

PARENTS` PERCEPTION TOWARDS PLAY BASED LEARNING OF 3-5 YEARS OLD CHILDREN

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Abstract

Play is a universal and innate disposition that is believed to be one of the most significant components to holistic wellbeing and development during the foundational years of childhood. Through play children learn to solve problems, to communicate and interact with others, to build friendship and relationship with peers and others adults, to develop the fine and gross motor skills and to learn self-regulation skills needed to grow and learn. In the early year's children learn through different play activities that it serves as a school readiness for formal education, and supports the development of the basic skills that help children deal with more difficult tasks such as learning to read.

The purpose of the study was to explore the parents' perception towards play based learning of 3-5 years old children and the parents' engagement in play activity. Qualitative research methods were used in the study. Data were collected through FGD and IDI from 12 parents who have 3-5 years old children and who did not go to any preschool.

The findings reveal that, most of the parents mentioned that play meant joy, happiness, building friendship, entertainment and the activity that made the children happy and fun. Few parents did not allow their children to play because of safety and security.

Most of the parents mentioned that educational institute should provide enough play materials and secured play environment for the children. Parents also recommended that there would be enough

playground, park and museum, zoo in the locality for children.

The study recommends to conduct further studies with large sample size to generalize the findings. It also recommends that parenting education program should be implementing nationwide as well as establish play based learning center for 3-5 years old children.

Keyword: Parents, Perception, Play Based Learning, 3-5 Years Old Children.

1.INTRODUCTION

Play is a universal and innate disposition that is believed to be one of the most significant components to holistic wellbeing and development during the foundational years of childhood. Play is critical to the healthy growth and development. Through play children learn to solve problems, to communicate and interact with others, to build friendship and relationship with peers and others adults, to develop the fine and gross motor skills and to learn self-regulation skills needed to grow and learn. In the early year's children learn through different play activities that it serves as a school readiness for formal education, and supports the development of the basic skills that help children deal with more difficult tasks such as learning to read. Research in child development has found that guided play can be a very effective teaching method for young children (Bodrov, & Leong, 2003; NAEYC, 1996; Rogers & Sawyers, 1988). Parents play an important part in preparing their children for kindergarten and elementary school. They are essentially the first educators in a child's life, and can provide a supportive learning environment. Supporting children's play at home, and encouraging learning

before any formal education, is just one way that parents enhance learning. When a child reaches preschool age parents select the early education program that will continue to prepare their children to succeed. Parents who understand play can recognize and support its use in the preschool classroom. Educators and researchers realize the importance of the parental role as children are learning and developing through the early years. Both educators and parents want children to receive a quality education that fosters learning. Those teachers that include play in their curriculum know how important it is that parents understand play and the learning process. In many cultures play is not valued, many parents and caregivers think that it is wastage of time. Rather than play, structured, educational, and adult directed activities are expected to accelerate young children's learning. Due to these conflicting paradigms, and a lack of research exploring parental views in this area, the aim of this qualitative research is to gain insight into of parents about learning through play.

2.BACKGROUND

Through early childhood educators have a greater understanding of the power of play, the learning framework still faces some difficulties if administrators and parents do not have the same understanding (Kostelnik et al., 1999). This may have negative outcomes if teachers and parents philosophically differ on what is best for children (Zigler & Bishop-Josef, 2006). Bangladesh has made significant progress in the area of survival and physical growth of young children. The caregivers' knowledge on early childhood development and learning need to be enhanced (IBE/2006/EFA/GMR/CP/05). The National Plan of Action for Education for All (EFA) has highlighted early childhood care, education and development. The plan emphasizes advocacy on early childhood care and development (ECCD) and early childhood needs and benefits, making the parents aware about both the physical and nutritional requirements of children and developing pre-school learning opportunities in order to ensure school readiness. Play is a central part of young children's learning. It is the essential part of child development. Play can be an effective tool to engage children and develop their social and emotional skills. Through play, children explore ideas, feelings and relationships. They take risks, make mistakes and try

