 'play center'. Only BRAC has some 'Play Lab' across Dhaka and also in Cox's Bazar (Mariam, et al., 2021). In 1978 Dhaka has 1916 acres' open space where as in 2004 it was sharply declined to 1266 acres. Over population in current years and continuous development project needs more space. Therefore, open lands are occupied frequently the and continually reduces the number playground for children (Afroza & Muhammad, 2008). This is why children are deprived from play and this deprivation leads them to less physical, socio-emotional and cognitive development. In 2016, RAJUK initiated Detailed Area Plan for Dhaka Metropolitan Development Plan,

DAP (RAJUK, 2016). Unpredictably, there is no reference in the DAP regarding minimum quantity or quality guidelines for playgrounds (Salma, 2018).

In Dhaka with collaboration ‘UN-Habitat’, ‘HealthBridge’ and ‘Work for a Better Bangladesh Trust’ have taken an initiative to build a child friendly play-space (BLOCKBYBLOCK, 2018). This is the only playground based non-government initiative ever taken for children’s betterment. Public playgrounds are not safe for young children to play. There are only 300 playgrounds for everyone in Dhaka. It is very difficult to find a place for a new playground in an overpopulated city like Dhaka.

Need of Community-Based Services

‘Community-based childcare centres in Bangladesh: Sustainability and scaling’ article states that, Community-based childcare centres are widely seen as a critical investment in the future of children, one that can ensure cognitive and social development, health, and safety (BEN & SYNERGOS, 2019). A recent feasibility study showed that over 90 percent of parents and community members agreed about childcare centres as integrated needs. Furthermore, more than half of parents showed positive response to contribute in some form to support such services, and a majority also expected that state should provide and subsidized the services (BEN & SYNERGOS, 2019). Every year more than 200,000 children go to U.S. hospital emergency rooms with injuries associated with playground equipment (Dorothy, 2005). Another serious issue is drowning of children, during 9am-1pm, the hours when children are often left unsupervised and drowning and injury risk is highest (BEN & SYNERGOS, 2019)

Chapter III

Methodology

Study Design

The proposed study is going to be a qualitative research about parental perceptions on the need of community-based play centres for the children. It used one data collection technique which is In-depth Interviews. To explore parental perceptions towards community-based play centers conducted by parents, qualitative approach was followed. As researcher was interested in obtaining information regarding their knowledge about importance of play for young children, their perception about establishing community-based play center, their concerns about children's holistic development, measures to alleviate lack of play center and at the end how they will involve with establishing community-based play center qualitative design was employed. For this study a qualitative analysis technique going to be used because this approach will be carried out to collect, analyse and interpret data about perceptions of the parents to establishing community-based play center. As qualitative research involves collecting and analysing non-numerical data (e.g., text, video, or audio) to understand concepts, opinions, or experiences, it can be used to gather in-depth insights into a problem or generate new ideas for research (Pritha Bhandari, 2020.)'. One of the aims of this study was to find out the assessment of study subjects (parents) towards establishing community-based play center instead of impartiality and generalization, which is also a reason of designing qualitative study. The data will be collected through in-depth interview questions by asking some open-ended questions since, Qualitative research is

generally used for data that collect from values, opinions, behaviours, and social context-based information of a particular populations. It seeks to understand an assumed research topic from the perception. (Polit & Beck, 2010). In-depth interviews and observations were conducted to fulfill the prerequisite of the study.

Study Setting

For this research, study site was Banasree area of Dhaka city. This area has been selected because this is one of the most densely populated area (BBS, 2015) and there are some Play Lab operated by BRAC. So, people of these areas have little idea about similar concept. Again, because of recent development by city corporation different income group of people can be found in this area.

Study Population

The study population was both parents (fathers and mothers) who have children aged 2-5 years living in Banasree area in Dhaka city. The parents who have children aged more than 5 years are excluded and live in rural areas are excluded. Participants who could not comfortably participate for the duration and question of the interview are also excluded.

Participants Number

There were 8 participants in total (4 mothers & 4 fathers) who were asked for in-depth interview (IDI). Data was also collected on age, education, family form and family income.

Participant Selection Process

In this study, participants' selection process will be purposive. The inclusion criteria were parents, who have child/children aged between 2 to 5 years coming from lower-middle income socio- economic background and live in Dhaka city.

