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ADDIS ABABA UNIVERSITY

COLLEGE OF EDUCATION AND BEHAVIORAL STUDIES

CENTER FOR EARLY CHILDHOOD CARE AND EDUCATION

**PRESCHOOL TEACHERS' PERCEPTION TOWARD PLAY-BASED LEARNING AND
ITS IMPLICATION TO CHILD DEVELOPMENT IN GAMBELLA REGIONAL
STATE, ETHIOPIA**

BY:

OJULU AKWOR

AUGUST, 2021

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**THIS THESIS IS SUBMITTED TO THE CENTER FOR EARLY CHILDHOOD CARE
AND EDUCATION IN PARTIAL FULFILLMENT OF THE REQUIREMENT FOR
MASTER OF ARTS DEGREE IN EARLY CHILDHOOD CARE AND EDUCATION**

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BY:

OJULU AKWOR

APPROVAL OF THE BOARD OF EXAMINERS

1. ADVISOR

NAME: MR. FISEHA TEKLU

SIGNATURE: -----DATE: -----

2. INTERNAL EXAMINER

NAME: -----

SIGNATURE: -----DATE: -----

3. EXTERNAL EXAMINER

NAME: -----

SIGNATURE: -----DATE: -----

Declaration

I declare that this study is my original work toward the Degree of Masters of Art in Early Childhood Care and Education and it has not been submitted for any Degree in any University. All sources of materials used for the study have been appropriately acknowledged with best of knowledge. I have undertaken the study independently with the guidance and support of the advisor.

Signature: -----

Ojulu Akwor

Name of Advisor: Mr. Fiseha Teklu

Signature: -----

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Lists of Acronyms and Abbreviations

IPA:	International Play Association.....	1
UNICEF:	United Nation Children Fund.....	2
PBL:	Play Based Learning.....	55
SPSS:	Statistical Package for Social Science.....	46
ECCE:	Early Childhood Care and Education.....	5
ZPD:	Zone of Proximal Development.....	25
NGO:	Non-Government Organizations.....	7
ANOVA:	Analysis of Variance.....	45

Abstract

This study sought to gain insight into how Gambella government preschool teachers perceive play-based learning, and its implication to child development. Play-based learning refers to individual child play and learning that help children to develop holistically. Teachers' perception towards play-based learning involves having awareness, knowledge and interpreting how play-based learning provides learning benefits to children development. The study employed descriptive survey research design. Descriptive statistic was employed for data analysis thus, frequencies, percentage, mean and standard deviation was used to analysis data by using tables. Data obtained through interview was transcribed, coded qualitatively, and themes made ready by using content analysis. SPSS version 20 was used to analyze data. Questionnaire and interview questions were used for data collection from participants selected using random sampling method. The results revealed that, preschool teachers' have negative perception toward play-based learning. Major findings identified in the study are Characteristics of Teachers' such as professions, duration of teaching experience and academic qualifications, the overall perception of teacher toward play-based learning and the benefits or implication of play-based learning child to development is negative among the five selected government preschool.

Key words:

- ***Teacher's perception***
- ***Play-based learning***
- ***Implications***

Chapter One

Introduction

1.1. Background of the Study

All children have the natural tendency of love to learn through play-based learning because children are motivated through this natural tendency and become more engaged effectively in enjoyable activities through play (Johansson, 2004). It has been described as a natural tendency within children that is highly motivated, relaxed, highly engaging, offers opportunity, and follows the desire of creativity and imagination based on the process of learning (Bruce, 2001; Sturges, 2003; Brewer, 2004; Moyles, 2005; Degotardi, 2005; Hirsh-Pasek et al., 2009). Pioneers of early childhood education believe that children learn naturally through play these are Montessori, Comenius, Pestalozzi, Rousseau, and Froebel. Montessori mentioned that, play is “the child’s work” and this work help children to develop their cognitive ability, and socio-emotionally (Lillard, 2013; Miller, 2003). These pioneers proposed that children show what they know and what they are thinking through play-based learning.

The International Play Association (IPA) believes that, play-based learning is fundamental element for children holistic development and life transformation of children (IPA, 2009). Preschool settings that value and practices children play create a source of learning for children and honors childhood (Saracho, 2001). Preschool settings can be more effective when it takes the important of play and create the opportunities of learning in both environments carried out through play-based activities (Catron & Allen, 2007).