things without fear of failure. Play can push out the limits of what is possible and help children to be creative, flexible and imaginative for sustained periods. Rich play promotes control, mastery, confidence and wellbeing (*Learning for life, Early Education 2002*). Play is a major interactive process through which children learn about themselves, their environment, the other people in the environment, and the interrelationships among all of these. Play is intrinsic, self-selected, active mind involving, and a focus for personal powers. It is intriguing and captivating and frequently involves practice of needed mental and/or physical skills. Play engages and fulfills the player. Authentic play involves choice on the part of the player and can be self-perpetuating. Play takes a variety of forms. Some of these are exploratory, functional, constructive, symbolic, and games with rules (Klugman 2001). From above discussion it is cleared that parents are the key person who should be aware of learning through play which helps school readiness to eliminate dropout and repetition, as well as enhance children's quality of life.

3.JUSTIFICATION OF THE STUDY

In the education filed, two key educational philosophies considered, which outline principles of care giving, were developed by Hungarian pediatrician Emmi Pikler and Austrian philosopher Rudolf Steiner. The main aspects of these philosophies which have underpinned the development of this study enquiry are: engaging in respectful care giving which recognizes the competencies of the child; trusting and supporting the naturally unfolding development of the child; recognizing the role of play in supporting this holistic growth; fostering secure attachment between child and key caregiver with an understanding that this is essential to the burgeoning of innate growth and learning (klein 2002; Raichle 2008). These studies are especially relevant in modern times where there appears to be growing pressure on parents to ensure their children are cognitively prepared for the formal education environment in order to become successful and contributing members of society as adults. This pressure is influencing the choices many parents make for their children, and as a result, play time for children may be under threat (Elkind 2007). It is important to consider caregiver's perceptions around issues relevant to caring for and educating children because parents are children's first teachers and consequently the beliefs and

knowledge held by these individuals will greatly influence children's early experiences (Dancy, 2000; Roopnarine, Shin, Jung, & Hossain, 2003). As parents are arguably the most influential people in the life of a child, it appears necessary to deepen the knowledge of parental perception about play to understand how best to support parents in their role while simultaneously advocating for, and promoting, the wellbeing of the child. Child start leaning from home and parents are the first teachers. In the early year's children spend a good amount of time of their day with the parents at home. And it is well knowing that early stimulation is essential for children development and learning.

4.OBJECTIVES

- To explore the parents' perception towards play based learning of 3-5 years old children.
- To know the parent's engagement in play activities with their children.

5.RESEARCH QUESTIONS

- What is the parent's perspective about play based learning?
- How do the parents engage in play activities with their children?

6.LITERATURE REVIEW

Child development theories have greatly impacted and influenced how early childhood educators define the importance of play. Play is a crucial activity for all children, and can be a very natural and effective learning vehicle if educators are able to realize its potential and strive to provide quality activities. Early childhood education that is age appropriate should recognize and reflect the different learning processes of young children. Play provides all of the necessary components for an effective learning process in early childhood (Rogers & Sawyers, 1988). Play combines many of the activities that theorists believe increase development. Play is essential for a developing child and provides constant learning and growing experiences (Berk & Winsler, 1995; Golinkoff, Hirsh-Pasek, & Singer, 2006; Rogers & Sawyers, 1988). Piaget emphasized how children in the preoperational stage of development learn best through hands-on manipulation; play allows children to manipulate objects and the environment

directly around them (Chaille & Silvern, 1996; Elkind, 1987; Golinkoff et al.; Rogers & Sawyers, 1988; Williams & Kamii, 1986). Elkind, 1987, stated "Young children are natural learners, their curiosity and desire to make sense of their world lead to spontaneous, self-directed learning". Play fits under Piaget's term of active education, because it is interesting and fun for children, and it fosters cooperation and exploration (Chaille & Silvern, 1996). When children become more advanced and start engaging in pretend play they are developing the ability to deal with concepts and objects that are not in their immediate physical environment. They are gaining the ability to think about things abstractly and use mental representations (Bodrov & Leong, 2003; Chaille & Silvern, 1996; Rogers & Sawyers, 1988). As stated before, the ability to represent objects is important as children are learning to read and write (NAEYC, 1996; Wadsworth, 1996).