Research Instruments

In-depth interview questionnaire was used as data collection tools for the study. The questionnaire was developed by the researcher and was reviewed by the experts.

Data Collection Procedure

Data collection process was started within the destined time just right after getting approval from the ethical committee of Brac University. The data collection was started after developing and reviewing the In-depth Interview (IDI) by the experts. After conducting 2 piloting of the tools with 2 participants the guidelines were revised more than once through the essential revision for more accuracy and to make the data collection more fruitful.

Total 8 IDIs were conducted in the Dhaka city at Banasree area. To conduct the IDIs with the parents coming from a lower-middle economic background oral consents was taken. Data was collected through cellular phone. Before starting the interview, the objective of the study was clearly informed and rapport was built with the participants. Before audio recording permission was taken. The participants were ensured about anonymity of their personal information and the confidentiality of the data. In the study participation was completely voluntary and participants were given the right to withdraw

from the study at any time if they do not feel comfortable. If they wanted to skip any question then the specific questions listed in the guidelines were not be asked. All the data were documented descriptively through field notes, and tape recorder. Parents' information about their socio-economic status were collected from themselves. The researcher noted down parents' vocal tones, facial & bodily expressions.

Two IDIs were conducted in a day and the length of each IDI was 60-90 minutes. Data from IDIs were collected by the researcher herself. The IDI guideline comprehends semi-structured questions for parents to ask concerning their children's play time, their perceptions on community-based child play center and their role accordingly. The responses were recorded with audiotape then it was transcribed.

Data Management and Analysis

In-depth interviews were conducted for this study and data was overseen from the beginning of the data collection method. While taking the In-depth interviews each participant's comments, their reflections everything were recorded. Each day after talking to the participant every note was reorganized with date and time. Without any further delay it was precisely put on papers for the transcriptions. Before checking on and taking note of the data, at least one duplicate of data was made and those data was kept in a secure place. After completing the transcripts, data was thoroughly checked once again. During memoizing the transcript, all indicating impressions of the participants were recorded and the main data which was significant to research questions and sub-questions were organized and highlighted.

For this study, researcher used the method of content analysis which is the breakdown of what is kept in a message, as was characterized spoken or communicative data for the purpose of sorting and summarization. Content analysis is any method for making interpretations by methodically and accurately classifying specified features of messages (Haggarty et al., 1996). Additional purpose why content analysis method is used because it includes categorizing and coding data with an intention of creating sense of the composed data and to highlight the significant messages, features or findings.

At the beginning stage of the data analysis, every research questions and methods were rechecked and reviewed again and when data collection was finished, all the transcriptions and notes were read more than once to get a clear sense of data and to ensure that any theme was not overlooked. Then categorizing and thematic design was done based on the collected data. Thereafter, each category was examined to establish respective themes and issues of this study.

Validity & Reliability

Researcher took supreme care in accompanying the study. As validity is a matter in qualitative research to secure the precision and reliability of the study, several strategies were kept to ensure validity of this research. To ensure reliability, peer interrogation was also be done with mentor. Fellow inspection was directed with one study participant. Researcher was reciting some information from the transcription to check correctness and connotation with the particular participant. In order to safeguard transferability, thorough vivid data was collected. Proper method and procedures were upheld based on the research objectives and questions. Along with the interpreted form

experts checked and reviewed the guidelines for in-depth interview. Reflective journal was kept for conformability and reflexivity practice.

By formulating the questionnaire clearly, reliability of the study was maintained. Easy and clear language was used, crisscrossed and revised by experts. Based on experts' feedback, in-depth-interview guidelines was edited numerous times. Field testing was directed with two participants through the field test guidelines before the actual data collection.

Ethical Issues

The research followed every ethical principles of research. The proposal of the study was submitted for ethical approval from Brac University ethical review committee. During the process of data collection, the participants were invited to take part actively in the study, and possible participants were informed of the procedure and determined of the study earlier signing the agreement paper. The secrecy and concealment of the participant`s classifying data obtained about them during the data collection, analysis and demonstration was upheld and not be released to anybody outside the research. In addition, respondents had no pressure to answer to the researcher instantly and had all freedom to quit.

Limitations of the Study

A limitation of the study is only urban area was selected and data was collected from only one area of Dhaka city. Another limitation of the study was the limited

sample size and also the time duration was short. Group discussion could not be conducted due to the unavailability of participants.

