

Running Head: CHILD DEVELOPMENT

Parents' Perception of the Usefulness of Playgroup in their Ordinary Lives

[Name of Student]

[Name of Institution]

Table of Contents

CHAPTER 1: INTRODUCTION.....	5
Research Background.....	5
Rationale and Research Aims	10
Research Objectives	11
Research Questions	11
Dissertation Outline.....	12
CHAPTER 2: LITERATURE REVIEW	14
Concepts of the purpose of Playgroups and its usefulness.....	14
Parent’s Involvement.....	16
What Purpose do Playgroups Serve?	17
Parent’s understanding of the perception of Play.....	21
Influence on Parent education	21
Playgroup and Parents – Perception and Involvement	22
Playgroups and Social Capital.....	26
Difference in Perceptions of Parent and Professional (Teacher)	28
Parent’s Changing Beliefs on Early Childhood Play.....	28
Summary	30
CHAPTER 3: METHODOLOGY	33
Introduction	33
Research Design.....	33
Data Analysis	37
Inclusion and Exclusion Criteria.....	37
Ethical Considerations.....	38
Limitation	38
Summary	39
CHAPTER 4: RESULT ANALYSIS AND DISCUSSION	40
4.1 Results.....	40
4.1.1 Parental Perceptions of the Risks and Benefits of Playgroup	40
4.1.2 Awareness and Acceptability of Guidelines.....	45

4.1.3 Behavioural Change Strategies.....	45
4.1.4 Parent’s Perception of the Adaptability.....	46
4.1.5 Common Goals.....	47
4.1.6 Differences between Mothers and Fathers.....	48
CHAPTER 5: DISCUSSION.....	49
CHAPTER 6: CONCLUSION AND LIMITATION.....	55
5.1 Conclusion.....	55
5.2 Limitation.....	56
References.....	58
Appendix.....	66
Interview Question.....	66
Research Ethics Application Form: Postgraduate Students & Staff.....	69

Table of Contents

Figure 1: Children’s Cognitive Skills Development (Source: Hesketh et al., 2017)..... 25
Figure 1: Teacher's Perspective of Quality Playgroup (Source: Fitriawati and Lestari, 2020) 26
Figure 3: Parent’s Perception of Playgroup (Source: Christian et al. 2015)..... 30

CHAPTER 1: INTRODUCTION

This chapter encloses discussion on the background of the topic of dissertation along with emphasising on the essence of the research problem along with the demonstration of the research aim, research objectives and research questions.

Research Background

The importance of the development of a child in the early years is increasing significantly within the UK and within developing countries. The public awareness, along with funding from the government and the regulations covering early education, has been growing beyond the expectations of psychologists and educators (Fitriawati et al., 2020). Meanwhile, several researchers and education providers have been debating regarding this since past many years. Such as the study of Eyre et al. (2014), which have surveyed 59 parents have indicated the gaining popularity of early childhood education within the United Kingdom and other developed countries. The biggest reason for this is, the increasing involvement of the government since the governmental bodies of the UK such as NHS and other developed countries have realised that significance of supporting children's early education programs in order to maintain sustainability within the region.

However, Smyth (2017) which has evaluated different schooling strategies in his study, argues that the lack of similarity in understanding the perception of play between the parents and administrators results in difficulty for learning frameworks. Furthermore, Williams et al., (2018) which have conducted a systematic review, demonstrates that this could have negative consequences if parents and educators have different perceptions and philosophical viewpoint on the usefulness of playgrounds in early childhood education. In addition to this, the UK is already in the advance phase of early childhood education and physical growth of children. The same

progress has been noticed in undeveloped countries. The biggest example for this is “Declaration of Jomtien on EFA” (Education for All). The aim of “The declaration of Jomtien” on EFA is to offer good quality education and care in the early years of pre-schoolers and playgroups (McNaughton, Adams, and Shucksmith, 2016).

Since then, many playgroups and pre-schools have emerged in the UK. However, most of these are associated/funded by the private sector (such as Ofsted) with the objective of providing higher quality education and standards but includes high educational fees that make the early education inaccessible to the underprivileged children (Miller et al. 2017). For the same reason, the UK government has made numerous efforts to deal with this issue and introduced many policies covering the early education program for underprivileged children. These policies emphasise the importance and benefits of early education and plays for children as the most important tool for the development of a child (Nah and Lee, 2016).

The study Cullen et al., (2017) which has implemented mixed methodology claims that most of the parents see playgroups as an important source for children to improve their creativity, expressions, feelings and socialisation. According to Cullen, most parents believes that children in playgroups learn several valuable lessons such as learning from mistakes, trying new and different activities and many more. The playgroup activities help young children to be flexible, develop creative thinking and risk-taking. Moreover, it also helps in mastery, control, well-being and confidence. Learning and education in early years through play is considered as an interactive process that helps children to learn about the new environment and themselves and the people around them (Armstrong et al., 2020). Simon et al., (2017) which have conducted the secondary analysis, claims those playgroup activities are performed in a variety of ways including symbolic, functional, games, exploratory, and constructive etc.

Furthermore, there are differences in perception of parental perspective and educator's perspective on the usefulness of playgroups. For example, Zachry, Wood and Jones McMurry (2019) indicate that 72% of educators believe that professional (teacher)-child ratio ranging between 1-20 to 1-30 within playgroups is ideal for the children development as a teacher can effectively monitor each child and group size of 20 to 30 is ideal for cognitive, physical development of the child. Whereas, almost 70% of the parents believe that an ideal ratio should be of 1-10 to 1-15. Another factor that might increase the difference in the perception is the professional's job satisfaction level. This factor can influence the perspective of the professional but cannot influence the perspective of the parents in early childhood education. Therefore, analysis of quality indicators in both parent's perspective and educator's perspective is significant to explore in order to increase the productivity of the research (Zachry, Wood and Jones McMurry, 2019).

Play is the cornerstone of youth development and has been recognised as a privilege for all children by the United Nations High Commissioner for Human Rights (Christian et al. 2015). In any case, the importance and parent's perception of the usefulness has varied according to society and era. For example, in the early 19th century most of the parents within the UK generally views play as stupid or even unsafe and claims that it waste children's valuable time in (pre) academic learning (Refshauge et al. 2015). However, modern era within UK and most of Europe, have experienced a number of recent changes in early childhood education (ECE) advocating a child-centred approach and increased learning in an early childhood educational setting. This change in perspective has forced parents and educators to change their beliefs and "rethink" their thoughts about children's games (Armstrong et al., 2020). These changes in perception could have a disturbing, even though pervasive, impact on child performance through parent-child partnerships

and self-taught collaboration through 'formative specialisation' (Faulkner et al. 2015). Another aspect which makes this research interesting is that professional's satisfaction level does not reflect the actual quality of child care as from social exchange perspective this viewpoint may be dependent on cost or benefit evaluation, whereas parent's satisfaction level depends on the productivity of the education program that their child is getting.

Parents are the main socialising adults, and one of the main pillars of early childhood development and education is that parental involvement in the play has significant benefits in terms of parent-child relationships and development prospects (Refshauge et al., 2015). Eyre et al. (2014) study the role of mothers in the playgroups found that mothers have a fairly satisfactory level of play activities. In research, parent (mothers) see playgroup education as a creative impression of fun and contentment, developmental support, relaxation and enjoyment, relaxation, self-expression and mind, education and children's main activities (Meetoo et al., 2020). Although the play is always a widespread aspect of children's and parents' activities, certain cultural differences seem to influence parents' perceptions of playgroup. European-American parents agreed that play was an important tool in early development, while Asian parents saw it as a minimal incentive for growth (Hesketh et al., 2017).

Recently, there has been growing research for investigating the impact of intensive parenting, characterised by a very demanding and goal-oriented approach to parents that is both intense and central (Eyre et al., 2014). Intensive parenting is a term derived from Hays' study during 1996 of the expectations of intensive motherhood, where Hays describes it as a model of pregnancy and childbirth that encourages mothers to spend a tremendous amount of time, energy and money on their children. As Hays noted, according to this methodology, parents rely point by point on what experts think about a child's proper development and then invest the right amount

of energy and money in developing it (Nah and Lee, 2016). Although research has focused more on mothers than fathers, as evidenced by the intense expectations of parents and the greater contribution of day-to-day routine activities, the term "intensive parent" is used much more frequently and is thought to be more common in fathers (Zachry et al., 2019).

This new society of parenting is not exactly the same as the previous understanding of parental knowledge. People are now more concerned when parents and young people view parental care. Raising a child is a much more demanding activity than before (Rathunde and Isabella, 2019). This new parenting society contains many new practices that have not previously been considered a necessary part of parenting life. How parents feed their children, how they play with them, and how they are taught has become an important issue as part of the new parenting style, and parents' expectations have expanded the responsibility. As indicated by previous studies, attention to the child and participating in playgroup activities with him is a new parenting style, which should be adapted by parents (Miller et al., 2017). According to Clark (2020), Parental knowledge of child development is closely linked to the quality of parent-child interaction and the opportunity for parents to participate in activities that promote healthy child development.

Further studies show that parents with evidence-based experience in parenting practices, especially those involved in the promotion of physical health and child safety are more likely to engage in such practices than those without such knowledge. Although strong evidence of how parental knowledge of existing services affects the provision of these services, parenting, and child scores are currently limited, parents who receive this information are more likely to have better access to family services (Zachry, Wood and Jones McMurry, 2019). Today, quality time with children has become a common term among parents to describe a child who focuses on time with their children. The playgroup is a typical platform for parents to establish relationship with their

children in a particular time. However, little research has been done regarding the perspectives of parents' on playgroup.

Rationale and Research Aims

Previous research in the area of parental involvement suggests that parental involvement is crucial in children's development as it helps to improve children's behaviour and academic success. Meanwhile, Rathunde et al., (2019), in his study, argues that parental involvement in pre-school and home activities is a major challenge.

There is a conflict of thoughts regarding the participation of parents in the early years of the children. It has been argued by some professionals that such parents must enrol their children in the playgroup institutions (Armstrong et al., 2020). It has been emphasised that children must develop confidence and independence in their personality, which could be created through self-learning in these playgroups institutes with the support of their parents. Based on the previous studies, it has been revealed that participation of the parents is greatly favoured by both professionals and children in playgroup activities to provide the supportive environment (Fuller et al., 2019). However, many parents believe that playgroup activity is not important for the early development of children.

Unfortunately, parents in developing countries and many cultures still don't value learning from playgroups and pre-school, and they think it's a waste of money and time. Instead, they prioritise more formal, structured, and direct educational activities for child development (Zachry, Wood and Jones McMurry 2019). As Sabol (2018) analysed in his studies, notes that most parents believe that pre-school education is very important in early childhood. Also, parents assume that they have responsibility for their children both at home and at school. The purpose of this study is to examine parents' perception of the usefulness of playgroups using the case of the UK, where

the government is already working to improve early childhood education frameworks and policies. Besides the study is undertaken to critically analyse parents' attitudes towards the playgroup and their perceived benefits to the playgroup in their daily lives.

Research Objectives

Based on the research background and the aim of the research, the overall objectives of the research are

- To critically analyse different concepts and purpose of playgroups and their usefulness
- To examine the perception of parents regarding the usefulness of playgroups, including the perception of their involvement of parents with their children in playgroup activities.
- To evaluate the reasons why parents, send their children to playgroup and to identify the role of parents in making play defined, valued and practised.

Research Questions

Based on the above aims and objectives, the purpose of the current study is to answer the following research questions:

- What are the concepts and purpose of playgroups and its usefulness?
- What is the perception of parents regarding the usefulness of playgroups, including the involvement of parents with their children in playgroup activities?
- What are the reasons due to which parents send their children to Playgroups and what role does the parent play in making the playgroup experience defined, valued and practised?

Dissertation Outline

This dissertation proceeds with an introduction to areas of investigation, development of theoretical foundation and hypotheses, explanation to research methodology that has followed by an analysis of collected data applying statistical techniques and interpretation of extracted results. At last discussion and implications have been expressed.

In the introduction part of this investigation, a background toward the area of investigation, i.e. parent's perception of the usefulness of playground within the child's ordinary life, expressed enclosing relevant facts and figures with the importance of the area of investigation. This led to the explanation toward the research problem of the current investigation in terms of its seriousness along with its potential impact on different stakeholders specifically on the parents and educator (teachers) in the response of the influence made by the playground within the life of a child. This has been used to build the problem statement of the investigation followed by the definition of research questions and description of objectives of the research investigation.