Play-based learning can be defined as creating activity that are more engages and help enhance the interest of learning for children (Berk, Winsler, 1995; Kagan, Britto, 2005; Kagan, Lowenstein, 2004; Greenspan & Shanker, 2004). Play-based learning is defined as behaviors that are naturally tendency of motivation, allow the interest, one own guided, and relaxed for learning (Wilson, 2009; DCMS, 2004). The word play refers to the activities that are manipulated physically and mentally undertaken individually and or in groups as a part of planned activities to be learned (UNICEF, 2004). On the other hand play-based learning can be defined as activities that are more engages, more interactive, and effectively hold the attention of children to participate in learning (Berk & Winsler, 1995; Kagan, Britto, 2005; Kagan, Lowenstein, 2004; Greenspan & Shanker, 2004). Play-based learning is all about how children create and explore the world around them and is an effective approach of learning which, make the ideas and skills become meaningful best tools for learning.

Play-based learning is, basically, to engage children to learn in the classroom and outside the classroom, while teachers priorities play as source for children to learn (Erica, MEd, Angela, & Pyle, 2018). Children learn effectively when actively engages in play-based learning.

Play-based learning helps children develop social skills, motivation to learn, and even language and numeracy skills (Christie & Roskos, 2009).Indeed, preschoolers learn to develop language skills quickly and easily through repetitive activities during play (Christie & Roskos, 2009; Essa, 2011).Play-based learning helps a child develop holistically through social-emotional learning, developing confidence and motivation, and practicing cognitive skills Jarmila, B, Hanne, H, & Sabine, W, (2019). Taking the advantage of initiative, focused attention, and curiosity about the world are all a part of play.

The Pedagogical approaches of play-based learning can be considered as a play-based learning as a process which, exceed from child-directed play to teachers-guided play and to teachers-directed play (Pyle & Danniels, Pyle, DeLuca, & Danniels, 2017). The continuum of effective play-based learning starts from free play individually or groups, to inquiry, collaborative play, playful learning, and learning games. This continuum makes a concrete definition of play-based learning that defines the role of teachers in implementing these pedagogical strategies with the preschool children, and makes teachers to take the advantage of play and learn others kind of play experiences (Pyle & Danniels, 2017). Guided learning, while children play is most effective for a suite of learning goals including metacognition and self-regulation (Alfieri, Brooks, Aldrich, & Tenenbaum, 2011).

Play-based learning can enhance the cognitive ability of children to explore through proving of concert of play materials (Moyle, 2005; Sharifa & Aliza, 2009). Through play-based learning children might become more socialized and learn how to the code conduct societies agree up on and behave with the way society behave (Buchbinber et al, 2006). According to Parten, play-based learning is can highly enhanced the best way of social life and self-confident (Milkies, Bierman, &Schieman, 2008).

Play-based learning also enhances the ability of children to develop their emotional development and express ideas and feeling through the interaction (Jhonson Christie & Yawkey, 2001).

The contribution of play-based leaning to the life of children has been perceived positively and acknowledged by preschool teachers and it has been also valued in early childhood education (Gestwicki & Bertrand 2011). Play-based learning has been by preschool teachers perceive in a separate way in preschool settings (Walsh, Gardner, (2006).They perceive that, it is because of

play-based learning that children become more active to know who they are and have strong foundation to believe within themselves through the experiences and knowledge they acquire in this world (Moyles, 2005; Duncan & Lockwood, 2008; Christie & Roskos, 2009).

Preschool teacher perceives the value of play that, all children are deserved and have chance to develop and learn through playful activities in preschool (Bodrova & Leong, 2010). The perception of teachers toward integrating play-based learning in preschool settings needs teachers to have awareness, information, and the way how teachers interpret play-based learning and its benefits of learning to child development (Saracho, 2001). The perception of teachers toward play-based learning might enhance the experiences of children to learn effectively (Izumi-Taylor, 2010).

Thus, it is important for preschool teachers to understand the value of play and the appropriate teaching approach, learning through play-based learning and its role in early childhood settings (Iowa Core Brief, 2010). Teachers perceived that, bringing play-based learning into their classrooms and outside the classroom would find children more engaged, more independent more interactive, and able to learn more successfully the way of social life and effectively develop mentally, physically, and emotionally (Duncan, & Lockwood, 2008). Therefore, teachers' perception is one factor that may affect the use of play-based learning in preschools classroom and outside the classroom.