Elkind (1987) explains that there is less interest in learning when the learning is not directed by the child. He further states that adult-directed learning may cause children to become dependent on adults to direct all their activity, afraid to take initiative". In opposition to adult-directed learning, play is driven by a child's intrinsic motivation to learn and fosters creativity and problem solving (NAEYC, 1987; Rogers & Sawyers, 1988). Also by offering choices or self-selected play activities in the classroom, educators are allowing children to set their own individual learning rate and decrease the risk of pressuring them beyond their ability (NAEYC, 1987). Educators also encourage a love of learning in children by providing many interesting activities that will allow them to explore and experiment within their natural environment (NAEYC, 1987). The socio-cultural theories of Vygotsky also support play as being an activity in which children are encouraged to move above their current cognitive level. Vygotsky as quoted by Berk (1994) stated: Play creates a zone of proximal development in the child. In play, the child always behaves beyond his average age, above his daily behavior; in play it is as though he were a head taller than himself. As in the focus of a magnifying glass, play contains all developmental tendencies in a condensed form and is itself a major source of development.

His research emphasized that young children need to be encouraged to improve on the skills that they have not yet accomplished (Berk & Winsler, 1995). Through play

children receive the scaffolding from adults and peers which Vygotsky theorized increases development by guiding children to accomplish more difficult tasks (Berk, 1994; Hirsh-Pasek & Golinkoff, 2003). Bronfenbrenner's ecological theory provides an understanding of why the environment has such an impact on children's growth and their even play behaviors. Children base some pretend situations on actual situations or experiences they have witnessed (Berk, Mann, & Ogan, 2006; Rogers & Sawyers, 1988). A child that has recently been to the zoo may recreate that experience by pretending to go to the zoo with their friends. Pretend play gives children the opportunity to imitate and learn different roles (Berk et al.; Rogers & Sawyers, 1988). Elements of the macrosystem also influence play. For example, children from a low social economic status engage less in pretend play from children from a higher status (Rogers & Sawyers, 1988).

As children grow their play changes and reaches higher levels of difficulty. Rogers & Sawyers (1988) tell us that there are three types of play including: practice play, symbolic play, and games with rules. Each of these types of play has different functions, and benefits. Children engage in practice play to practice their skills and improve on those abilities that they have already accomplished (Rogers & Sawyers, 1988). New skills are founded on those abilities that have been previously developed and refined through practice play (Crain, 1992; Wadsworth, 1996). During the ages of two and seven, children engage more frequently in play that involves mental representations (Rogers & Sawyers, 1988). Symbolic or pretend play is founded on representations, where children use one object to symbolize another (Rogers & Sawyers, 1988). Like when a child plays with a bundle of fabric like it was a baby. This type of play becomes more complex as children move towards abstract thinking. Around age seven children become more interested in games that are structured, and are learning how to follow directions and rules. This type of play is not seen very much during the preschool years (Rogers & Sawyers, 1988). Research has found that play is a very important part of early childhood, but this is not always recognized by early childhood educators or parents. They do not grasp the significance of play. They do not recognize that learning is taking place when young children play (Elkind, 2005; Kostelnik et al., 1999). Early childhood educators that

have a greater understanding of the power of play as a learning framework still face some difficulties if administrators and parents do not have the same understanding (Kostelnik et al., 1999). This may have negative outcomes if teachers and parents philosophically differ on what is best for children (Zigler & Bishop-Josef, 2006). Teachers in preschools and early child programs may feel they need to remove play from their curriculum to satisfy parental expectations.