The introduction of the dissertation followed with a review of literature, i.e. theoretically and empirically to input in the development of a literature review for the current investigation. This was observed with valuable input in building a conceptual foundation along with the definition of research questions. Besides, this information has been used to identify potential variables for the current investigation. This has followed with a description of the research methodology of the current investigation, including a description of research methodology, nature of research, and research philosophy. Also, the targeted population is expressed with the sample size and sampling technique. Similarly, the research model has developed with the selection of data integration techniques for investigation. Furthermore, the data collection tool and method have been explained with its importance.

Data collection followed with a detailed analysis of collected primary data {which is the responses of the participants (parents)}. Extracted output has been interpreted in light of constructed objectives with an explanation of findings. Later on, these findings were done with a comparative assessment to literature and justified to conclude the study with a description of policy implications and future prospective areas of investigation.

CHAPTER 2: LITERATURE REVIEW

Concepts of the purpose of Playgroups and its usefulness

According to Williams et al. (2015) Playgroups have described in world literature, including the United States, Great Britain, and New Zealand, as settings where caregivers or children and parents generally come together to play and socialise. Within the United Kingdom, the concept of playgroup has been operating for more than 50 years, and meetings are generally held once a week for two hours during the school term (McLean et al. 2017). There are two main models of playgroups in the UK. The most famous is a social and recreational group which are consciously evaluated and supported by family outings (Stratigos and Fenech, 2018). Playgroup within UK is a Government-funded association advocating for recreational group relationships in the community recreation group association (Williams et al., 2015).

Meanwhile, Mclean et al. (2018) which adopted a secondary approach, demonstrates another model which is a recreational group supported by the Government and social associations, aimed at families with special needs. Supported playgroups are subsidised by the Government, both administratively and publicly, and are supervised by a paid moderator who is a youth coach, community specialist, or social worker (Keam et al., 2018). As per Jackson (2013), both parents and professional (teacher or caregiver) believe that the "informal and non-binding" nature of regular playgroups is said to make them "strong in connecting with families living in limited and marginalised communities" (Jackson, 2013, p. 78). In addition to this, most teachers believe that supported playgroups aim to "improve parent and child well-being, enhance family and nutritional skills, and create more informed networks" ((Cohen, Pat-Horenczyk and Haar-Shamir, 2014).

Hesketh et al. (2017) state that most playgroups hire staff, but they rely heavily on the volunteer work of parents and caregivers. According to the PPA, the term playgroup is now

commonly used in session-based learning groups to provide children with the opportunity to play socially with those under five years of age (Abrams, 2019). However, according to Cullen et al., (2017) there are two playgroups one which is public, non-profit, funded by government and others are organised by parents which even offer full-day childcare. The idea or term for playgroup originated in the United Kingdom, leading to the foundation of PPA in 1962. The idea of the playgroup was to fill a gap in the nursery, and supporters stressed the need for playgroups as an alternative to the nursery (Hesketh et al., 2017).

As per Fuller et al. (2019), which implemented primary methodology, demonstrates that there is a similarity between the perspective of both parents and caregivers/teachers that playgroups are responsible for the positive developmental outcomes of their children. Meetoo et al. (2020) add that this vision has led to the rapid development of different groups of play to meet the diverse needs of families. Furthermore, playgroups cannot be self-managed and require supervision and monitoring from both parents and service providers. Parent- or volunteer-led leisure groups are often free and offer play activities for older volunteers (McNaughton et al., 2016). Additionally, non-governmental organisation (non-profit) playgroups provide access to children who do not have access to private playgroups of parents or volunteers.

In addition to the above, Fitriawati et al., (2020) states that when discussing Playgroups, 67% of teachers/caregivers believes that parental control is the most critical factor to be taken into consideration in the case of playgroups which heavily influences the productivity of these playgroups. Amongst the different types, the recreational group model is considered more robust in terms of outcomes for children and parents when they regularly participate (Strange et al., 2017).

Parent's Involvement

As per the studies, Armstrong et al. (2020) and (Stratigos and Fenech, 2018) which conducted primary methodologies demonstrates that parental education is the term used to refer to educational projects designed to improve family outcomes. It is praised as a method for enhancing the skills, and learning outcomes of young children which attracted great interest, both internationally and locally within the UK, relating to the implementation of prevention initiatives and intervention having the goal at giving parental education regarding the capacity of the child of learning through Play (Armstrong et al. 2019). As per the qualitative study of Keam et al. (2018), according to teachers, it is nothing new in early childhood education that preschool meetings of children and parent groups at these meetings have an impact on their future academic performance. However, Davies et al., (2017) in his study demonstrates a contrary perspective that 54% of parents believe that the most influential factor that has an impact on a child's academic performance is the collaborative work of teacher and children.

As per McShane et al. (2016) which conducted secondary research states that families involved in playgroup activities and services are often described as "hard to reach", "confused" or "at-risk" due to lack of contact, need for skills and resources, or difficult living conditions. On the other hand, some analysts argue that the term 'hard to reach' should apply to services that are 'hard to reach' rather than to families (McLean et al. 2014). This is because services may be located near those locations where transportation is not easily accessible, have limited resources, expect a certain level of skill required to read data from brochures or a variety of elements that affect parental accessibility to these facilities. Furthermore, Melhuish and Moss (2014) demonstrated the necessity of facility to think about the aspects, such as language, culture, and correspondence which can be utilised to bring/attract families into these facilities. In addition to this, according to

both teachers and parents factors that are identified with the environment, such as location, exercise and hierarchical angles that are integral and must be considered in designing these facilities in accordance with the needs of the participating families. “Peers early education partnership (PEEP)” has highlighted that need for parenting programs, skill development memory, and learning outcomes for the sole purpose of increasing parental involvement.

As per Keam et al. (2018), have demonstrated in his study the, traditional or top-down parental learning strategies based on children's ability to learn through play, which has ensured and supported the aim of spreading educational data or organising formalised educational programs. Parents and family members who are at the centre of these types of programs, that is, those classified as "difficult to access", "confuse" or "at-risk", are generally considered new/fresh in these projects. Lambert, (2015), which utilised a qualitative approach, recommended this on the basis that these strategies often ignore the voice and needs of marginalised groups in these meetings. Meanwhile, Eyre et al. (2014) state that the actions that are considered most effective would generally be more random and would try to equalise the diversity that exists in these groups. This may recommend that intervention model designed to improve children's learning, and performance must be adaptable to different contexts. Beside, Hesketh et al., (2017) state that it is first necessary to understand the complex concept of involving parents in an educational application.

What Purpose do Playgroups Serve?

Throughout the international literature, the main purpose of playgroup groups is of socialisation and engagement in play activities (Keam et al., 2018). For example, McShane et al. (2016) present playgroups in the United States as "playgroups connect parents and children". Within New Zealand, the characteristics of playgroups are similar but include a greater emphasis

on socialisation (Melhuish and Moss, 2014). Furthermore, as per McLean, Edwards and Mantilla, (2020), this is similar within the UK as most parents believe that the involvement of a parent in playgroups increases the productivity level.

Regardless, Armstrong et al. (2019) demonstrate the perspective of teachers/caregivers by stating that enthusiasm for playgroups has shifted from filling the support gap to the real potential of playgroups to provide even more inclusive social capital. This centre focuses on playgroups as places where an individual could contribute to community outcomes by teaching parents how best to help shape young children's outcomes through Play (Stratigos and Fenech, 2018).

As per Kraftl, (2014) which conducted a case study methodology indicates that 37% parents believe that in a wide variety of youth facilities, recreational groups have become places where they achieve positive outcomes for both families and children. This facilitated the creation of different types of playgroups to meet the diverse needs of family members (McShane et al. 2016). There are two main types of playgroups supported by group members (Keam et al. 2018). According to Rathunde et al., (2019) the main type is community playgroups which according to 56%, parents are autonomous, resourceless, and not intended to improve the outcomes of a specific community or family gatherings. These playgroups typically offer free streaming exercises performed by parents.

On the other hand, supported playgroups in the eyes of parents are created for the provision of assistance to families who may not reach out to the community or independent playgroups (Williams et al. 2015). Fuller et al. (2019) note that Playgroups provided by non-profit associations have a facilitator to form and manage the group. This playgroup model tends to communicate with families and children perceived as confused, at risk, or difficult to access (McLean et al. 2017). Whereas Cullen et al., (2017) states that according to teachers/caregivers, different types of

playgroups have emerged that have been observed to be variations on these models. For example, resilient playgroups include large support groups designed to intervene to "support needy or disadvantaged families" and various playgroups designed to transport services to remote networks (Stratigos and Fenech, 2018).

Studies conducted by Fitriawati et al., (2020) demonstrated the parent's perspective of community recreation groups, which according to 53% of parents, could provide insights about sustainable outcomes for families and children who are constantly involved. This is because parents believe that community playgroups provide access to a wide variety of community members who are constantly active for different reasons and whose participation has generally not been initiated by local offices, or the possibility that they and the children are considered at risk (Eyre et al. 2014).

A playgroup model that could represent the factors that contribute to the formation of parental defaults is the "Room to Play (RTP)" model (Stratigos and Fenech, 2018). As per Faulkner et al. (2015) which conducted the primary quantitative study, indicates that the RTP most caregivers believe that RTP model reflects comparative concepts of involving parents in promoting Play for children. In addition, Davies et al., (2017), states that the RTP model aims to attract families who, as already announced, are less willing to participate in various models of preschool education to bring them closer to the local community. Furthermore, Eyre et al. (2014) and Zhou (2014) states that the evaluation of the RTP survey was carried out over three years (2006-2008) and aimed to identify opportunities to increase the impact that contributes to the fulfilment of parental responsibilities that is transferred to another setting using strategies for perceiving, visualising, collecting and classifying research information, the results identified five segments of portable models. These parts were (1) an area/location, (2) communication and correspondence;

(3) educational program; (4) parent data (background); and (5) human resources, training, and relationship skills (Fitriawati and Lestari, 2020). In addition to this, the results of RTP model indicates that most of the parents believed that these positive connections allowed participants (parent) to educate by demonstrating parent-child communication and designing a play-based educational plan to encourage parents to engage their children whilst having fun.

Additionally, data entry is found to be the preferred method of linking parents to various services, rather than transferring these services to RTP or co-hosting services in the physical premises (Wright, 2018). However, several parents believed that this model should be attentive to the needs and requests of parents and be aware of a variety of incentive topics and services. Macfarlane (2015) is of the view that these five parts of the RTP model could be slightly adapted for playgroups as a guide for parents. Meanwhile, Nissan, Holland and Seznec, (2019) state that particularly for parent-led recreational groups, this part of the curriculum may offer the best potential for promoting positive parent-child communication and understanding playful learning. This is because in the environment of parent-led social playgroups there is usually little contribution from other workers, and therefore exchange related to connections, parent data and area, reality henceforth largely inspired by the meeting (Zhou, 2014).

As per the study of Nissan, Holland and Seznec, (2019) which implemented a secondary approach in their study demonstrate that there are different variations in these playgroups, 46% of the parents believe that they generally rely heavily on parents and children participate in Play and social exercise for maintaining sustainability within the playgroups. Eyre et al. (2014) describe an essential aspect of a sustainable recreational play and asset development group, supporting informal communities and educating and improving youth. Others present the group points of the play comparatively and present several benefits associated with standard participation, including

social, attractive, physical and intellectual learning outcomes for both parents and children which results in enhance conductivity (Melhuish and Moss, 2014). From an exploratory perspective, this key information and related results warrant further investigation because reports such as the UK's "Pathways to Prevention (National Crime Prevention, 1999)" have led to a broader view of playgroups as places where the Government's approach could gradually remove barriers, such as spreading awareness (Lambert, 2015). However, research shows that "the families targeted by these interventions regulations are families who (hypothetically) want to reach a provision but cannot for various reasons" (Lambert, 2015). Faulkner et al. (2015) saw similar results in their investigation of playgroups in the UK and found that most parents believe that children having well-established background are forced to go to playgroups.

Parent's understanding of the perception of Play

As per the studies conducted by Armstrong et al. (2019) reveals that certainly, parents' understanding of the role of group play in modern society has changed. Lakhani and Macfarlane, (2015) report that analyses occupations and reasons for creating recreational groups in Great Britain and conclude that recreational groups should meet the needs of parents, teachers and children. Furthermore, a Belgian study described parents' views on parental support programs and concluded that meeting places, such as leisure groups, should focus on the social life of parents for designing the playgroup's activities (Faulkner et al. 2015). In contrary to this, studies like Fitriawati and Lestari (2020) and Zhou (2014), explored parents' perspectives on the role of playgroups and their main engagement goals and found that parent's participants played the role of filling a vacancy in the preschool administration rather than participating in activities according to the needs of mentors.