Perception is the process human thinking about certain phenomenon (Wolgitto, 2003). Perception started from the sense of organ. This process is related to the acceptance of message or information by human brain. In this process a person interacts with his/her environment using five senses. People interacts with the environment using this senses, then the stimuli will be registered by brain and send them to the nervous system. Furthermore, this process is called

a sensation, and sensation a part of perception. Koentjaningrat (2010: 42) explained that perception is the realization of human brain process and it appears as a view of about phenomenon. Eysenck, Keane, (2008, 74) perception is thus influenced by a wide range of individual factors that can lead to an inadequate interpretation.

Within studies that have examined the benefits of play-based learning, two different types of play have been the primary focus: free play, which is directed by the children themselves, and guided play, which is play that has some level of teacher guidance or involvement (Erica, et al, 2018). Free play is typically described as play that is child-directed, voluntary, internally motivated, pleasurable, and self-directed. Free play offers numerous benefits to young children development (Hewes, 2014). Types of play are important and well recognized as being contribution for the development of children holistically (Smith, 2009). For example, locomotors and object play, involving physical activity of the body as well as use of objects, enhance physical and motor development; social play, involving interaction with others, enhances social relationships; and pretend/symbolic play, involving imagination or make-believe, enhances language and literacy development (Frost, Wortham & Reifel, 2011). Smith, (2009) further states that due to its representational nature and its use of language, pretend play is regarded as a uniquely human form of play, educationally relevant, and hence accorded considerable attention in the theoretical and research perspectives.

The Ethiopian ministry of education (MoE) has established ECCE standard which value the use of play-based learning in preschool has method of educating to help children learn and develop holistically through play-based learning activities (MoE,2005). This ECCE standard helps preschool teachers to gradually perceive the important of play-based learning and impact on child development. Play-based learning has been perceived by preschool teachers in Ethiopia

positively. In abroad preschool teachers perceived the important of play-based learning and its contribution to child development positively and acknowledged the valued of play-based learning (Gestwicki & Bertrand 2011). Teachers' perceptions toward play-based learning shape the life of children.

1.2. Statement of the Problem

Perception is essential component for preschool teachers that help them to priorities play-based learning in preschool setting (Erica, MEd, Angela, & Pyle, 2018). Perception helps teachers to support children learning and development. Teachers' perception toward play-based learning is the only best way to make children learn and promote the thinking ability of children to learn effectively (Moyles, 2005; Sharifa & Aliza, 2009). Teachers' perception toward play-based learning is very important in children's life, because teachers' perception toward play-based is the only way for children to learn and develop other aspects of child development.

Teachers' perception toward play-based learning is the way of learning for children and it as becomes more valued in the field of early childhood education (Gestwicki & Bertrand, 2011).

2009). Teachers' perception play-based learning enhance the ability of children to create, adapt, explore, experiment, learn, communicate, socialize and problem solve in a secure environment with peers and individually (Ebrahim et al., 2008). This kind of teachers' perception helps the children to discover and precede their prior knowledge and experiences, and become more interactive with the world around them. The effective use of play-based learning might be implemented accurately; if of positive perception of teachers toward play-based learning (Kieff & Casbergue, 2000).

Often preschool teachers perceive and value the use of play-based learning, because the primary intention of play-based learning is to make the child play by His/hers own and learn to explore.

Teachers' perception play-based learning is a part of learning experiences that, helps them to effectively understand the world they live in. Shulman's (2004) considering the practice of good teaching of play-based learning in preschool settings, enhances the perception of teachers' and their knowledge to use play-based learning. However, when preschool teachers become unaware about the important of play-based learning and its contribution to child development, children become uncomfortable and uninterested when they detached from play-based learning (Almon, 2004).

Play-based learning has been unrecognized by preschool teachers due to the fact that no single research carried out in Gambella town either by Ethiopian universities or NGOs.

In this particular in time, previous research carried out in Ethiopia were targeting various aspects of early childhood care and education practices, developmentally appropriate that pick some points for the practices of ECCE in Ethiopia. For examples, Kassahun (2013) conducted a study on the professionalism in early childhood education and care in Ethiopia: "What we are talking about"?

Another study conducted of the indigenization of early childhood education ECCE in Ethiopia: "A goiter or mumps" in ECCE program Belay, Belay (2009) in Lay Armachiho Woreda of the Amharia Regional, and Klinto Woreda Oromia Regional state in some selected preschools such as Selam Fire, Tigwuha and Feche Preschool to explore early childhood care and education indigenization in Ethiopia. Teka, Belay (2009) also conducted a study on the early childhood care and education in Rural Ethiopia: Current Practices, New Initiatives, and Pilot Program in Klinto Woreda in some selected preschool in Addis Ababa. There is also another study on Early Childhood Education in Ethiopia: Present practices and future direction (Fantahun, 2013).