Research has been done to help us better understand how learning takes place in early childhood. A study conducted by Lorrain McCune shows that pretend play in the early years is connected to language development (Hirsh-Pasek & Golinkoff, 2003). Language is based on representations which children gain experience with during pretend play. Play is fun and for most young children, something that occurs naturally (Sluss, 2004). Many researchers in different disciplines from different aspects investigated the play and found that it is almost identical with early childhood education (Ailwood, 2003) and the most essential as well as the main activity for children in all cultures (Bloch & Pelligrini, 1989; Eheart & Leavitt, 1985). Play theorists and researchers defined play differently and there is no standard definition for play (Fleer, 2009). However, recognizing plays characteristics would be very useful that Sluss (2004) has defined that play is voluntary; play requires active involvement; play is symbolic; play is free of external rules; play focuses on action rather than outcomes; and play is pleasurable. As her recommendation if these characteristics are found in children's activities or behaviors, it would be defined as play. The play activity affects the size of the brain (Begley, 1997; Nash, 1997; Shonkoff & Phillips, 2000) and enables children to learn and gives higher score in literacy skills if teacher uses the Vygotskian strategies in play (Bodrova, & Leong, 2001).

Neuroscientists and play scholars have given importance to the linkage between brain development and play during the early childhood years. They found that high quality play quickly increases neurons connections at a significant rate (Angier, 1992). Studies shows that "the link between play and many foundational skills and complex cognitive activities that are significant for early childhood development and learning (Bodrova & Leong, 2003). Based on reviewing they found that play also helps to build the foundation that are essential for school success and beyond for

children. So, play is necessary for child development as well as for academic success. Many scholars- such as Piaget, Vygotsky, Bruner, Sutton-Smith, Smilansky, Pelligrini, Reifle, and Smith have recognized that play is a medium for and supportive to learning during early childhood years (Sluss, 2004). There is an association between parents play perception and children's competencies in different developmental domains (Parker, Boaik, Griffin, Ripple, & Peay, 1999). Studies show that parents who do not understand the importance of play, their role in play with their children is almost an interfering factor rather than an interactive one (Levenstein & O'Hara, 1993; Oksal, 2005). In the context of play, children are receptive to parental suggestions, and they play in a more sophisticated manner when their caregivers join with them (O'Reilly & Bornstein, 1993). Bornstein and Tamis-LeMonda (1989) suggested when social and didactic modes can be successfully integrated in parent-child play; there can be long lasting social and cognitive benefits for the child (Vandermass-Peler, 2002).

According to Piaget's theory, children learn through the direct interaction they have with the environment around them (Crain, 1992; Wadsworth, 1996). Using the different senses to explore objects helps children to construct meaning (Crain, 1992; Kostelnik, Soderman, & Whiren, 1999). Piaget expounds "...the objects themselves "tell" the child what the characteristics of the object are. The feedback or reinforcement is provided by the objects themselves" (Wadsworth, 1996). Piaget believes that learning is an active process which includes an interest to explore, experimenting with objects, cooperation, and play (Chaille & Silvern, 1996). Parent's as Educators. Parents are a key component of a child's life and their role significantly influences development in the early years. The immediate family is the main social network and first learning environment for a young child. According to Parker, Boak, Griffin, Ripple, & Peay (1999), when parents are involved with their young children, it helps their children adjust better to further education. Adults, including parents, have many skills that scaffold their children's learning through everyday interactions (Hirsh-Pasek & Golinkoff, 2003). With such an emphasis on academic achievement in today's society, there is some disagreement on how young children should be taught. There is such a push to teach young children more advanced skills such as reading

and writing (Golinkoff et al., 2006). There are many different early education programs with differing philosophies, that parents can have a hard time deciding a proper placement for their child. In general, parents genuinely want their children to succeed and to be at the top of their class, this may drive them to choose those programs that are primarily academic focused (Hirsh-Pasek & Golinkoff, 2003). According to Hirsh-Pasek & Golinkoff (2003), when parents have a better understanding of play and its potential, their children actually obtain higher levels of play. This information makes it clear how important a parent's attitude of play is. Early childhood educators, who feel play should be the primary vehicle for learning for young children, can help parents and other adults understand play through communication of the curriculum goals and through parental education (Kostelnik et al., 1999).