Influence on Parent education

Children develop the ability to make important contributions as members of society through their experiences and their parent's involvement (Bornstein, 2012). According to 57% teacher/caregivers, as a place to develop parenting-games (Evangelou and Wild, 2014: 378), playgroups could offer a cohesive environment for parents to learn how to focus on starting children learning to achieve outcome needs for equality. As per Evangelou and Wild (2014) argue that all parents should understand the importance of sports and the ability to help support learning through Play. For example, the UK PEEP program empowers parents in this role by encouraging learning through collaboration and adopting a "bi-directional approach" that values parents and partner in the education and development of children. For playgroups to build the foundation for the promotion of this role, it is necessary to consider how these issues apply widely to the different subjects they model in and between their Play (Fitriawati et al., 2020).

Playgroup and Parents – Perception and Involvement

Eyre et al. (2014) in his studies states that consisted conducting a survey (questionnaire) of 59 parents having children (aged 8-9 years) claim that the perception of parents regarding the role of playgroups has changed in modern society. The study of Fuller et al. (2019) which conducted focus group interviews and then utilises qualitative content analysis tool has indicated that 46 per cent of parents believe that the biggest advantage of using playgrounds in early childhood is the prevention of different health issues such as obesity. Furthermore, the studies conducted by Stratigos et al., (2018) found that playgroups are very important and cater the fundamental learning and developing needs of the children. Likewise, the study of Davies et al., (2017) has also studied the views of parents on supported playgroup programs in the UK and found that playgroups are considered as a meeting place and must focus on both the children and parents.

In contrast, the findings of the study conducted by Fitriawati et al., (2020) which uses "system development life cycle (SDLC) as a research method, found that the parents are of the perception that playgroups are majorly intended to fill the gap in service and more importantly meet the basic learning and developing needs of the children. Therefore, majority of parents participating in research related to playgroups and their effectiveness report that active Play is very important in its way, thereby identifying several benefits of active Play such as mental and physical development of the child (Skopek et al., 2017).

In a study conducted by Cullen et al., (2017) stated that parents are of the perception that playgroups provide developmental and health outcome through active Play, primarily focusing on mental health. In alignment with the studies conducted by Cullen et al., (2017), Fuller et al., (2019) in his studies states that parent's perceptions regarding playgroups were that playgroup provide cognitive development and strengthens the immune system of the children. Similar to the studies conducted by Cullen et al., (2017) and Fuller et al., (2019), Davies et al., (2017) in his studies concludes that parents are of the perception that playgroups and active Play provides opportunities, enjoyment and nurtures imagination in children.

On the contrary, studies conducted by Rathunde et al., (2019) state that parents are more concerned regarding the safety issues together with the potential for injury within the playgroups. Similarly, research conducted by Fitriawati et al., (2020) states that parents were more worried regarding the need of supervising their children as an attempt to the prevention of injuries during Play. Whereas, in contrast, several parents were of the view that injuries are part of the growth and development phase of the children. Furthermore, Eyre et al. (2014), in his study, argues that parents are very much concerned about their children's activity of excessive Play. Those parents that were highly concerned perceived that potential for excessive Play incurs negative consequences on the

child's sleeping patterns. Also, modern parents were of the view that it is significant to provide children with learning opportunities for technology usage.

Research conducted by Hesketh et al., (2017) reveals that the way of welcoming the school impacts parental perception, including the engagement of parents in family-led learning and at school. Factors influencing a welcome climate at school include both explicit and implicit messaging from the design of the school entrance to the bare spaces, from personal contact with school staff to frequent and accessible communication, as demonstrated in figure 1 that parent's contribution to the playgroups can give several beneficial factors such as cognitive skill development in children. Finally, the opportunities and invitations for parent's engagement and involvement at school playgroup activities are the potential barriers to engagement (Hesketh et al., 2017).

Meanwhile, a perception that schools and playgroups value is the parents' role in their child's learning. Parents who feel intimidated and uncomfortable visiting school or talking to school staff or teachers fear negative communication regarding their children (Rathunde et al., 2019). Meeto et al., (2020), in his studies, states that parents across the socio-economic platform confront difficulties in involving thereby discouraging engagement with school, which needs to be minimised.

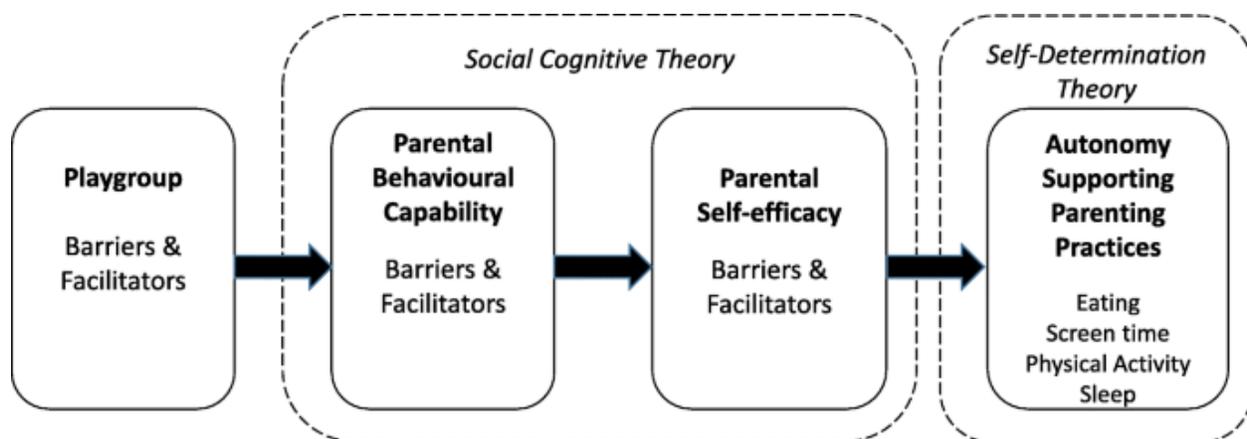


Figure 2: Children's Cognitive Skills Development (*Source: Hesketh et al., 2017*)

1.3 Therapeutic Playgroups

Playgroup models differ and could be classified into the community, support, or therapeutic playgroups. Whilst community playgroups are parent-led groups that are open to all families with young children, Sponsored/support Playgroups are led by a hired instructor and serve a specific family group (Hesketh et al., 2017). As per Meeto et al., (2020), almost 64% parents believes that therapy playgroups are a new approach which is led by skilled facilitators, targeting children and families with specific developmental or developmental challenges to provide therapeutic intervention and support. As per Mclean et al. (2017), professionals (teachers/caregivers) believes that just because playgroups focus on parental development, parent-child relationships, and parental involvement in communities, they have a unique position in the field of early intervention to provide education and support and are recognised as important interactions for vulnerable families accessing early childhood education services (Meetoo et al., 2020).

In addition, as per Lambert (2015), most of the teachers/caregivers believes that around 1/5th of British schoolchildren are at risk in one of the main areas: social skills; physical well-being and mental well-being; linguistic and psychological skills; and communication skills (Keam et al., 2018). Furthermore, they believe that in order to minimise these issues, early intervention is necessary to reduce the negative effects of delayed training, it is imperative that children cannot delay seeking immediate treatment as expected (Melhuish and Moss, 2014). As demonstrated in figure 2, there are several areas of practices according to professional (caregivers/teachers) that need to implement within playgroups such as engaging families as teachers, home visiting,

educator-family relationships, transition and many more. All these activities can outcome higher productivity in both academic life and social life.

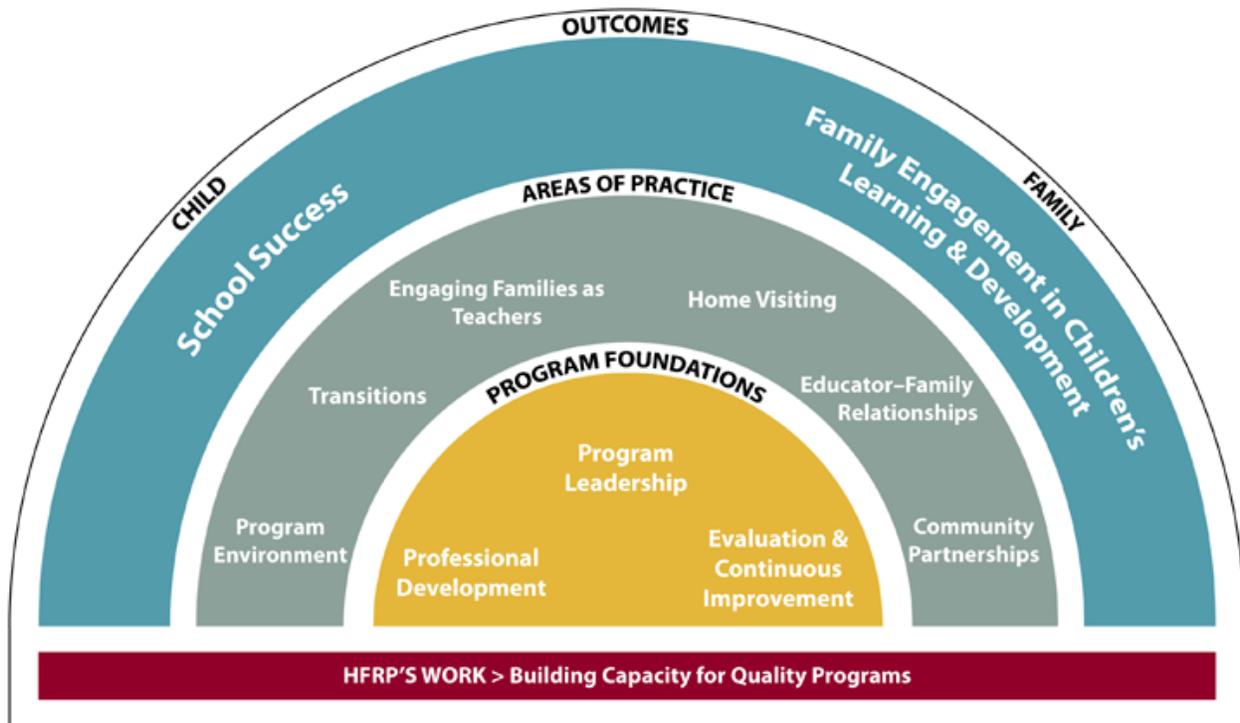


Figure 3: Teacher's Perspective of Quality Playgroup (Source: Fitriawati and Lestari, 2020)

Playgroups and Social Capital

Increasing interest in the role of playgroups in supporting families and young children has brought some new findings. For example, the study Mclean et al. (2017) focuses on dance groups that have been supported as places to build social capital through building effective communication bridge and partnerships between parents, teachers and children. Research in this area tends to define human economics in terms of human resources (Williams et al., 2015), or more importantly, "network and shared culture, values and understanding" which facilitates cohesion within or between groups" (Nissan, Holland and Seznec, 2019). Eyre et al. (2014) explain that monitoring and interaction promote social development amongst children. The effective communication

bridge is where parents and infants could communicate professionals such as sports directors, primary school teachers, or women and children's health workers.

As per Krafti (2014) most professional (teachers/caregivers) believes that participation in supported playgroups has provided insight into the extent to which playgroups could increase social capital as a platform for building effective communication channel amongst parents, educators and children. For example, Zhou (2014) reported a qualitative study that looked at the experiences of immigrant families participating in supported playgroups and found that it is important that facilitators first build trust with families to build social bonds through bonds and bridges. In a cross-sectional study, Fitriawati and Lestari (2020) identified several aspects of parental support needed to drive relationships such as social and physical development, building cognitive skills and many more, which according to most educators are important for maximising children's future well-being.

Although the importance of social inclusion or a sense of belonging is recognised internationally (Keam et al., 2018) and is increasingly associated with and often participates in group sports (Fitriawati and Lestari, 2020), also contributes to greater variability within and between playgroups, while playgroups occur in response to the needs of the communities in which they live. Thus, the challenge posed by Lambert (2015) is to find a way to integrate parental stories into Play that apply to different family groups.