Chapter IV

Results and Discussion

Demographic profiles of parents and children

In the study, the demographic profile inspects the age range of parents and children, parents' academic credentials and their socio-economic position. Mothers age range were 24 to 30 years and fathers age range were 28 to 35 years. Both mothers and fathers were from Banasree area which is under Dhaka North City Corporation and all of their socio-economic status was lower middle class. All the children are between 2 to 5 years old. Six of them are girls and 2 of them are boys. They go to 'Play Lab' which is run by an NGO. The educational completion of the mothers is class nine to SSC and all of them are homemakers. The educational completion of the fathers is class five to HSC and they are from different job sectors like business, supplier, contractor.

Theme-1: Parents perceptions on play and its importance

Study findings presented that most of the parents from the lower-middle economic background have the basic understanding of play. Most of the parents recognized that play is important.

'Children are playing, jumping, walking..... they play even while walking... as they move their hands, making different gestures.....it means, they do whatever they want. In my understanding, whatever they do is play.' (IDI-01, 29.10.21)

'Play is what children do to keep themselves happy in indoors or outdoors.' (IDI-02, 29.10.21)

'Whatever the child likes, feel good by doing a certain activity, that is the play.... they play for their happiness, isn't it so!' (IDI-07, 11.11.21)

'Play can help children's brain and other development. Play is also necessary for thinking capacity or physical well-being.' (IDI-06, 09.11.21)

Importance of play is more linked with the academic domain as per the responses of fathers. One parent said that play is important because as a part of play a child may learn a rhyme or poem. Emotional development is the most neglected part in participants' responses.

'Play is okay but reading is a little more important than play.' (IDI-05, 09.11.21)

'Yes, play is necessary. He may have learned a rhyme while playing. It will be a joyful event for my child.' (IDI-08, 11.11.21)

'Children don't like to stay in the house, they like to spend time with friends, and want to see each other again. In this way they learn something, and listen to stories. Can name new things, can name colors.' (IDI-3, 30.10.21)

Theme- 2: Parents perceptions about community-based play centers and its necessity

Parents understanding about community-based play centers

Most of the participant mothers and fathers do not have a clear vision about ‘community-based play center’ but they make some idea about it or it’s nature. According to their thinking, it will be a safe and secured place for children and Government or NGOs will help to build these.

‘If any organization (NGOs) or government stablish this kind of play centers then children can play and be benefited and also be able to develop their talent.’ (IDI-07, 11.11.21)

‘With this word I understand that it would be an environment for play.’ (IDI-1, 29.10.21)

‘Community based play center means to make a field for everyone to play together!’ (IDI-4, 30.10.21)

Parents perceptions on the necessity of community-based play centers

Based on their ideas every parent showed their concern about community-based play centers. Parents project that ‘community-based play center’ could be safe for their children because community people will be involved here.

'There is a need for a community-based play center, those children will be able to play together and will improve both physically and mentally. That will be a place of joy for them.' (IDI-1, 29.10.21)

'Community based play center will be a good option as we do not have a good secured environment for children and living in Dhaka city is very tough.' (IDI-06, 09.11.21)

'Children will be able to play together if a community-based play center is built where there is no playground.' (IDI-03, 30.10.21)

Theme 3: Parents perceptions of their roles and involvement in establishing community-based play centers

Most parents are not quite sure about their roles in setting up community-based play centers but they have the willingness to participate.

'I am eagerly interested to participate.' (IDI-1, 29.10.21)

'We are the tenants, not the landlords that everyone will listen to us. If the community elders stay with us it will be helpful. We will go from house to house to convince parents to contribute.' (IDI-2, 29.10.21)

'Once I will be there, I can decide what the other five community members say..... then whatever will be decided will be done.' (IDI-05, 09.11.21)

Theme 4: Parents perception on challenges of setting up community-based play centers

Most of the parents think fund raising, convincing parents, collecting play materials, and political power play could be challenging to set up a community-based play center. Very few participants consider there will be no difficulties to establish a community-based play center.

'It must be a challenge..... The financial side will be challenging. I don't think there can be any other challenge.' (IDI-1, 29.10.21)

'No, no, what will be the obstacle? People will give more encouragement to do so. Children will play and learn there. That would be good.' (IDI-08, 11.11.21)

Very few participants think that in community-based play centers leadership may be corrupted with the exercise of power.