Parents are an important part of every child's life. They provide many teaching experiences even before formal education begins. Also, parents want to provide the best possible education to help their children be successful in their life. Some parents may not recognize play as being educational, because they do not remember what it was like to learn and play when they were young.

There is a wide range of literature and research supporting the concept of play in promoting healthy development in young children (Almon, 2004; Brown, 2010; Gleave, 2009; Jenkinson, 2001; Rushton, Juola-Rushton, & Larkin, 2010; White & Rockel, 2008). Perhaps the most powerful support for play can be found in research. Studies of play generally fall into two categories. One view is that play is progress and contributes to development. Those who advocate this perspective believe that play is necessary for human growth and development (Piaget, 1962b; Scales, Almy, Nicolopoulou, & Ervin-Tripp, 1991; Vygotsky, 1978). In addition, another perspective recommends the study of play as a holistic process. Those who hold this view believe that play is valuable in and of itself (Erikson, 1994). They believe that play creates "a model situation in which aspects of the past are relived, the present represented and renewed, and the future anticipated" (Erikson, 1977). The idea of using play to facilitate learning originated with Froebel (1887) and is still used as a way to facilitate development in the preschool years (Trawick - Smith, 1994; Van Hoorn, Nourot, Scales, & Alward, 1993). Play will be examined as innate and

holistic; beneficial for growth, development, and society; and as a stimulus for learning in early education. Being allowed to engage in play is acknowledged by the United Nations Convention on the Rights of the Child as the right of every child throughout the world (Child Rights Information Network, 2012)

However, early years are very crucial. Early childhood education and development is considered to be the most important level for social, emotional, cognitive and physical development (Murtaza, 2011). This early period provides foundation for later living and learning. The child who develops in early years can be a better citizen (R. C. Mishra, 2005). National child policy 2011 stated fundamental principles as to ensuring child rights in the light of constitutions of Bangladesh, child act and international charters/conventions as well as to participation of the children and accepting their views into consideration in overall protection and, in the best interest of the children. The policy also stated that measures shall be taken to ensure quality recreational, sport and cultural activity for the children. To ensure optimum level of the development outcome of the children parents should play an important role. In order to implement play based learning activities, we need to build parents awareness regarding these issues.

7.METHODOLOGY

The study used qualitative approach to explore parents' perception about play based learning for young children. The study was conducted in Tulsi Vita, village in Gazipur Sadar Upazila, Dhaka. Bangladesh. Participants were both mothers and fathers who had 3-5 years old children who did not go to any preschools. The total participants were 12 parents; six mothers and six fathers. All participants were selected purposively. In this study two techniques were used to collect data. Focus group discussion was used with six mothers and six fathers separately. And in-depth interview was applied to know the parent's engagement in play activities with their children. To fulfill the qualitative study objectives, the IDI guideline was consisting of semi structured questions and FGD guideline was consist of open ended questions to collect data. Before data collection, FGD guideline and IDI guideline were developed and reviewed by the experts to check validity. Data were collected by following plan which includes-description of activities, person's involvement, time