The benefits of children participating in play activities have been documented in several studies and indicate that most of these benefits are linked with their parent's involvement (Melhuish and Moss, 2014). Several studies have demonstrated the vision of both parents and teachers stating that playgroups allow children to interact with other children, which is one of the

main reasons why both parents and educators choose to attend such games regularly (McShane et al., 2016; Kraftl, 2014).

Difference in Perceptions of Parent and Professional (Teacher)

There are several studies such as Williams et al. (2018) which indicates that early childhood education is influenced by their personal well-being, which in turn can be influenced by the relationship built between child-parent or child-educator (Mitchell, 2020). Parent, on the one hand, believes that both parent and educator (teacher) play a vital role in building necessary skills in early childhood education such as cognitive skills, risk assessment skills, communication skills and many more (Hussain et al., 2020). However, teacher, on the other hand, believes that parent has a bigger role to play in playgrounds as their attitudes are affected by cultural and economic factors. For example in the United Kingdom, economic conditions necessitate competition; therefore almost 43% parents have a perspective that by pressure their children to focus on academic career rather than playgroups is essential in succeeding within the society. However, educators focus on the overall picture. Almost 76% of the educators believe that both playgroups and academic career are a significant source of developing necessary skills and capabilities in early childhood education, which indicates that majority of the professionals (educators) highly recommends playgroup as a source of higher academic productivity amongst children (Christian et al. 2015).

Parent's Changing Beliefs on Early Childhood Play

British culture has a rich tradition of deep recognition of academic achievement, behaviour control, conformity and order (Christian et al. 2015). The emphasis on the consistency and security of academic information has led the British and European to perceive learning as a crucial aspect

(Davies et al., 2017). Regardless, since the late 20th century, with the introduction of Central and Eastern Europe more and more practised, in the UK there has been a shift in the perspective of ECE from educational, coordinated and academic education to fun and child-centred education (Faulkner et al. 2015). Given the tension between traditional and imported British characteristics, the belief in a more structured initial academic preparation could overcome play or at least create a social dilemma for parents.

The literature of "how British and European parents perceive and value children's play" recommends a general polarity: Play is important for transforming children's learning, but not for their academic preparation. For example, a study by (D'Haese et al. 2015) found that most of the British parents who recognised their duty to play with the turning point of their children's events preferred to engage them in academic learning rather than play. This dichotomous belief in play and (pre) academic learning has also emerged amongst working-class European parents in most of the developing countries (Christian et al. 2015). In addition to this, most of the parents believe that in order to be more competitive and to be more productive early childhood education is important and playgroups can play a significant role in this (D'Haese et al. 2015) as demonstrated in figure 3 that according to parent's contribution from both teacher and parents in child development is important in order to increase the productivity level in early childhood education. In addition to this, monitoring of characteristics of both classroom and playgroup is an important aspect that needs to be done by teachers/caregivers (Christian et al. 2015).

On the other hand, Davies et al., (2017) found that British parents generally accepted the idea of "eduplay", which is a combination of pre-academic and fun learning rather than seeing them as dichotomous exercises. The parents who in the study Keam et al. (2018) were in full agreement with the playstyle for the youth and agreed that early education and the idea of juggling

numbers could be included. Contextual analysis in other European Countries, such as Germany and Spain (Faulkner et al. 2015), showed that the idea of "eduplay" had been fully internalised by parents in early child development.

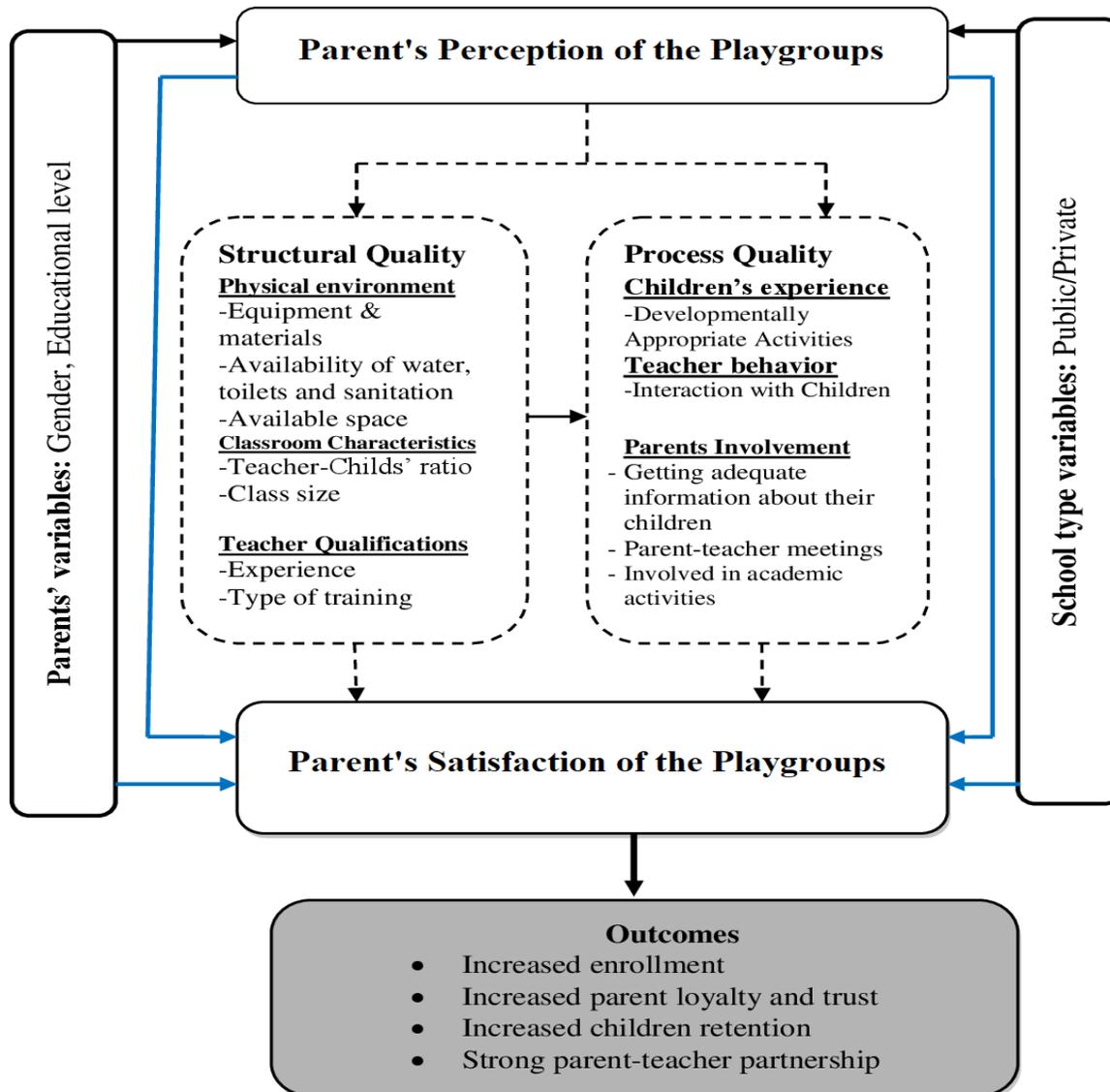


Figure 4: Parent's Perception of Playgroup (Source: Christian et al. 2015)

Summary

It could be summaries from the above study that the largest global research group in early childhood development shows that parental education could make a difference in children's education and social development (Stratigos and Fenech, 2018; Williams et al., 2015; McShane et

al., 2016). Another aspect that this literature review has pointed out that most educators believe that playgroups are an effective place for providing a social environment in which parents and children come together to encourage children to play.

Another aspect that this literature review has highlighted the requirements that need to be fulfilled by the teacher which are expected by parents differs from parents to parents. Each parent has different perception relating to the usefulness of the playground and what needs to be done by professional (educators/teachers) for their child's social and academic development ((Keam et al., 2018; McLean, Edwards and Mantilla, 2020; Kraftl, 2014).

The research available in this literature review usually focuses on sponsored playgroups, (which are funded by government and other governmental bodies), (Eyre et al., 2014; McShane et al., 2016; Armstrong et al., 2020). However, local community groups that are mostly parent-directed could provide some perspective of how effective parental education interventions could benefit end-to-end in and across communities (Saunders, 2017). I, therefore, believe that there is a gap of knowledge in better understanding the role that community groups which needs to be minimised in order to better understand the necessity of playgroups and the difference in opinion between parents and educators, which in future could be crucial in better shaping up the playgroups. In addition to this, there were several local community playgroups discussed in this literature review (Kraftl, 2014; Williams et al., 2015; Keam et al., 2018) in which parents have chosen to attend and participate in their children's Play, which makes them an ideal setting to enhance parental knowledge and understanding of other activities and games designed to promote learning through play.

This would also indicate that further research is needed to evaluate the types of strategies that are appropriate for use in the community play area where parent's involvement in the

playgroups could be enhanced and where the difference between the parent's perspective and educator's perspective could be minimised (Savage et al., 2020). From a research perspective, the development of a curriculum, including its structures broad application and application to a wide range of participants in these groups. Whilst community groups may have a greater need than support groups supported as places to establish other parent education programs, the need for local understanding should inform the development of learning programs and the development of alternative models to facilitate raising and understanding the importance of Play in children's learning and development is important (Lambert, 2015).

CHAPTER 3: METHODOLOGY

Introduction

The following section demonstrates the methodological strategy that is adapted for conducting the research, and it includes research philosophy, research method, search strategy, ethical considerations, and inclusion and exclusion criteria and data collection techniques. Additionally, this chapter covers methods employed according to the research questions and objectives of the research to gather relevant data from various sources.

Research Design

Participants (Parents) were gathered/recruited in a broader report that aimed to establish an understanding of the usefulness of the playgroups in the eyes of parents. The basic recruitment procedure was conducted in an educational institute, daycare centres, playgroups, as well as on websites and through blogs. Initially, contact was made by email, with research brochures being sent to several participants (parents) who then sent them to parents by email or in print, or on behalf of websites and blogs. In all, 10 parents provided general information about the basic research, from which 3 parents were recruited. At this stage, parent's educational background, parent's involvement or interest in playgroups and parent's interaction with the educators (teachers) were the inclusion and exclusion criteria after which 6 out of 10 parents were selected for the study.

At the end of the basic data collection, parents were asked to give their personal information such as phone number or email if they wanted to be involved in future research. Members of this study were selected from those who demonstrated that they would be contacted again. A total of 6 parents (6 mothers and 6 fathers) agreed to be contacted for future research. All members must be

2-5 years old and live in the United Kingdom to participate. The number of qualified members was asked at random and 6 mothers and 6 fathers were sent several times to show their interest. The members who responded (3 mothers and 3 fathers from independent families) were accompanied by calls to schedule a meeting. In total, 3 mothers and 3 fathers were accepted as the remaining participants were cancelled.

Furthermore, in this study, I have utilised inductive research approach because it is more appropriate to apply it to interpretive research. The justification behind using inductive research approach is that it provides flexibility to the study conducted, which will assist me in observing the responses of the parents and will be beneficial for me in designing themes from the findings (responses). The reason that I have omitted the use of deductive is that my research will not be testing any theory or hypothesis. Another reason for using an inductive approach is that the goal of the study is to conduct a thorough and detailed study to draw general conclusions.

However, as per the study of Asghode (2012), there are three research approaches which are often classified as quantitative strategy, qualitative strategy and mixed methods. In this study, I have utilise a qualitative research method instead of a quantitative. One of the main reasons behind this was the aim of a qualitative study which is to collect detailed and in-depth data to produce results. In contrast, a quantitative study which aims to collect numerical and quantitative data to produce statistical results. The quantitative approach is often used in studies involving hypothesis testing (Bryman, 2017).

Furthermore, there are two main types of data collection methods, including secondary data and primary data collection. I have utilised primary research strategy for this study (Razafsha et al., 2012). The justifications behind this were, primary research will provide me with accurate data to analyse, data collection will be up-to-date and will be according to the research objectives which

is to analyse the perception of the parent's to the usefulness of the playgroups (Razafsha et al., 2012). In addition to this, there were several reasons for not using secondary research methodology. One of the reasons was the secondary research approach utilises data that is already published. Since my study aimed at collecting new data, therefore utilising secondary approach would be irrelevant.