'Local influencers have power; political leaders have power. Even though they have no benefits in community-based play centers, influential people may try to exercise their power.' (IDI-07, 11.11.21)

Key Findings

- Most of the parents from the lower-middle economic background have a basic understanding about play.

- Though most of the parents recognize that play is important, but particularly fathers hold the view that academics is more important than play and according to their responses the importance of play is more associated with academic domain.
- Majority of the parents have the understanding about the impact of children's play deprivation. They know some consequences regarding play deprivation. According to parents, socialization, brain development, learning development, language development may happen if children play regularly. Some parents showed their concern that mental disability or autism may occur if children are deprived from play.
- Emotional development was the the most neglected part in participants' responses. During interviews parents talk about development of different domain but emotional development was not found to neglected.
- Most of the participants do not have a clear vision about 'community-based play center' but they make some idea about it or it's nature.
- Every mother and father showed their concern about community-based play centers. According to them, this kind of play center is necessary because of the lack of a playground and security issues.
- All the participant strongly perceived that community-based play centers could be an alternative or substitute for a playground.
- Most parents are not quite sure about their roles in setting up community-based play centers but they have the willingness to participate. Some of them are asking for guidelines on which way they need to participate.

- Parents showed mixed perception regarding challenges of setting up community-based play centers. According to parents, fund raising, convincing parents, collecting play materials, and political power play could be challenging to set up a community-based play center. Very few participants consider there will be no difficulties to establish a community-based play center.

Discussion

The demographic profile in the research shows that, parents have the basic understanding about play. The study's first key analysis exposed that the perception of necessity of play is interesting. Fathers gave more importance to study than play for a toddler. In Virginia, USA a study conducted on parents' perceptions on play. There results indicated that mothers rated play support higher than fathers. That study also revealed that parents perceive play as valuable, but these perceptions change as children approach formal schooling (Barbara et al., 2016).

Most of the participant parents from the lower-middle economic background have a good understanding about the Play Lab but not community-based play center. Again, noticeable thing is, fathers' perception is slightly unclear about Play Lab. This was surprising that lower-middle economic parents could imagine an image of 'community-based play centers'. Behind their understanding about the 'community-based play center' could be their children went to Play Lab by BRAC in Banasree. This helps them to make an idea of 'community-based play centers'. During the interview parents were mentioned several times about the play lab, toys, caregiver's instruction and care (they called the caregivers as 'kheldar sathi'). So, from the play lab parents, especially mothers, gather

knowledge about the necessity of play for children. Throughout the COVID-19 pandemic play lab's caregivers regularly called the children and talked to them.

These parents have a comparatively strong understanding about children's play deprivation. They know some consequences regarding play deprivation. Parents are conscious that socialization, brain development, learning development, language development may happen if children play regularly. Some parents showed their concern that mental disability or autism may occur if children are deprived from play or children could be unsocial if they do not get a chance to go outside and play with peers.

Here one important finding is, parents did not say anything about how play promotes emotional development. Children's emotional development still gets less priority or they have limited idea at all about children's emotional development. According to researchers, play always a powerful vehicle for supporting emotional development and communication. According to them, children need play where interactive relationships with parents and caregivers help them climb the symbolic-emotional ladder (Wieder, 2017).

Participants do not have a strong image about 'community-based play centers' but they make some idea about it or it's nature. Some assume that a community-based play center may be a project that will be implemented by government or local authority where children will play. Some projects, 'community-based play center' may be an education center like pre-school and may have toys and crayons and children will play, draw and learn. Some parents' perception is; it may be a playground arranged by community people. Dhaka North City Corporation authority address the playground issue and assured

that they took initiative to build playground for women and children. DNCC authority also mentioned that, for safety and security they will take initiative (Dhaka Tribune, 2019). So, these assurances may influence participant parents thinking that government or local authority will take responsibility to establish community-based play center.

One parent's concern was, maybe influential people like local politicians, upper middle-class people or those who have influence on the community can be dominant to other children. Their children may get more priority in this play center. He expressed his worriedness that his child may be ruined from the opportunity to play there without any difficulties because of these influential community people. But except him other parents showed a positive vibe for the necessity of community-based play centers. According to them, lack of playgrounds and security issues can be minimized by establishing this kind of play center. Parents point out some other issues consequently. They said that, play center is necessary for children's physical, mental and social development. Participant parents strongly perceived that a community-based play center could be an alternative to a playground.