management, date, and place etc. The researcher communicated with parents and took oral consent from them before data collection. During taking consent, the researcher explained parents the study objectives, maintain confidentiality and other ethical issues. Participation of the participants was voluntary. The researcher himself collected all data. The researcher conducted two focus group discussions following FGD guideline with mothers and fathers separately in a convenient place. The length of each FGD was 70-90 minutes. Among twelve participants 2 mother and 2 fathers were selected for in-depth interview. Interview was held based on a set of semi structured questionnaire. Thick description of each data were try to be collected. The duration of each IDI was 50-60 minutes. For both FGD and IDI, mobile recorder was used to record data with the permission of the participants. During data collection field note were taken. In the qualitative study, data analysis was started from the beginning of data collection. There are many techniques formulating the qualitative data analyze. In the study the content analysis technique was applied to analyze the data. The researcher transcribed the data from mobile recorder. Then data were categorized according to FGD and IDI. After that the researcher read the transcript and filed notes several times; to get insight of the data according to research questions and objectives. Next, the data were organized under two broader theme and few sub themes. Under the themes, thoughts and insights were written. Finally, the result was summarized and interpreted.

8.DISCUSSION

In the study, the researcher intended to explore parents' perception about play and engagement in play activities of 3-5 years old children. In this qualitative study the focus group discussion and in depth interview with both mothers and fathers were applied to collect data. The findings revealed that most of the parents have positive attitude towards play but they have lack of clear and specific knowledge about the benefits of play for children's development. The findings are supported by other studies. (Sutton-Smith, 1997; Goldstein, 2012). Evidence shows that, play and early stimulation helps to develop brain and cell connection (Sutton-Smith, 1997; Goldstein, 2012). Though most of the parents agreed that children learnt through play but they have lack of clear and specific knowledge about this. Literature

shows that through play, children explore ideas, feelings and relationships. They take risks, make mistakes and try things without fear of failure. Play can push out the limits of what is possible and help children to be creative, flexible and imaginative for sustained periods. Rich play promotes control, mastery, confidence and wellbeing (*Learning for life, Early Education 2002*). The finding revealed that the children play average 1 to 4 hours in a day. But some children played all the time. Because, most of the parents worked in different factory. So they could not give quality time to their children. Children spend most of the time alone and with their illiterate caregiver. Study findings revealed that parents have limited knowledge about the benefit of play, although some of the participants mentioned that children were benefited both physically and mentally by play. Most of the participant did not answer anything about this question. Parents have lack of knowledge about the importance of play and their role in play activity (Levenstein & O'Hara, 1993; Oksal, 2005, Shahidullah, 2010). *The findings indicate that gender difference in play was reduced compare to previous time. Still it exists in the society.* Literature shows that most adults are so

engaged with work that they do not have time to play with their children, which is a common pattern in subsistence cultures (Frost 2005). The similar finding was found in the study.

9.RESULTS

The purpose of the study was to explore the parents' perception towards play based learning of 3-5 years old children and the parents' engagement in play activity with their children. Data were collected through FGD and IDI. In this section the study findings were presented with two broader theme and five sub themes. The total participants of the study were twelve parents of 3-5 years old children. Among them six were mothers and six were fathers. The table 1 shows that the age ranges of mothers and fathers were 22-35 years and 28 -40 years respectively. All participants were literate. The range of education level of the participants was grade 6 to diploma. The monthly income of the participants was Tk 10,000 to 40,000.

Table 1: Demographic information of participant

No.	Name of participants	Age	Category	Occupation	Education	Monthly income	Child	
							Age	Sex
1	Zimi Akter(A)	24	mother	Housewife	HSC	40000	5	Boy
2	Shirina Akter(B)	22	mother	Housewife	SSC	10000	5	Girl
3	Santa (C)	22	mother	Housewife	SSC	10000	4.5	Boy
4	Monika (D)	24	mother	Housewife	HSC	10000	5	Boy
5	Fatema (E)	35	mother	Service	IX	15000	5	Girl
6	Most. Kolpona Begum (F)	26	mother	Service	VIII	12000	5	Boy
7	Mosieur Rahman (A)	35	Father	Service	BA	12000	5	Boy

8	Tofael Ahmed (B)	32	Father	Service	IX	10000	5	Girl
9	Kamrul Islam (C)	30	Father	Service	SSC	10000	4.5	Boy
10	Moniruzzaman (D)	28	Father	Business	Dip.Eng.	40000	5	Girl
11	Sajedul Islam (E)	35	Father	Service	IX	15000	5	Girl
12	Almas Ali (F)	40	Father	Mason	IX	15000	5	Girl