Based on the chosen approach and qualitative strategy presented above, I have utilise the interview method to gather information from the respondents. Since I intend to gather in-depth information through a qualitative approach, an interview is, therefore, one of the best ways to gather detailed information from parents. I have conducted partially structured interviews and prepare an interview guide by designing questions related to the focused area of the research (Davies and Hughes, 2014). For interviews, I have selected parents from three different playgroups (names has not to be posted due to anonymity and confidentially). As the parents are the participants in this study, these parents have been approached through different playgroup organisations. Complete and well-informed consent has been taken from the organisers of the playgroup for the approval of the research. They have been given all the necessary information related to the study for preventing any legal issues in future.

Semi-structured interviews were conducted, consisting of 8 questions (mentioned in appendix section). Although the planning of the interviews went smoothly, the questions were generally asked in a similar manner to help process the information and answer the questions. The interviews were conducted through Skype, Zoom and audio was recorded in September and October 2020.

The questions that were asked in the interview focused on parents' viewpoints of the risks and benefits of the playgroups, information relating to the guidelines utilised during this

playgroups by professional (teacher/caregivers) and knowledge about the changing behaviours regarding the increase physical activity due to playgroups.

Members (parents) agreed to participate in the research and also agreed to record the meeting with audio at the initial stage of the interview. All the aspect about the research such as ethical aspects, research objectives, questions, aspects of active play (“all the times the child is engaged in something active for example playing outside) has been explained to the participants before conducting the interview (Arghode, 2012). Even after taking consent from the participants, they were told to ask anything relating to the research from me for the sole purpose of maintaining sustainability within the study. In total, 6 interviews were conducted. The interviews lasted between 8 and 16 minutes (11 minutes on average). Segmented information was collected based on a recently completed fundamental synthesis of the parents.

The process of collecting the information from the parents ceased as soon as data saturation was reached, and no new themes appeared from the interview. All the ethical aspects of the study were discussed both with parents and supervisor.

Once their consent is taken, they had been asked to discuss this research with the children. They were informed about the importance of this research for improving the development of the children in their early years. By gaining the trust of their organisers, the research information was handed over to the parents for obtaining their participation consent. This consent was taken by offering consent letters to the parents. A total of six parents, including both parents, were interviewed to gather detailed information about their perceptions of the usefulness of playgroups and why they send their children to playgroups and how they participate in playgroups with them. The researcher had first contacted the parents via email, and the participants are provided with an informed consent form.

As soon as parents agreed to the interview, they were being notified of the interview time via Skype. The interviews have been recorded for the preparation of the transcripts. The interview questions would mainly focus on the three aspects identified in the research questions.

Data Analysis

For this research, I have utilised qualitative content analyses for analysing the responses of the participants. There were many reasons and goals for using qualitative content analysis one of them was to identify the recurring or pattern within the responses of the participants in order to generate themes not to search for underlying meanings through “latent content”, or to develop outcomes that are highly interpretive (Bernard, 2017). Another reason is that qualitative content analysis looks deeper than analysing ranks and counts by recording feelings, behaviours and attitudes of the participants involved in the study (Bernard.and Bernard, 2013).

In addition, descriptive characteristics for collecting and analysing demographic information were measured for describing the sample (Bernard.and Bernard, 2013). Data evaluation through qualitative content analysis was done as soon as the collection of interview transcripts were done. After conducting the said process on the collected transcript, the results were discussed with the supervisor. Quotes from the responses were extracted as soon as the development of themes were done.

Inclusion and Exclusion Criteria

As per Brannen (2017), the study of, inclusion criteria cover all the data that is acing to the objectives and aims of the research study; therefore, all this data is included in the research whilst the exclusion criteria embrace irrelevant or old data that is left out because it might result in

deviation of the study from its objectives. Several aspects were included in the inclusion criteria such as the interest of the parents in the study, the sufficient educational background of the parents and the location of the participants must be within the United Kingdom. All those parents that did not fall under the above-mentioned criteria were omitted from the research.

Ethical Considerations

Ethical consideration is crucial to the credibility and reliability of research; therefore, they follow to ensure that all information used in the study is up-to-date and accurate (Davies and Hughes, 2014). Also, data collection methods must first ensure that the researcher interprets the response data itself. On the other hand, everything such as the past research, articles, journals and books used for this study must be cited properly to ensure the accuracy and reliability of the information (Bernard, 2017). Furthermore, related to the participants, there were several ethical aspects that were in focus during this study, these were informed consent of the parents before the start of the interview, confidentiality of the personal information of the participation is also necessary for maintaining sustainability, no data from the study shall not harm anybody and respect for the privacy of the participant. All the selected participants were given a choice to leave the study whenever they seem fit. Also, no answers should be changed by the personal choice of the researcher since they are more important than the results of the study. Thus, research follows ethical consideration to ensure that research is true and credible (Arghode, 2012).

Limitation

This following research focuses only on human perceptions and perspectives as inspired philosophy; so the analysis is based on individual perceptions and responses of respondents

(Berger, 2018). Again, the search is based on their point of view. Therefore, there is a chance that these answers given by the parents may not seem relevant to the research objectives. Also, only 6 respondents were added to the survey, and based on their views, a survey was conducted, which is why this study is not relevant to the general population, because different regions have different characteristics of the impact on foreign workers. The UK built parts. Also, only questionnaires were performed. Therefore, future research should include interviews and research to increase responsiveness, allowing the study to resonate with more people.

Summary

The next chapter concludes that the study takes a description of the interpretation technique, and thus the qualitative content analysis method is used. And again, the data is collected through questions or 8 questions asked from the participants that were related to the research aim and objectives. Again, integration and retrieval procedures are followed to ensure that the data collected is accurate and consistent with the search objectives and all ethical criteria are followed throughout the study to ensure that all data is properly organised and taken together with respondents' choice.

CHAPTER 4: RESULT ANALYSIS AND DISCUSSION

4.1 Results

To achieve the aim of the study, perceptions of parents had been analysed on integrating playgroups for the growth and development of the children in all aspects of their lives. Based on the findings of the results, it has been observed that there was high participation of mothers as compared to fathers. These mothers are reported to be responsible for caring for their children 50-100% of the time; on the other hand; the fathers seemed to have 25-70% responsibility for their children. The results of the interviews conducted from the participants of the study had been analysed in the following developed themes.

4.1.1 Parental Perceptions of the Risks and Benefits of Playgroup

Every parent has revealed that playgroup is as important element for the children's growth and development. Based on the response of a father,

"I think it is better he is playing in groups with others rather than sitting in front of the television. It's better for him to grow up in that area for the development of his cognitive and social skills in my perspectives".

Analysing the perspectives of the parents, it can be interpreted that parents are aware of the various benefits of active play. 68% of parents commented on the well-being and developmental impact of active play, which focused mainly on mental well-being, immune system support, and cognitive development. It can be indicated from the response of one mother that,

"It really helps in coordinating, more appetite when you are more active. You can think better, and there are not only physical but mental benefits as well".

According to the response of a mother, it has been revealed that,

"They do outdoor activities with their peers, which is good for their immune system, they are outside and breathing the oxygen, and so their body is getting a lot of good stuff". One parent noted that,

"Huge part of it is brain development and what they experience when they look at themselves and their overall environment".

48% of the parent also shared that half of the active game provides an opportunity to create imagination and enjoyment. For example, one mom said about his son that,

"I want to stimulate his imagination with a very active environment that can enhance his cognitive skills". However, contradictory results had been found based on the opinion of a father regarding playgroups who said that *"playgroups are just fun to show her that the game can be fun, we do things together"*.

In addition, many parents (36%) reported the social benefits of active play. For example, one mother said,

"When they play, they play with other young people. They often play games, and it shows them fairness, social life, sharing, and everything else". The second mother reflects that;

"Many social interactions are part of it. For me, it is based on all the basic skills in life your need for better development".

The concerns of the parents in playgroup focused mainly on safety issues, including the risk of injury, according to 57% of the parents. Whilst some parents emphasised the need to prevent injuries to their children with the utmost goal, others indicated that the injuries were significant during growth. One mother remarked,

"It needs constant supervision. So things like jumping on the bed and building closets in the living room are all great, and they all have to move, but you have to be there for supervision".

One parent also shared about stranger danger;

"He walks or swims towards people and talks to them like random strangers. As a parent, this can scare you". One mother stated that *"There is a danger in what you do, but I would rather let him fall and hurt himself than being inside all the time. Even with the safety dangers in the playgroups, they can still learn from their mistakes and be careful for the next time".*

Many parents did not have worries about children involving in the playgroups. However, participants saw the possibility that too many active games would negatively affect their sleeping patterns. For example, one mother revealed that,

"She does too much for a few days, and it makes me worried that she can become very tired and may not get enough sleep".

Some parents (25%) say that time spent at home is not important at all. For example, one mother pointed out that,

"I support my children who do not have such access to these resources of playgroups and contribute to their social and cognitive development by creating games". However, a sufficient number (25%) agreed that the playgroup was quite significant or relatively significant during playgroups. From this point of view, parents essentially agreed that it was essential to give children the opportunity to think about how to implement innovation, as this mother says,

"I think it is important for her to understand social collaboration when it is likely to be a lot of group activities and learning in school".

The obvious clear advantage was that playgroup helps in learning and working in school activities as expressed by 82% of parents. According to one of the mother,

“Other benefits are things you learn, like terminology, sometimes come out with words and I think, ‘God, where do you did you get it?’ I can relate to something they saw”. In addition, several parents (18%) saw that playgroups improved their children's mental performance, as reported by these mothers that,

“Educational games encourage them to continue reading and creating interactive books to help them understand words, harmonise sounds and other such things”.

Half of the parents had a good experience with playgroups, which was important for their growth and development. As one father said,

“It's a good way to get big because we don't really need it to rest, because it affects your sleep habits, so it's a good way to rest and have some freedom”.

Playgroups were considered a valuable childcare service for various tasks or for parents to relax (32% of parents). For example, one mother said, *“We are happy to sit in front of the TV for a few nights ... because that means we can do what we have to do, or sit and take a five-minute break”.*

Only a few parents (7%) said that they agreed that the screen time was not at all favourable for their babies. For example, these comments reflect what the parents specifically said,

“I don't think it's a useful activity and I don't usually see a big advantage at this age, but I think they will come over time”.

When the parents had been asked on the benefits of the playgroup in their personal lives, a mother shared that,

“Playgroup has helped me a lot in my life. As a young parent, I am unsure on how I could contribute in my child’s development in best possible way. Here, these play activities increase my awareness on their cognitive growth”.

It has been also revealed by a father that,

“As a single father of two children, it gets really difficult to support their development and earn for their living. It helps me when I’m busy with work and want my children to have fun in a productive way in my absence”.

According to the mother,

“It had been really hard time when I got my new job, I was unable to pay attention to their proper development. Playgroup has supported me in my job and my children’s growth.”

Many parents (79%) identified different, expected screen time risks. For example, some parents (32%) worried that screen time would be normal behaviour. As one mother remarked, *“I don't have to be a trend. I don't need it all day as my child is not sitting in front of the TV but playing”*. More parents (29%) saw that watching time affects their children's physical well-being, as the parent said,

“The attitude they show in-group is positive, you know, their necks are low, they really focus on their vision with enthusiasm”. In addition, some parents (29%) saw an opportunity for their children to see erroneous remarks, as the parent expressed,

“I don’t want him to become expose to something which can potentially harm him the social engagement in the negative environment”. Some parents (25%) also reported negative mental and social consequences, and one mother mentioned,

“There should be control in the extent to which the children are playing, there can some impact on the language and behaviour”.

4.1.2 Awareness and Acceptability of Guidelines

The findings of the study found that only a few parents were able to accurately report their child's progress and development with respect to the guidelines on physical activity and screen time. Another 68% and 18% of parents knew that there was individual importance for playgroup and physical activity, but could not say what they were. Common responses included a response from a modern father to the question of whether he understood the guidelines,

“No, not really, just kids should be active. Not watch too much television at home”.

Another parent commented on the confusion of the current guidelines:

“I've seen a lot of things. I've seen things that say there's no physical activity for children under two or even things that say there're no playgroup activities for up to six children”.