Another study conducted on the childcare services in the emerging Daycare Centers of Addis Ababa: Status, Practices, and Lessons Belay, T, & Hawaz, H. Yesus, (2014) to explore the status, practices, and effectiveness of these emerging daycare services in Addis Ababa.

Now, if you see the nature and area focus of the previous studies conducted, they fail to consider the perception of preschool teachers toward play-based learning, emphases are totally different from one and another. This exhibits that there is gap in the reviewed related work about the perception of teachers toward play-based learning and its implication for child development in a general sense. As a result, these and many other reasons earn this research title a legitimacy and attract the researcher to conduct a scientific search to assess preschool teachers perception toward play-based learning in Gambella town regional state, Ethiopia.

1.3. Objective of the study

1.3.1. General objective

The general objective of this study was to assess the perceptions preschool teachers' toward "play-based learning" and its implication to child development among Gambella preschool teachers.

1.3.2. Specific objectives

The specific objectives of the study are to:

- Investigate the perception of preschool teachers toward play-based learning at Gambella town.
- Assess the perception of preschool teacher's toward the implication of play-based learning to child development.

- Investigate if there is a different between in teachers' perception toward play-based learning based on their demographic characteristics like, years of teaching experience, academic qualification, and educational backgrounds.

1.4. Significant of the Study

Preschool settings are viewed as a place that makes young children to develop their abilities through play-based learning in the outdoor and indoor environment. Therefore, focusing on the teachers' perception toward play-based learning and its implication to child development is the basic central point in this study. Moreover, this study is expected to benefit teachers to use play-based learning and have courage to integrate play-based learning as their fundamental pedagogy for learning in all aspects of child development.

In a more specific way these study is significant to teachers with the followings things.

- Perception of preschool teachers' toward the important of play-based learning increase after receiving feedback of results of the study.
- Preschool teachers become aware and acknowledge the implication of play-based learning to all aspects of child development.
- Preschool teachers must be aware that their characteristics, such as duration of teaching experience, educational qualification, and professions cannot guarantee effectiveness of play-based learning in preschool settings.

1.5. Delimitation of the study

The study was conducted in Gambella town which is one of the regional states among the nine regional states in Ethiopia. Gambella is located in the western Ethiopia which also accepts the

ideas of educating young children in government as well as private preschools as it is run in other regions in Ethiopia. This study only targeted government preschool teachers.

1.6. Operational Definition of variables

- ❖ **Teachers' perceptions:** - In this study refer to the way government preschools teachers' view play-based learning
- ❖ **Play-based Learning:** -in this study refers to practice to effectively priorities play for children learning.
- ❖ **Implications:** -in this study refer to teachers' perception toward the benefits of play-based learning in all aspects of child development.

1.7. The philosophical Assumption and research paradigm

Philosophical assumptions were considered in designing this study's methods, so the researcher could see multiple realities of respondents and participants' responses to the issue under investigation. The study was conducted based on constructivism interpretivism and the researcher sought to identify the perception of play-based learning and its impact on children's development (Creswell, 2013). Constructivist interpretism assume that the process of perception is a highly active process of extracting sensory stimuli, their evaluation, interpretation and backward organization of sensory stimulus. Perception is the end product of the interaction between stimulus and internal hypotheses, expectations and knowledge of the observer, while motivation and emotions play an important role in this process (Gray, 2005).

This paradigm acknowledges that individual experiences generate subjective meaning, meaning directed towards certain things or objects. Creswell J. W (2013), Researchers often use a variety of meanings as opposed to narrowing meaning into a few categories or ideas. Moreover, all

respondents and participants, including the researcher, participated in the study and each brought their own views of the world into the study (Merriam, 2001; Ponterotto, 2005). In this way, the researcher makes sense or interprets meaning based on what other people think about their experiences, by interfacing with meaning others think about their experiences Creswell. J.W, (2013) this is why the researcher was used quantitative research, but complements it's with qualitative data.

Chapter Two

Review of Related Literature

2.1. Introduction

This chapter aims to presents some review of related literature. It detail contains play-based learning, play-based learning: theoretical and empirical insights, factors influencing the implementation of learning through play-based learning, perception and its factors, theoretical perspective on play, Teachers perception play-based learning, and developmental characteristics of play, theoretical framework, and conceptual framework.