Most of the parents are willing to participate in setting up a community-based play center but they are not quite sure about what kind of participation will be needed. Some were asking for participatory guidelines. Most of the parents want definite instruction to involve in setting up a community-based play center. For the hands-on role, fathers are not quite sure about their part and they want specific responsibility. On the other hand, mothers were explaining how they will perceive their role by doing different things as an active preacher, toy maker etc. Talking about challenges, parents think that, fund raising, convincing traditional parents, collecting play materials, political power

play could be challenging to set up a community-based play center. Three years ago, Dhaka North City Corporation (DNCC), HealthBridge-Canada, Work for a Better Bangladesh Trust, Block by Block and UN-Habitat had jointly taken initiative to make six parks and playgrounds of Mirpur area accessible for all (WBB Trust, n.d.). Here community people were also involved into this activity. This kind of initiative may influence participant parents thinking.

Conclusion

All participants recognized the necessity of community-based play centers for their future generation. Participant parents' opinion was, due to massive urbanization, the number of playgrounds is decreasing in Dhaka city. According to them, inadequate play space, insecure neighbourhood, lack of quality time, parents' eventful schedules are reasons for children's autism, disability, and less interactive social behavior.

Apart from realizing the necessity, practically they are not taking any initiative to set up such establishment which could be an alternative to a regular playground. To empower community to solve their problems and meet their needs Community Driven Development Initiative could be launched by Government or NGOs so that community could take initiative to establish community-based play centers for their children's' growth & development.

Keeping in mind children's well-being, satisfactory contemplation needs to be taken by captivating some steps by governments and policy makers.

Recommendations

- In this study, fathers did not hold adequate knowledge on the benefits of play. Awareness building and ‘Knowledge gap’ programs could be arranged for fathers to develop their understanding.
- Based on the study finding, parents are less aware or interested about child’s emotional development. Awareness program could be accompanied to address this issue.
- Parents assume that the Government or NGOs or some authority will establish this kind of play center. They are mostly unable to generate the idea that together community members can take initiative to solve certain problems. Community Driven Development Initiative could be launched to change the mindset of parents & community people.
- NGOs could get involved to establish a CBPC with the help of community members in order to develop such model and further research could be done to see the sustainability of this model.
- Keeping in mind the lack of a playground in certain areas, the Government could develop a model of a community-based play center. City corporations could be in charge to implement the model with the help of community members.
- Further research could be conducted with a large sample of population, sufficient budget to explore this issue more

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Annex I: In-depth Interview (IDI) Questionnaire

Section A: Participants demographic Information

Interviewer's Name: _____	Date of Interview: _____		
Name: _____	Age: _____	Qualification: _____	Profession _____
Family income: _____	No of children: _____	Child/children age:	
Interview starting time:	Interview ending time:		

Section B: Parents perceptions on the need of community-based play centres

1. What is your understanding about 'play'?
2. Do you think play is important for the children? If yes, why? If no, then why?
3. How does your child spend his / her time at home?
4. What is your perception about child's play deprivation by staying at home?
5. What do you think about necessity of peer-play for your child? Please explain.
6. Do you think your child needs to go outside for play? If yes, then why?
7. Do you take your child to play outside? If yes, where you take her/him? If no, why not?
8. Have you heard the term "Community based play center" before?
9. What is your understanding by the term 'community-based play center'? Please explain.
10. What is your perception/s on the need of community-based play centre for your children? Please explain
11. Do you think community-based play centers could be beneficial for your child's development? If yes, then why & how?
12. Do you think 'community-based play centre' could be an alternative for playground? If yes, then why?

Section C: Parents perceptions on their roles to stablish community-based play centres:

13. How do you perceive your involvement/role in stablishing a community-based play center in your area? Please explain.
14. If you will be given an opportunity, what will be your role in stablishing a community-based play center?
15. How do you want to get yourself involved in stablishing a community-based play center?
16. What challenges you might face in stablishing a community-based play center?
17. Do you think your involvement in a community-based play center that would be beneficiary for your children? How?