Regardless of whether they knew the instructions, most parents agreed that the instructions were important. However, the parents also reflected that their individual family relationships are most important, and this brings the biggest change in the behaviour and development of the child. For example, one parent said,

“If we follow the guidelines and try to follow them, it is not as important as what we think is right, and the guidelines seem to reflect what we do”. Many parents agreed that the signs of their adolescence were true and should be similar for their children, such as their father: *“I never was allowed to watch that much television, so I don't really believe they should be either. But now with playgroups, these children can be more occupied in productive activities than being on screen time.”*

4.1.3 Behavioural Change Strategies

Parents did very well to reduce screen time and increase their activities in playgroup. Nearly 50%, even though everyone was old (43%), one of the fathers agreed, for example, that

parents were required to prove the right behaviour and don't understand how a young person could be done if he wasn't ready to do it without another person's help. In addition, some members (39%) agreed that parents expect to take control, assign preferred tasks to them, and manage their routine activities as well. According to one of the mother, it has been revealed that,

"So that parents can see, even as a small timer, how much their children have watched in their surroundings". One of the parents suggested reducing the screen time for the children when they are with the family and engaging them in plays for their cognitive development and high engagement.

Some parents (25%) have stated media and advertising campaigns about the importance of playgroups that can be valuable, although one mother said such a approach would be enough. This mother acknowledged that reliable data from a variety of sources would lead to an expected need for transformation, *"I believe that if society knew about such proposals and the reasons for them, and that they came from multiple sources. It would help my kids believe in the importance of social participation"*. Some parents (18%) also mentioned the dissemination of known research results as possible implementation, mainly in resources to which parents had easy access and which took into account, for example, early schools and the environment. Some parents (7%) argued that expanding playground equipment in these areas could help young people become more active.

4.1.4 Parent's Perception of the Adaptability

Another element that contributes to the issue in this field is the question of whether the child who is not restive, not follow the behavioural habits of the class. Parents want their children to have the opportunity to talk to the educator so that they can find out with him what

happened, which triggered their response and that of the teacher. For example, based on the response of a parent, it has been claimed that,

"If my son has a problem at school ... give it to my son to tell you why he feels that way. Playgroup helps my son in gaining that confidence in his school as he has to work in collaboration with other children".

Another parent stated that *"My son must be able to talk to you in that playgroup"*.

However, it has been found that one of the parents shared that her child seems eager to go to their playgroups. According to the response of the father, *"I need my son to get up early in the day", and I say, 'Oh, you're going to school today because you're going at Mrs Sam' .He says, 'Oh, Mrs Sam, okay, let me run up the stairs to get ready and basically that's it"*.

The parent was pleased with how each teacher manages the classroom experience of the children. But he is just as sensitive to the fact that his son has the opportunity to talk to Mrs Sam and discuss their concerns immediately. Thus, another element in support in the playgroup is its ability to discover approaches that allow the child to learn the methods of classroom strategies and to talk to the teacher when he or she thinks it is difficult to understand and learn anything.

4.1.5 Common Goals

The third and final element that contributes to the accomplishment of the study is the desire of parents to talk to teachers about discovering common goals in the playgroups. One goal is to learn how these two aspects of learning (academic and formative) can communicate more effectively. According to the perspectives of a parent, it has been stated that teachers and parents see the children through different views, *"We need someone who should come and know what the common goal is, and come up with a plan for parents and a plan for teachers based on teachers ... having an academic diary ... our young children in academia from a logging perspective"*.

The findings of the study revealed that both parents and teachers have common goals or objectives for the children, and a structure should be created to achieve those common goals. Based on the response, it has also been shared that teachers have a mutual responsibility in the growth of the children. Such findings are analysed when the parents were asked about their expectations from the playgroup environment. In the study, it has been noted by the mother that, "... *the teachers here find it very difficult to communicate with our children and they work very hard to increase their engagement in the classroom and parents as parents, we must ensure that our children arrive on time*". On the other hand, it has been argued that "*We need to make sure that we provide the required resources for promoting efficient learning in the children and develop their social skills in the playgroups*".

4.1.6 Differences between Mothers and Fathers

Although parents generally showed comparative beliefs and recognition of children's practices, there was some inconsistency between mothers 'and fathers' observations. For example, a larger number of mothers (25%) suggested playgroups for children and a higher proportion of fathers (21%) reported fewer playgroup times for the children.

CHAPTER 5: DISCUSSION

This study examined parents' perceptions of playgroup and group work, as well as recognised benefits, risks, and their needs for increasing social and cognitive skills of the children. In particular, some parents were able to properly recognise the benefits and challenges of playgroups, which is consistent with the existing literature (Stratigos and Fenech, 2018). For example, evidence shows that physical activity is strong for children's motor skills, attention, and cognitive development; on the other hand, screen time can be detrimental to children's development, children's language, attention and social interaction (Williams et al., 2020). In this way, existing data could be used to calculate some of the recognised benefits of playgroups and their importance for enhancing the development of the children (Strange et al., 2017).

However, parents also reported the dangers of playgroups for the children, which are not significant with the existing literature, indicating the role of playgroups in the lives of the children. According to a previous subjective study, parents' fear in playgroups was focused on the harmful injuries and risks (Williams et al., 2018). However, there is no concrete review to demonstrate a link between injuries or other physical activity in early childhood or at least in school years. Studies have highlighted the various advantages of playgroups based on the perceptions of teachers and practitioners (Davies and Harman, 2017). Furthermore, it has also been suggested that effective policies and guidelines should be developed at the national level to integrate playgroup activities in the curriculum for young children (McLean et al., 2017).

Although few studies show that children can acquire skills such as language and other educational benefits through playgroup activities, these findings are largely the result of the explicit content of some studies and fail to analyse broad aspects of the issue in terms of cognitive outcomes (McShane et al., 2016). These relationships are often not found in previously

conducted studies in this context, where the relationship between appropriate behaviour and outcome is evident. Thus, it may be important to educate parents about how playgroup experience affects children's cognitive performance, as previous research has shown that children who do not engage in playgroup activities have poor performance and social skills (Keam et al., 2018). By gaining experience from the activities they have performed with their parents, children compete as the member for a lucrative contribution (Hackworth et al., 2018).

Playgroups can be a fostering ground for playful parent-child relationships to provide a social environment for nurturing educational approaches to support young people in promoting equality (Commerford and Robinson, 2016). The importance of learning through child's play has been strongly archived, and the Nestor and Moser (2018) argue that parents should create both game awareness and a role in supporting learning to play through the game. In the UK, for example, the PEEP program attracts parents to enrol in this position by enhancing learning through the exchange of enriched meetings and participation in a two-way methodology where parents and their pioneers see themselves as actors in learning and developing children. . In order to place playgroups at the centre of this research, it is necessary to consider how these standards can be more broadly applied in the different areas of the environment in which playgroups currently operate (Strange et al., 2017).

The visual study showed a useful link between mediation and expanding children's communication skills. Based on the perspective of a parent, it has been revealed that their children communicate better and collaborate more efficiently in academic due to their playgroup activities. Therefore, it can be stated that playgroups contribute in building the confidence and self-reliance of the children in tasks (Lakhani and Macfarlane, 2015). In addition, communication skills and the help of communication teachers with their child have been

expanded since the beginning of the mediation. The skills of the parents remained quite predictable at each conciliation interaction (Fuller et al., 2019). Studies on social engagement showed that all teachers received information and methodologies to improve their children's relevant skills at home. They agreed that their children's communication skills had expanded during the lessons and that they felt better prepared to help their child's correspondence needs through interventions (Strange et al., 2017).

In pre-primary education, professionals are encouraged to provide parents with skills development and opportunities to develop information and skills for parents (Hackworth et al., 2018). These include professionals who provide opportunities to strengthen current information for families to support their decisions and increase their knowledge of their parents. One of the effective models is EPIIC playgroups, which can be implemented to support the families in their social and cognitive development of the children. This model will not only improve the existing practices but also enhance the effectiveness of the choices and decisions, developing learning skills which directly impact the language and speech outcomes (Strange et al., 2017). To support young people's socio-emotional abilities, playgroup models have been used in a variety of contexts and provide emotional support to improve these families; improving the coping skills, and behaviours of preschool children. EPIIC playgroups can be useful in children's language skills, giving teachers the opportunity to benefit from each other and build a support network (Stratigos and Fenech, 2018). EPIIC playgroups can be useful in children's language skills whilst giving teachers the opportunity to benefit from each other and build a support network.

It is noteworthy that there is an incredible gap between vigorous interventions and programs for young children. EPIIC playgroups can solve the problem of a reasonable parental support model that justifies the use of documented practices for children with speech and

language problems (McLean et al., 2017). This playgroup takes into account the improvement of speech and language skills in the implementation of family orientation practices, as we probably know that the influence of teachers on the development of their children is regularly the most important factor in acquiring new skills (Williams et al., 2018). The clinical impact is critical for all studies (Fuller et al., 2019). EPIIC play teams can give physicians the opportunity to gather parental skills, improve children's performance, and provide treatment in an overall model while using family-centred practices. When teachers had encouraging opportunities to support the child's speech and language, the child's appropriate abilities improved (Keam et al., 2018).

Clinicians can use this model with young people working in an institution, school or at home. The benefits can be outweighed by the achievements of young people in setting up a network of mentors and a support network. Parents' understanding of the role of playgroups in today's society has naturally changed. Strange et al. (2017) had reported whilst examining the work and motivations of Australian and UK playgroups and found that playgroups hope to meet the needs of parents and children. Likewise, a Belgian study examined parents' perspectives on parenting support programs and concluded that parent-child relationships should be focused on recreational areas such as playgroups. This contrasts with previous studies such as Fuller et al. (2019) and Keam et al. (2018) in the United Kingdom.

These preliminary studies took into account parents' views on the role of playgroups and their explanations behind the concentration and showed that adult members played a lack of kindergarten work rather than filling out a document when communicating with an instructor's needs. This slightly more vigorous work done by playgroups in modern society makes it difficult to use playgroups as training locations for parents (McLean et al., 2017). This is because, in response to the needs of the neighbourhood. Playgroups are needed as a destination for parent

education to meet the different needs and capabilities of parents within and across playgroups (Hancock et al., 2015). Many youth services have established toy groups to promote positive outcomes for families and children. This contributed to the creation of different types of playgroups designed to meet the different needs of family members. There are usually two basic types of game teams, and they are usually supported by game team members (Williams et al., 2020).

The most important type is networked game groups, which are independent, unfunded and in fact, not strategically aimed at improving the performance of individual local gatherings or families (Green et al., 2018). These grow groups usually offer free streaming exercises and are led by parents. Interestingly, playgroups are usually supported or encouraged to help families who cannot reach independent or online playgroups. These playgroups are provided by non-profit organisations and are started and managed by the playgroup organiser. This toy group model is usually designed to attract helpless, vulnerable or inaccessible families and children. There are several types of toy groups that can be considered variations of these models (McLean et al., 2017).

Reserved playgroups include, for example, serious support groups designed to mediate "support for discouraged or overworked families" and a variety of playgroups designed to provide services in more remote communities (Williams et al., 2018). In any case, the organisations offered by mothers and fathers to these women and the practices used by mothers and fathers may differ and should be considered in future change programs. For example, previous tests have shown that fathers have more problems playing with their children than mothers. Subsequent supportive parents can consider adding intense play, while parental mediation can include a variety of exercises (McLean et al., 2017).

While playgroups have different incentives, playgroups seem to assume that parents and children are involved in the play and social practices. Stratigos and Fenech (2018) describes it as a critical point of a sustainable playgroup that provides access to play and promotes tools, interpersonal organisations, parenting and child development. Others describe the effects of playgroups in a similar way and present a number of benefits associated with traditional participation, such as social, enthusiastic, physical and psychological learning outcomes, social outcomes of children and parents influencing the network (Lakhani and Macfarlane, 2015). In terms of research, it can be argued that these findings need further investigation (Nestor and Moser, 2018).

CHAPTER 6: CONCLUSION AND LIMITATION

5.1 Conclusion

The current study provided an overview of youth interventions aimed at promoting educational equality by educating parents about the importance of play for young people's learning and development. Studies and the surrounding literature show the complexity of leadership management and collaboration with different families to reach these points. Playgroups, as targets for these interventions, are attractive, given that they provide a cultural environment where teachers and children come together to encourage children to play. As a productive environment, playgroups are also targets where children learn to become citizens and commit to adopting policies for vulnerabilities. Like different types of preschools, playgroups seek to meet the different needs of parents and the community, which makes it possible to combine reported research findings beyond individual studies.

However, significant global research on youth intervention shows that parental responsibility can have some effect on children's learning and developmental outcomes and that HLE plays a key role in children's educational outcomes. From now on, it will be useful to further explore the possibility of playgroups as a target for parental education. Current research here focuses on generally supported playgroups that focus on specific community gatherings but on common playgroups. We, therefore, agree that there is a lack of information to better understand the work that playgroups can play as a target for parental education. These playgroups come from research income, as teachers have decided to involve and engage their children in play, making them an ideal environment to increase parental attention and understanding of practices and other activities in the playgroups for the cognitive and physical development of the children.