Most of the parents mentioned that play meant joy, happiness, building friendship, entertainment and whatever they did for fun. One parent said, "Play means joy and fun." One parent shared, "Play means fun, whatever they do for fun is play." Another parent said, "The task makes the child happy is play." On the other hand, few parents shared that they used play as a pre-condition or motivation for the study of the children. One parent said, "If my child finishes the study first, I let him go to play". Few parents did not allow their children to play because of safety and security. One parent shared, "For the sake of safety, I do not allow my child to play with sharp things." Most of the parents agreed that children learnt through play. They mentioned that children learnt how to play and share things with other children, control their emotion during play (e.g. joy and sorrow), use different materials to make toys (with mud and leaf), social norms (what is wrong or right). They also shared that children learnt imagination, turn taking and problem solving skills. Few parents did not respond regarding this issue. Many of the parents shared that their children played 1 to 4 hours in a day. Some parents mentioned that children played all the time and watched TV. Most of

the parents mentioned that their children played hide-and-peek, swing, football, cricket, ludo etc. The children also did pretend play such as talking mobiles, driving cars, paper made boat and cooking. They also did physical play. Most of the parents mentioned that the children played with their peers, siblings, parents, grandparents and other family members. But most of the time they preferred to play with their peers. One

father said, "My child plays $\frac{3}{4}$ hours in a day with his peer. Sometimes play alone."

In response to the question, "What benefits the children get by play?" Most of the parents shared that children were benefited both physically and mentally from play. They mentioned that play helped in brain development, keeping the children healthy, language and socio emotional development. Parents mentioned that through play the children learnt to control emotion and behavior, learnt socialization and social norms, share play materials with others, learnt different names such as animals, birds, play materials, colors, drawing, rhymes, songs and solve small problems. One parent said, "Play keeps the child healthy, helps brain development. He learns first everything through play". Another parent said, "My child feels hungry after playing ball." Most of the parents agreed that the play and play materials should not be gendered bias, because it helped in developing brain. Only one parent shared that play and play materials should be gender specific. One parent said, "Girls should play with girls related materials." Most of the parents shared that they played with their children at home when they got time. They played hide-and-peek, football, cricket, car, mobile, utensil with their children. Sometimes they did the pretend play. They also shared that they supported their children in play, encourage them and make toys for them. One parent said, "I do play with my child when I get time." Another parent said, "I play sometimes and mostly play ball, cricket and ludo." Some parents shared that the fathers got less time to play with children compare to mothers. Because they were outside the home to work for longer

time. Most of the parents mentioned that educational institute should provide enough play materials and secured play environment for the children. Parents also recommended that there would be enough play ground, park and museum, zoo in the locality for children.

10.RECOMMENDATIONS

The findings, though limited due to a small sample, until further stratified study in this issue would not conducted, it can contribute to the knowledge base on play and parenting in Bangladesh.

It is recommended that further studies are needed with large sample size for generalization. In spite of above mentioned limitations this study could be a basis or foundation of further study on this issue. Parenting program should be implemented nationwide and establish play based learning center for 3-5 years old children.

11.CONCLUSION

This study is especially relevant in modern times where there appears to be growing pressure on parents to ensure their children are cognitively prepared for the formal education environment in order to become successful and contributing members of society as adults. Parents are arguably the most influential people in the life of a child, it appears necessary to deepen the knowledge of parental perception about play to understand how best to support parents in their role while simultaneously advocating for, and promoting, the wellbeing of the child. The study findings support to develop awareness program for parents to ensure children's development through play based learning intervention and suggest establishing more play based learning centers for the children. It will be helps to policy makers to develop partnerships with parents. There is however little guiding information about how to do this. It will be help to grow more interest to study for educators.

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