Annex II: অভিভাবকদের একক আলোচনার নির্দেশিকা

অনুচ্ছেদ ক: অভিভাবকের জনসংখ্যাতাত্ত্বিক তথ্য

সাক্ষাৎকারগ্রহণকারীর নাম:	সাক্ষাৎকারের তারিখ:		
নাম:	বয়স:	শিক্ষাগত যোগ্যতা:	পেশা:
পারিবারিক আয়:	সন্তান সংখ্যা:		সন্তানের বয়স:
সাক্ষাৎকার শুরুর সময়:	সাক্ষাৎকার শেষের সময়:		

অনুচ্ছেদ খ: কমিউনিটি ভিত্তিক খেলার কেন্দ্রের প্রয়োজনে অভিভাবকদের উপলব্ধি:

১. 'খেলা' বলতে আপনি কি বোঝেন?
২. আপনার কি মনে হয় শিশুদের জন্য খেলা জরুরী? হ্যাঁ হলে, কেন? না হলে, কেন?
৩. বাসায় আপনার সন্তান কিভাবে তার সময় কাটায়?
৪. ঘরে বসে শিশুর খেলা থেকে বঞ্চিত হওয়ার বিষয়ে আপনার ধারণা কী?
৫. আপনার সন্তানের জন্য সমবয়সীদের সাথে খেলার প্রয়োজনীয়তা সম্পর্কে আপনি কী ভাবেন? দয়া করে ব্যাখ্যা করুন।
৬. আপনার কি মনে হয় খেলার জন্য আপনার শিশুর বাসার বাইরে যাওয়া প্রয়োজন? যদি হ্যাঁ হয়, কেন?
৭. আপনার সন্তানকে খেলার জন্য বাইরে নিয়ে যান? যদি হ্যাঁ হয়, তাহলে কোথায় নিয়ে যান আপনার সন্তানকে? যদি না হয়, তাহলে কেন নিয়ে যান না?
৮. আপনার কি মনে হয় আশপাশের খেলার মাঠটি বা খোলা জায়গা আপনার সন্তানের খেলার জন্য উপযুক্ত?
৯. আপনি কি আগে "কমিউনিটি ভিত্তিক খেলার কেন্দ্র" শব্দটি শুনেছেন?

১০. 'কমিউনিটি-ভিত্তিক খেলার কেন্দ্র' শব্দটি দ্বারা আপনি কী বোঝেন? দয়া করে ব্যাখ্যা করুন।

১১. আপনার শিশুদের জন্য কমিউনিটি ভিত্তিক খেলার কেন্দ্রের প্রয়োজন সম্পর্কে আপনার ধারণা কি?

১২. আপনি কি মনে করেন কমিউনিটি ভিত্তিক খেলার কেন্দ্রগুলি আপনার সন্তানের বিকাশের জন্য উপকারী হতে পারে? যদি হ্যাঁ, তাহলে কেন এবং কিভাবে?

১৩. আপনি কি মনে করেন 'কমিউনিটি ভিত্তিক খেলার কেন্দ্র' খেলার মাঠের বিকল্প হতে পারে? যদি হ্যাঁ, তাহলে কেন?

অনুচ্ছেদ গ: কমিউনিটি ভিত্তিক খেলার কেন্দ্রগুলোকে স্থিতিশীল করার জন্য তাদের ভূমিকা সম্পর্কে

অভিভাবকদের ধারণা:

১৪. আপনার এলাকায় একটি কমিউনিটি ভিত্তিক খেলার কেন্দ্র স্থাপনে আপনার অংশগ্রহণ/ভূমিকা কিভাবে উপলব্ধি করেন? দয়া করে ব্যাখ্যা করুন.

১৫. যদি আপনাকে সুযোগ দেওয়া হয়, তাহলে কমিউনিটি ভিত্তিক প্লে সেন্টার স্থাপনে আপনার ভূমিকা কী হবে?

১৬. আপনি কিভাবে একটি কমিউনিটি ভিত্তিক খেলার কেন্দ্র স্থাপনে নিজেকে সম্পৃক্ত করতে চান?

১৭. একটি কমিউনিটি ভিত্তিক খেলার কেন্দ্র স্থাপিত করতে আপনি কোন চ্যালেঞ্জের মুখোমুখি হতে পারেন?

১৮. আপনি কি মনে করেন একটি কমিউনিটি ভিত্তিক খেলার কেন্দ্রে আপনার অংশগ্রহণ যা আপনার সন্তানদের জন্য উপকারী হবে? কিভাবে?