2.2. Backgrounds of Play-based Learning

Play-based learning often argues that it helps children develop their problem-solving skills and creative thinking (Brewer et al., 2004). It is through the use of play-based learning that children develop socially, emotionally, physically and cognitively.

Research in developmental studies has identified play-based learning as stimulating all aspects of a child's development (Frost, Johnson, & Degotardi, 2005). Play-based learning is essential to the development of children; it gives children opportunity to learn about themselves and others, as well as their physical surroundings (Catron & Allen, 2007). Through play, children develop their language skills as well as learn important roles in the real world throughout the school years (Seefeldt, 2001). It has been documented that, the development of socio-emotional, cognitive, and physical growth of children is assisted by learning areas (Shipley, 2007). During learning activities, children get the chance to experience feelings, think about cognitive problems and develop vital motor skills that will be needed later in life (Shipley, 2007).

A play-based curriculum provides children with opportunities to acquire these positive attributes and dispositions that are considered essential to learning, such as planning and organization, concentration, engagement, reflection, involvement and participation (Katz, 2004; Broadhead, 2004; & Wood, 2007). It is important for affective and personality development that play is socially and symbolically complex and involves social reciprocity (Brewer, 2004; & Degotardi, 2005). Those who promote In kindergarteners who understand phonology better, playing was the most common method of displaying their abilities, which means they understand a broader vocabulary, are able to use more complex sentences, and demonstrate their abilities the most during play (Bergen & Mauer, 2000). In everyday experiences, play supports logical mathematical thinking and promotes "early math" (Ginsburg, 2008). Children come to know of informal ideas of more and less, taking away, shape, size, location, pattern and measurement (Ginsburg, 2008). Mathematical knowledge is often acquired naturally through everyday play without any instruction from adults (Ginsburg, 2008). For example, children often count during play periods without any prompting (Ginsburg et al., 2008). In another study, Seo & Ginsburg (2004) observed four- and five-year olds to see how often they engaged in spontaneous mathematics activities. Of these children, seven out of fifteen minutes on average were spent on mathematical activity, suggesting that children spent a considerable amount of their free playtime engaged in mathematical concept activities (Seo & Ginsburg, 2004). In addition to block play, there are other avenues through which children generally learn to compare, count, classify, order, and use fractions for example, wood blocks, concrete blocks, and plastic blocks (Wolfgang, et al, 2006). Construction play with blocks offers children opportunities to classify, measure, order, count, use fractions, and become aware of depth, width, length, symmetry, shape and space (Hirsh-Pasek et al., 2009). Thus, in contemporary play literature, play is often regarded

as essential in contributing to lifelong learning, inspiring creativity and overall well-being of children (Saracho, (2001).; Brewer, 2004; Broadhead, 2004; Frost et al., 2005; Johnson et al., 2005; Degotardi, 2005; Wood 2007; Hirsh-Pasek et al., 2009). When children play, their development moves along paths of increasing cognitive, social, emotional and physical complexity through the use of signs and symbols; creating rules; changing roles and play scenarios; and through controlling their behavior and actions (Sutton-Smith, 1997; Broadhead, 2004; Johnson et al., 2005; Wood, 2007). As children become skilled players, their play episodes are characterized by high cognitive challenge and become more sustained and complex as they are engaged in co-constructing of meanings and understandings with peers and adults (Broadhead, 2004). Researchers generally study several common categories of play, though in practice, occurring episodes of play often have a mix of different forms of play taking place simultaneously and over the course of early childhood (Brewer, 2004; Wood &Attfield, 2005; Hirsh-Pasek et al., 2009).

Piaget & Inhelder have described different types of play with objects, and these include functional play, symbolic play and games with rules and constructions. Functional play or practice play involves the repetition of an act for pleasure or skill practice. It refers to play activities in which children explore the possibilities of materials through physical manipulation (Brewer, 2004; Santer et al., 2007). For example, a child who is exploring blocks may start by examining the physical attributes of the blocks, learn their properties and gain an understanding of what he/she can or cannot do with blocks (Brewer, 2004).

A child will usually examine materials with their senses, observe how they match with other objects, and use them to make pretend play props or for other purposes after they have explored the materials a little more (Brewer, 2004). During such exploration, the child learns all to know

about the object, and after assimilating this knowledge, it is then incorporated into play-based learning (Santer et al., 2007).