It also shows that further research is expected to explore activities suitable for use in community playgroups, where teachers will lead to curriculum development and implementation. From a research perspective, this requires planning activities, perhaps a large-scale and meaningful curriculum for members of the various areas of their meetings. Although playgroups may be more beneficial for large-scale parenting activities than regular playgroups, the need to understand the local environment should provide advice on curriculum development and the establishment of fixed parental guidance and understand the importance of play in children's learning and development.

Current research tends to focus on viable playgroups that focus on specific online gatherings, but to a large extent, online playgroups can provide information under the guidance of parents. The playgroups of these groups of people represent the outcomes of the study, as parents decided to get involved and participate in their children's play, providing the ideal environment for raising parents' awareness and exercise. A clear game designed to develop playful learning is very important. It would also indicate that further research is expected to explore activities suitable for use in an online playgroup where parents will guide the children as the curriculum or design evolves and is used.

5.2 Limitation

There are some limitations to this study. Limitations include a small number of study participants and a fixed number of comparison methods (weeks). As the study included information from only six parents and the study lasted only about two months, it is difficult to summarise this information for generating accurate and reliable evidence. Another obstacle is that all the parents have different perspectives and opinions due to the impact of influential factors such as social background, culture, traditions, etc. Another limitation is the lack of

maintenance information (Commerford and Robinson, 2016). Surprisingly, the researchers were unable to continue the interview to determine whether participants are aware of the benefits of such intervention for young children. It is also interesting to look at the EPIIC playgroups with different disabilities, as well as ethnic, racial, socio-economic and age groups (McShane et al., 2016).

Groups with more than one child can be evaluated to determine the "minimum amount". The implications of this pilot study will provide advice for further EPIIC reproduction research to further develop an intervention trial to develop appropriate skills for young children and to create parental boundaries. Future research should assess the relationship between teachers' ability to manage communication processes and children's outcomes. Finally, consider designing a study to include maintenance information. The proposals of the inventions indicate that there is a need for further correspondence between educators and parents about the assumptions that playgroups facilitate the child's learning and development. The component of child development and academic development causes struggle and cause for concern (McShane et al., 2016).

References

- Arghode, V., 2012. Qualitative and Quantitative Research: Paradigmatic Differences. *Global Education Journal*, 2012(4).
- Armstrong, J., Elliott, C., Wray, J., Davidson, E., Mizen, J. and Girdler, S., 2020. Defining Therapeutic Playgroups: Key Principles of Therapeutic Playgroups from the Perspective of Professionals. *Journal of Child and Family Studies*, 29(4), pp.1029-1043.
- Armstrong, J., Paskal, K., Elliott, C., Wray, J., Davidson, E., Mizen, J. and Girdler, S., 2019. What makes playgroups therapeutic? A scoping review to identify the active ingredients of therapeutic and supported playgroups. *Scandinavian journal of occupational therapy*, 26(2), pp.81-102.
- Berger, A.A., 2018. *Media and communication research methods: An introduction to qualitative and quantitative approaches*. Sage Publications.
- Bernard, H.R. and Bernard, H.R., 2013. *Social research methods: Qualitative and quantitative approaches*. Sage.
- Bernard, H.R., 2017. *Research methods in anthropology: Qualitative and quantitative approaches*. Rowman & Littlefield.
- Brannen, J. ed., 2017. *Mixing methods: Qualitative and quantitative research*. Routledge.
- Christian, H., Zubrick, S.R., Foster, S., Giles-Corti, B., Bull, F., Wood, L., Knuiaman, M., Brinkman, S., Houghton, S. and Boruff, B., 2015. The influence of the neighborhood physical environment on early child health and development: A review and call for research. *Health & place*, 33, pp.25-36.
- Clark, M., 2020. Parenting Matters. *Journal of Developmental & Behavioral Pediatrics*, 41(2), p.103.

- Cohen, E., Pat-Horenczyk, R. and Haar-Shamir, D., 2014. Making room for play: An innovative intervention for toddlers and families under rocket fire. *Clinical Social Work Journal*, 42(4), pp.336-345.
- Commerford, J. and Robinson, E., 2016. Supported playgroups for parents and children. *Melbourne: Child Family Community Australia*.
- Commerford, J. and Robinson, E., 2017. Supported playgroups for parents and children: The evidence for their benefits. *Family Matters*, (99), p.42.
- Cullen, S., Cullen, M.-A., Lindsay, G., 2017. The CANparent trial: The delivery of universal parenting education in England. *Brit Educ Res J*.
- D'Haese, S., Van Dyck, D., De Bourdeaudhuij, I., Deforche, B. and Cardon, G., 2015. The association between the parental perception of the physical neighborhood environment and children's location-specific physical activity. *BMC public health*, 15(1), p.565.
- Davies, F., Harman, B., 2017. A qualitative exploration of mothers who reject playgroup. *Australian Social Work* 70, 276–288.
- Davies, M.B. and Hughes, N., 2014. *Doing a successful research project: Using qualitative or quantitative methods*. Macmillan International Higher Education.
- Eyre, E.L.J., Duncan, M.J., Birch, S.L. and Cox, V.M., 2014. Low socio-economic environmental determinants of children's physical activity in Coventry, UK: A Qualitative study in parents. *Preventive medicine reports*, 1, pp.32-42.
- Faulkner, G., Mitra, R., Buliung, R., Fusco, C. and Stone, M., 2015. Children's outdoor playtime, physical activity, and parental perceptions of the neighbourhood environment. *International journal of play*, 4(1), pp.84-97.

- Fitriawati, M. and Lestari, R.H., 2020. INFORMATION SYSTEMS DESIGN FOR EARLY CHILDHOOD EDUCATION SERVICES. *Jurnal Teknologi Informasi dan Pendidikan* 13, 33–36.
- Fuller, A.B., Byrne, R.A., Golley, R.K. and Trost, S.G., 2019. Supporting healthy lifestyle behaviours in families attending community playgroups: parents' perceptions of facilitators and barriers. *BMC public health*, 19(1), p.1740.
- Green, K.B., Towson, J.A., Head, C., Janowski, B. and Smith, L., 2018. Facilitated playgroups to promote speech and language skills of young children with communication delays: A pilot study. *Child Language Teaching and Therapy*, 34(1), pp.37-52.
- Hackworth, N.J., Matthews, J., Westrupp, E.M., Nguyen, C., Phan, T., Scicluna, A., Cann, W., Bethelsen, D., Bennetts, S.K. and Nicholson, J.M., 2018. What influences parental engagement in early intervention? Parent, program and community predictors of enrolment, retention and involvement. *Prevention Science*, 19(7), pp.880-893.
- Hancock, K.J., Cunningham, N.K., Lawrence, D., Zarb, D. and Zubrick, S.R., 2015. Playgroup participation and social support outcomes for mothers of young children: A longitudinal cohort study. *PloS one*, 10(7), p.e0133007.
- Harwood, V., Murray, N., 2019. Strategic discourse production and parent involvement: Including parent knowledge and practices in the Lead My Learning campaign. *International Journal of Inclusive Education* 23, 353–368.
- Hesketh, K.R., Lakshman, R., van Sluijs, E.M., 2017. Barriers and facilitators to young children's physical activity and sedentary behaviour: a systematic review and synthesis of qualitative literature. *Obesity Reviews* 18, 987–1017.

- Hussain, S., Pryce, H., Neary, A., Hall, A., 2020. Exploring how parents of children with unilateral hearing loss make habilitation decisions: a qualitative study. *International Journal of Audiology* 1–8.
- Keam, G., Cook, K., Sinclair, S. and McShane, I., 2018. A qualitative study of the role of playgroups in building community capacity. *Health Promotion Journal of Australia*, 29(1), pp.65-71.
- Kraftl, P., 2014. 'Alternative' Education Spaces and Local Community Connections: A Case Study of Care Farming in the United Kingdom. In *Informal Education, Childhood and Youth* (pp. 48-64). Palgrave Macmillan, London.
- Lakhani, A. and Macfarlane, K., 2015. Playgroups Offering Health and Well-being Support for Families. *Family & community health*, 38(2), pp.180-194.
- Lambert, P., 2015. Supported playgroups in schools and parent perspectives on children's play.
- McLean, K., Edwards, S. and Mantilla, A., 2020. A review of community playgroup participation. *Australasian Journal of Early Childhood*, 45(2), pp.155-169.
- McLean, K., Edwards, S. and Morris, H., 2017. Community playgroup social media and parental learning about young children's play. *Computers & Education*, 115, pp.201-210.
- McLean, K., Edwards, S., Colliver, Y. and Schaper, C., 2014. Supported playgroups in schools: What matters for caregivers and their children?. *Australasian Journal of Early Childhood*, 39(4), pp.73-80.
- McLean, K., Edwards, S., Evangelou, M. and Lambert, P., 2018. Supported playgroups in schools: bonding and bridging family knowledge about transition to formal schooling. *Cambridge Journal of Education*, 48(2), pp.157-175.

- McLean, K., Edwards, S., Mantilla, A., 2020a. A review of community playgroup participation. *Australasian Journal of Early Childhood* 45, 155–169.
- McNaughton, R.J., Adams, J., Shucksmith, J., 2016. Acceptability of financial incentives or quasi-mandatory schemes to increase uptake of immunisations in pre-school children in the United Kingdom: qualitative study with parents and service delivery staff. *Vaccine* 34, 2259–2266.
- McShane, I., Cook, K., Sinclair, S., Keam, G. and Fry, J.M., 2016. Relationships matter: The social and economic benefits of community playgroups. Available at SSRN 2814527.
- Meetoo, V., Cameron, C., Clark, A., Jackson, S., 2020. Complex ‘everyday’ lives meet multiple networks: the social and educational lives of young children in foster care and their foster carers. *Adoption & Fostering* 44, 37–55.
- Melhuish, E. and Moss, P., 2014. Day care in the United Kingdom in historical perspective. In *Child care in context* (pp. 175-202). Psychology Press.
- Miller, L.J., Schoen, S.A., Camarata, S.M., McConkey, J., Kanics, I.M., Valdez, A. and Hampton, S., 2017. Play in natural environments: A pilot study quantifying the behavior of children on playground equipment. *Journal of Occupational Therapy, Schools, & Early Intervention*, 10(3), pp.213-231.
- Mitchell, E., 2020. An exploratory study investigating why do English parents choose to educate their children home and what educative practices do they adopt. *Educational Studies* 1–18.
- Nah, KOKO and Lee, S.M., 2016. Actualising children's participation in the development of outdoor play areas at an early childhood institution. *Action research*, 14(3), pp.335-351.
- Nestor, O. and Moser, C.S., 2018. The importance of play. *Journal of Occupational Therapy, Schools, & Early Intervention*, 11(3), pp.247-262.