Research on object play has also been extensively studied. McLoyd (2001) studied thirty-six children from ages three to five years when they played in groups of three with high-structured toys (for example, a tea set) or low-structured toys (for example, blocks). In this case, pretend initiations occurred without the presence of a physical object but merely on the plane of ideas that children have in mind (McLoyd, 2001). Berk, (2013) noted that by observing children while engaged in object manipulation and pretend play provides vital information about children's social, problem-solving and creative skills.

Piaget articulated that symbolic play is a form of make-believe play, which involves the representation of absent objects. Symbolic play is also referred to as “make-believe” or “imaginative” play, “socio-dramatic” play and, “thematic” play by Singer and Smilansky (Feitelson & Ross, 2004).

Dramatic and socio-dramatic play involves complex cognitive, social and emotional processes such as taking on the characteristics or behaviors of another person and creating make-believe transformations (Santer et al., 2007). Studies have found that children who engage in more symbolic/pretend play have greater conversational success, emotional understanding and increased performance on problem-solving and divergent thinking (Spodek & Saracho, 2006; Dickinson & Tabors, 2001; Tsao, 2002).

A number of researchers have investigated the relationship between symbolic play and oral language development and findings suggest that cognition and oral language tend to occur together and correlate highly between the ages of one and five years (Wolfgang & Pellegrini, a 2004). According to Rogers & Sawyers (2008), children who engage in pretend play are able to

decenter, better at perspective-taking, group cooperation, impulse control and social participation. Other researchers have also examined the benefits of symbolic play on behavior for example, children who engage in imaginative play are able to adopt rules and meanings to their immediate environment and social skills are acquired through the child using imagination, creativity and presence (Bergen et al., 2002).

Numerous researchers have focused on the significance of dramatic and socio-dramatic play as a means to teach (Wood & Attfield, 2005). Socio-dramatic play and thematic fantasy play (that is, adult facilitated role of enactment of fairy tales) help preschool children connect separate events into logical sequences, thereby enhancing their cognitive functioning and impulse control (Adolphs, 2003).

Roskos & Christie (2011) points out that there is a correlation between dramatic play and measures of early reading achievement as play create opportunities for children to use language in literate ways and to use literacy as they have seen it practiced in their families and communities. Finally, Neuman & Roskos (2001, 2011) also report that words embedded in playful contexts are learned better and faster. When given the opportunity, young children eagerly incorporate literacy props into their dramatic play and engage in increased amount of narrative, emergent reading and writing and these are skills needed to facilitate reading (Neuman & Roskos, 2011). Dunn & Hughes (2001) explain that pretend play is important as it allows children to work through their emotional problems and fears. In addition, according to play provides a snapshot of children's access to expressions of affect, as well as the ability to use fantasy and imagination. Hino (2003) Children used play as a resource to express emotions, channel aggression, explore ideas and resolve conflicts children's ability to express themselves through play is important because children's expression (such as drawing, painting or sculpture)

is considered to be an important part of ego formation as it encourages the expression of each child individual emotions and creativity. According to Brewer (2004), children develop or use rules to establish how the play is supposed to go on. Games with rules differ from pretend play in that the rules have been established in advance and determine how the play is to go on and the players must agree upon any alterations in the rules beforehand (Little, Wyver & Gibson, 2011). These predetermined structures contrast with the ad hoc negotiations and flexibility of dramatic play (Little, Wyver & Gibson, 2011).

2.3. Play-based Learning: Theoretical and Empirical Insights

Although play is a key component of early childhood development, there are many theories and conceptualizations of play (Bennett, et al., 2014). The vast scientific literature on play draws on multi-disciplinary perspectives and, rather than offering an all-inclusive definition, it reveals play's conceptual diffusion and complexity (see e.g. Sutton-Smith 2015). Considering the multifaceted theoretical influences that also shape learning, attempting to combine the two concepts has generated a wealth of scholarship that lacks any definitional consensus (Brooker, Blaise, and Edwards 2014). Some emphasize play's content, for example distinguishing functional, symbolic, and rule-governed play (e.g. Vorkapic and Katic2015), others focus on play behavior types, such as physical play (e.g. playing rough or exercising (Smith 2005).