- Nissan, J., Holland, L. and Seznec, Y., 2019. Room to Play: Tinderbox Collective. Proceedings of EVA London 2019, pp.247-249.
- Rathunde, K., Isabella, R., 2019. An Arts-Informed Parent Education Program About Play: Exploring a New Approach to Science Outreach and Community Engagement. *Journal of Experiential Education* 42, 336–348.
- Razafsha, M., Behforuzi, H., Azari, H., Zhang, Z., Wang, K.K., Kobeissy, F.H. and Gold, MSMS, 2012. Qualitative versus quantitative methods in psychiatric research. In *Psychiatric disorders* (pp. 49-62). Humana Press.
- Refshauge, A.D., Stigsdotter, U.K., Lamm, B. and Thorleifsdottir, K., 2015. Evidence-based playground design: Lessons learned from theory to practice. *Landscape research*, 40(2), pp.226-246.
- Sabol, J.M., 2018. Homeschool parents' perspective of the learning environment: a multiple-case study of homeschool partnerships.
- Saunders, C., 2017. Attitudes to education and children's services: the British Social Attitudes survey 2016.
- Savage, S., Williams, K.E., Berry, L., Oreopoulos, J., 2020. Parental perceptions of the Sing&Grow programme: group music therapy building knowledge, confidence and social support. *Journal of Family Studies* 1–18.
- Simon, A., Owen, C., Hollingworth, K., 2017. Is Targeting Formal Childcare the Best Way to Meet the Needs of Families in Britain? *American Journal of Educational Research* 5, 794–800.
- Skopek, J., Kulic, N., Triventi, M., Blossfeld, H.-P., 2017. The role of childcare and early education in creating and compensating educational (dis) advantages—Evidence from a

- multidisciplinary and international project, in: *Childcare, Early Education and Social Inequality*. Edward Elgar Publishing.
- Smyth, C., 2017. Maximising advantage in the pre-school years: Parents' resources and strategies. *Australasian Journal of Early Childhood* 42, 65–72.
- Strange, C., Bremner, A., Fisher, C., Howat, P. and Wood, L., 2017. Local community playgroup participation and associations with social capital. *Health Promotion Journal of Australia*, 28(2), pp.110-117.
- Stratigos, T. and Fenech, M., 2018. Supporting parents' informed early childhood education and care choices through playgroups. *Australasian Journal of Early Childhood*, 43(4), pp.14-21.
- Williams, K., So, K.-T., Siu, T.-S.C., 2020. A randomised controlled trial of the effects of parental involvement in supported playgroup on parenting stress and toddler social-communicative behaviour. *Children and Youth Services Review* 105364.
- Williams, K.E., Berthelsen, D., Nicholson, J.M. and Viviani, M., 2015. Systematic literature review: Research on supported playgroups.
- Williams, K.E., Berthelsen, D., Viviani, M. and Nicholson, J.M., 2018. Facilitated parent-child groups as family support: A systematic literature review of supported playgroup studies. *Journal of Child and Family Studies*, 27(8), pp.2367-2383.
- Williams, K.E., Berthelsen, D., Viviani, M. and Nicholson, J.M., 2018. Facilitated parent-child groups as family support: A systematic literature review of supported playgroup studies. *Journal of Child and Family Studies*, 27(8), pp.2367-2383.

Williams, K.E., So, K.T. and Siu, T.S.C., 2020. A randomized controlled trial of the effects of parental involvement in supported playgroup on parenting stress and toddler social-communicative behavior. *Children and Youth Services Review*, 118, p.105364.

Wright, D., 2018. Cultural capital and tastes: The persistence of Distinction. In *Routledge Handbook of Cultural Sociology* (pp. 207-215). Routledge.

Zhou, Q., 2014. The princess in the castle: Challenging serious game play for integrated policy analysis and planning.

Appendix

Interview Question

Question 1-

What do you know about playgroups? And do you find them useful?

Question 2-

Is sending children to playgroup has proven beneficial to you and your child? How?

Question 3-

What do you think are the main reasons which motivate parents to send their children to playgroups?

Question 4-

Do you think playgroups play an important role in the social, psychological, and physical health of the children?

Question 5-

What activities are you familiar with in the playgroup?

Question 6-

What is your opinion regarding the involvement of the parents in the playgroup activities with their children?

Question 7-

Do you think involving parents with the playgroup activities could make them more valuable for the children? If yes, then why?

Question 8-

Would you recommend other parents in sending their children to playgroups? If yes, then why?

Ethical Principles for Research in the Faculty of Education and Children's Services

Before completing your ethics application, please ensure you have read the following guidance thoroughly.

Please complete ALL sections of the submission form.

Research Ethics Application Form: Postgraduate Students & Staff

Name of Applicant:	
Student Number: (If applicable)	
Address:	
Telephone:	
Email:	

Section 2: Project Information

Project Title:	Parents' Perception of the Usefulness of Playgroup in their Ordinary Lives Proposal
-----------------------	--

Please provide approximate dates (DD.MM.YYYY) for starting and completing research:

From:	
To:	

NB. Dates cannot be retrospective i.e. research cannot pre-date review at the Ethics Committee.

What is the purpose of your research?

Please select one of the following:

Masters Dissertation	
EdD / PhD Thesis	
Other Postgraduate	
Staff - Research Council / Other External Funder	
Staff - Independent / Non-Externally Funded	

Principal Supervisor(s) Details(If applicable)

Title & Surname	First Name	Telephone	Email

Student Applications (MA / EdD / PhD)

Have you discussed your application with your supervisor?
(Please select)

Yes	✓
No	

If no, please explain why not:

Do you have a completed and signed RO1 form for your proposed study?
 (Please select)

Yes	
No	
n/a	

Funding Details(If applicable)

Name of Funder:	
------------------------	--

Anticipated Project Outputs

<p>Please list all project outputs that apply (E.g. Thesis, journal article, conference presentation, book chapter)</p>
<p>Research based assessment.</p> <ul style="list-style-type: none"> • Journal article • Thesis

Research Project Precis

Please include a summary of your research proposal. The boxes will expand so please write as much as necessary to adequately explain your proposed research, but do not exceed more than 1,000 words in total (for all sections combined).

Research Aims	
<p>The purpose of this study is to examine parents’ perception of the usefulness of playgroups using the case of the UK.</p> <ul style="list-style-type: none"> - To critically analyse different concepts and purpose of playgroups and their usefulness. - To examine the perception of parents regarding the usefulness of playgroups, including the perception of their involvement of parents with their children in playgroup activities. - To evaluate the reasons why parents, send their children to playgroup and to identify the role of parents in making play defined, valued and practised. 	

Relevant Literature	
<p>Different concepts of the purpose of playgroups and its usefulness will be analysed within the literature. Literature of playgroup and parents – perception and Involvement will be at focal point. Articles demonstrating the reasons of why parents enroll their children in playgroups will be looked into. Such as:</p> <p>According to several researches such as Fuller et al. (2019), most of the parents have the perception that playgroups are considered to provide positive results in children's development. Meetoo et al. (2020) have added that this perception has led to the rapid development of different playgroups to meet the many needs of families. Most commonly, playgroups have two main forms(Flavin, 2020). Playgroups cannot be managed alone and require close monitoring and supervision by both parents and service providers. Playgroups led by parents or volunteers are often free and provide play activities for older volunteers (McNaughton et al., 2016). Also, playgroups run by NGOs (non-profit companies) provide access for children who do not have access to private playgroups run by parents or volunteers.</p>	

Methodology	
Sample	<p>For interviews, the researcher will select parents from three different playgroups (names will not be posted due to anonymity and confidentially). A total number of 06 parents, including both the parents, will be interviewed to gather detailed information about their perceptions of the usefulness of playgroups, in addition to why they send their children to playgroups and about how they participate in playgroups with.</p>

Research Design	The study will implement the inductive strategy as there will be interviews taken from six individuals in order to get their perceptions regarding the usefulness of playground. The philosophical strategy for the research will be interpretivism because this will assist the researcher in observing the social behavior and perception of the participants. Consent sheet will be given to each participants before the interviews in order to maintain sustainability throughout the study.
Method of Data Collection	The research will collect information from 6 recorded interviews from six participants. Both open ended and closed ended questions will be included within the interview.

Ethical Considerations
All the information collected from the participants will be kept confidential in order to follow ethical code of conducts. Ensurity that all information related to participants will be kept anonymous will be provided. Furthermore, each participant will have a right to withdraw from the research at any point and the removal of any information from the study. As far as the security of the data is concerned, it is important that anything which is disclosed in the study and they need to refer to official bodies, they should be informed about the procedure and if they are unhappy about the research, then they contain the right for complaining the dean of the Faculty about their concerns.

Timescale for Research				
	Week 1-3	Week 4-6	Week 7-9	Week 13-15
Topic Selection				
Proposal				
Approval of the proposal				
Literature Review				
Research and Objectives				
Methodological writing				
Data collection procedures				
Data analysis				

Conclusion and Recommendation				

Section 3: Access and Approvals

Will subjects be identified from information held by another party?

(E.g. A headteacher or local authority - please select)

Yes	✓
No	

If yes, please describe the arrangements you intend to make to gain access to this information including, where appropriate, which multi-centre research ethics committee or local research ethics committee will be applied to (max. 150 words):

As far as the six individuals are concerned that are the participants of the research, the role of online interaction with the head teacher of those participants cannot be neglected. The informed consent will be obtained from each of the participants and researcher. The concerned researcher (student) aims at formulating online meetings with the head teacher and supervisor to gain knowledge effectively about the progress being undertaken. Not only this, the information is collected through formal online interactivity with the help of Skype and zoom.

Has permission to gain access to another location, organisation, etc. been obtained?(E.g. local authorities, etc. - please select)

Yes	✓
No	
n/a	

If yes, please specify from whom and attach copies of letters of approval;

If no, please explain when these will be obtained (letter copies to be provided when available):

It is based on a template related to how the concerned places such as playgrounds within and outside schools where the participants have studied have been shaped up. The playgrounds within school as well as outside the educational institutions have been approached in this research study to obtain credible information about the parent’s perception. The letter of approval has been sent to the concerned places to obtain the overall record of relevant information related to the perception of the participants (parents); thus, acknowledgement has been still pending but verbal approval has been obtained to carry out the intervention.

Is this protocol being submitted to another ethics committee, or has it previously been submitted to an ethics committee?(Please select)

Yes	
No	✓

If yes, please provide the name and location of the ethics committee, and the result of the application:

Have you attached a Participant Information Sheet for participants to this application?(Please select)

Yes	✓
No	

If no, please explain:

How will Informed Consent be obtained / recorded?(Please select)

Signed consent form	✓
Recorded verbal consent	
Implied by return of survey	
Other	

If other, please specify:

Have you attached a copy of the Consent Form to this application?

(Please select)

Yes	✓
No	

If no, please explain:

Section 4: Confidentiality and Data Handling

Will the research involve:

(Please select)

Complete anonymity of participants?	✓
Anonymised samples or data?	
De-identified samples or data?	
Subjects being referred to by pseudonym arising from the research?	
Any other method of protecting the privacy of participants?	

If other method, please describe:

Which of the following methods of assuring confidentiality of data will be implemented?

(Please select all that apply)

Data to be kept in locked filing cabinets	
Data and identifiers to be kept in separate, locked filing cabinets	
Access to computer files to be available by password only	
Other	✓

If other, please describe:

The interview conducted between the parents and researcher in order to find out the perceptions of the parents relating to the usefulness of the playground has been gathered with the help of audio file and audio files. In addition to this, the gathered information have been stored using external hard drives such as USB and is kept with the researcher.

Access to data:

(Please select all that apply)

Access by named researcher(s) only	✓
Access by people other than named researcher(s)	
Stored at the Faculty of Education, University of Chester	
Stored at another site	
Other	

If access by people other than named researcher(s), please explain who and for what purpose;

If stored at another site, please explain where and for what purpose;

If other, please explain:

Handling of Data

Please state how you intend to manage the data you have collected once your research has been completed:

After the study, the participant will be given the right to treat their information according to their mindset. It will be to their willingness on what they want to do with their information. If they want the information to be discarded then it will be done by the researcher.

Section 5: Monitoring and Standards

Describe how the project will be monitored to assure ethical standards are maintained:

The researcher will provide utmost liberty to the respondents and they will be allowed to ask any questions during the course of this study. The confidentiality of the data is the key towards attaining desired outcomes in the case of this research. The concerned participants are sharing their personal information about the educational achievements so their interest has been preserved.

Have you made yourself familiar with the requirements of the Data Protection Act?(Please select)

Yes	✓
No	

If no, please explain:

Have you read the Faculty Lone Worker Policy?(Please select)

Yes	✓
No	

If no, please explain:

Please briefly describe any precautions / procedures to protect the health and well-being of researchers, participants and others associated with the project:

As there is no physical interaction involved with the respondents; so, the degree of health and well-being risks is at a minimum level. However, a particular stance is to be carried out to control the overall outcomes. For this purpose, the researcher and participants are asked whether they are in stress or not during the course of this study. If they acknowledge about any level of stress then the process is stopped for a certain period of time so that any negative implication is avoided effectively and overcome the situation in hand.

Declarations

It is a requirement that applications made by postgraduate students are signed by both student and supervisor.

- The information contained herein is, to the best of my knowledge and belief, accurate.
- I have read the University's ethics guidelines, and accept responsibility for the conduct of the procedures set out in the attached application in accordance with the guidelines, and any other condition laid down by the University and the Faculty of Education and Children's Services Ethics Committee.
- I have attempted to identify all risks related to the research that may arise in conducting this research and acknowledge my obligations and the rights of the participants.
- I and my co-investigators or supporting staff have the appropriate, experience and facilities to conduct the research set out in the attached application and to deal effectively with any emergencies and contingencies related to the research that may arise.
- **I understand that NO research work involving human participants or data can commence until FULL ethical approval has been given by the Faculty of Education Ethics Committee.**