Play is envisioned as a multi-dimensional continuum, with child-led free play with voluntary participation, no predetermined instructional aim and no adult intrusion at one end, and adult-led non-play with an avowed instructional purpose at the other (cf. direct teaching) at the other (Bennett, Rogers and Wood 2009a, 2009b). In this continuum, teachers may function as teammates, mentors and guides, as well as mainly supervising outsiders (Wood, 2009). An

intellectual giant comparable to those who shaped twentieth-century theory Freud, Erikson, Piaget & Vygotsky (Bergen 2014, 14), The current empirical evidence is substantial, however, it does not provide a uniform picture of the connections between different play forms and their distinct developmental benefits (see e.g. Pyle, DeLuca, & Danniels2017; Lillard et al. 2013). Recent studies have challenged the dichotomization of play and learning as false and the free play non-play/direct instruction continuum as misguided (Nicolopoulou2010). With reference to sociocultural learning theories, where learning and development are seen to be facilitated through shared co-construction of meaning, scaffold aid, and guided participation in cultural activities, such as play (Rogoff et al., 2003). They emphasize 1) the interconnected nature of play and learning, 2) the proactive and variable roles that adults can play in children's play, and 3) how different play-based learning practices might foster children's academic and cognitive development in a holistic and mutually supportive manner (Pyle, DeLuca, &Danniels2017; Samuelsson & Johansson 2006; Stephen 2010; Wallerstedt and Pramling2012).

In this context, for instance, participants in imaginative play can engage in double subjectivity by positioning themselves inside and outside of play (Kravtsov and Kravtsova2010; Kravtsova2014). In general, this work emphasizes the importance of learning through play in ECE curricula. As well, it calls for nuancing pedagogies of play conceptually (Rogers et al. 2010). Play is both conceptualized as a practice and a policy (Hunter and Walsh 2014). In addition, the scholarship emphasizes an inappropriate one-size-fits-all paradigm in play pedagogies and warns against its application (see Vogt et al. 2018).

2.4. Factors Influencing the Implementation of Learning Through Play-based learning

Factors that influence the implementation of learning through play-based learning are discussed in detail below. These factors are preschool teacher's acknowledgement of learning through play-based learning, preschool teacher's education programs, and children engagement in play-based learning.

2.4.1. Preschool Teachers to Acknowledge the Important of Play-based Learning

Play-based learning is important for children lives, because play-based learning is the best way for children to learn (Wortham & Reifel, 2008). It has been record that when children dot not play, as is happen more and more often, they can become depressed or show other sign of illness (Almon, 2004). Learning through play-based learning might be implemented effectively if preschool teachers attach more meaning the value and important of play-based learning as the meaning embedded in one's knowledge about play-based learning, past experiences with play-based learning (Kieff, & Casbergue, 2000: 2). The important of play-based learning is stressed by philosophers, psychologist and educationalist like Pestalozzi, Winderspin, Froebel, Issacs, Mcmillan, Vygotsky, & Piaget. These influential contributors have shaped the ideas regarding learning through play-based learning and by claiming that play-based learning leads to exploration, discovery, development and learning (Brock et al., 2013).

Even though the important of children learning through play-based learning is stressed, there seems to be many preschool teachers who follow an academic oriented, teachers-directed approach, toward educating young children, where teachers are at the center of the learning

process (Lau & Cheng, 2010). Teachers may not understand how children learn through play-based learning and this may be due to lack of training in this regard (Lau & Cheng, 2010).

2.4.2. Preschool Teachers Education Programs

The quality of teacher education programs is great concern of educating children through play-based learning (Botha, 2012). Teacher's knowledge or understanding about learning through play-based learning might be influenced by their educational backgrounds specifically in the area of early childhood care and educational professional or lack thereof.

The dilemma of preschool teachers is possible insufficient training on learning through play-based learning causes the effect of lack of knowledge and understanding of play-based learning and meaning (Cheng & Stimpson, 2004). Preacher teacher's tertiary education or preparation should provide them with appropriate knowledge and skills to educate children through play-based learning (Berry et al., 2013). Teachers who did not receive proper training what learning through play-based learning entail find it hard to understand how it should be implemented (Cheng & Stimpson, 2004, Zhu, 2010).

A study done by Zhu, (2010) on curriculum implementation challenge revealed that in many instances, teacher's education focuses on student teacher construction of knowledge. This may lead to problematic implementation of the preschool curriculum and play-based learning pedagogy. This is similar to a study done by Van der (Aalvoort, Prakke, & Goorhuis, 2010). They found that the way in which preschool teachers are trained and taught at university does not solely impacts learning opportunities presented to children. Preschool teachers who offer play-based learning opportunities do so based on knowledge and experiences, interpreting the

daily routine to continuously foster play-based learning activities and development (Van der Aalvoort et al., 2010).

2.4.3. Children Engagement in Play-based Learning

Having looking at many different factors influencing learning through play-based learning, it is also important to consider that teachers perception have great impact in engaging children into play-based learning. Children engagement in play-based learning can be dependent on their motivation and desire for playful experiences as well as ability for risk-taking during play-based learning (Little, Wyver & Gibson, 2011). Teacher's perception to engage children through play-based learning has beneficial meaningful in the life children.

Howard (2002) identified preschool teacher's perception to engage children in play-based learning influence their perception to engage children in play-based learning in classroom situations.

2.5. Perception

Perception is the process human thinking about certain phenomenon (Wolgito, 2003). Perception started from the sense of organ. This process is related to the acceptance of message or information by human brain. In this process a person interacts with his/her environment using five senses. People interacts with the environment using this senses, then the stimuli will be registered by brain and send them to the nervous system. Furthermore, this process is called a sensation, and sensation a part of perception. Koentjaningrat (2010) explained that perception is the realization of human brain process and it appears as a view of about phenomenon.

One of the most popular constructivist theories of perception is Gregory's theory. While Gibson integrated the phylogenetic flow of time (the influence of evolution on cognitive

apparatus) into the process of perception, Gregory used also the flow of ontogenetic time. He claims that sensory data found on receptors are just some sort of energy samples, but they are of no great importance themselves. Their importance is based on our previous experience. Data have the past and the future; they change themselves and they influence each other. They have some hidden aspects that emerge only if influenced by various conditions (Gregory, 2001).

Hatfield, (2009) aware of the fact, that perception involves all the complex and dynamic processes such as mechanisms used to perceive patterns, mechanisms of figurative syntheses, visual memory, concentration, perception of speech etc. Different types of receptors are in fact the same perception process or it is an altogether different type of perception echolocation of abut vs. seeing, thermo detection of a viper vs. seeing but also whether receptors offer identical contents (Gray, 2005). Philosophers are looking for criteria for evaluation of identity of processes and contents for example, the criterion of the stimulus, representation, phenomenological character and sensory organ and they are aware of the potential difference in the perception content of various perception processes and types (Gray, 2012).

2.6. Factors Affecting Perception

Perception is thus influenced by a wide range of individual factors that can lead to an inadequate interpretation (Eysenck, Keane, 2008). According to Slameto (2010) there are factors that, influences teachers perception. Those are as follows:

A. Internal factors

Internal factor are factor which from inside of an individual. It depends on psychological factors such as thoughts, feelings, willingness, needs, attention, and motivation.

B. External factors

External factors are factors which come from outside of an individual.

External are also affected by someone's perception, and stimulus is an internal factor in monitoring process. The process of stimulus will connect through the sense of organ or receptor such as a sight, sounds, hearing, etc.

Positive perception comes from the individual satisfaction about certain object that becomes her/his source of perception, knowledge and individual experiences of the object perceived. Otherwise, negative perception comes from the individual dissatisfaction about certain object that becomes her/his source of perception, the individual ignorant, and the lack of experiences of the object perceived (Robbins, 2002).

2.7. Teachers Perception toward Play-based Learning

Teachers Perception is essential to development because it contributes to the cognitive, physical, social, and emotional well-being of children and learning (Fromberg & Gullo, 2012).

Kinuthia, (2009) on the determinants of preschool teacher's perception towards play-based learning acquired necessary skills, information and knowledge on how preschool children should actively learn. Teachers' perception has been known to build communication and social skills, teaches self-awareness, and can be used to help build social-emotional learning of children skills (Kwan, 2011).

Teachers perception of play-based learning is an important factor on the use of play-based learning as a teaching method in preschools Lyabwene, 2010). Nickel and Herington (2007) established that teacher's perception is a tool that helps them to employ play-based learning and impact child's personality, role definition and role performance. Teachers perceptions play a

crucial role in how they employ play-based learning as well as their pre-service training and professional development; it is widely recognized (Vorkapic and Katic 2015; Hegde and Cassidy 2009; Hegde et al. 2014).

Lynn and Valette, (2012) describes four major essential components of perception are that include affective or emotions or feelings; cognitive or belief or opinions held consciously or conative that can be referred to as inclination for action.

Lapinski and Franklin (2011) discussed the indicators of a positive perception among teachers in preschool stated that first and foremost, the preschool teachers must be passionate about the subject he's teaching considering play-based learning. Biukwayo (2013) pointed out that a combination of real and imaginary experiences is needed to encourage young children to learn. Kebaabetswe (2013) the emphasizing on the need of teachers in preschool to impact the right knowledge among the preschool is that teachers should be experienced enough in the area of early childhood professional.

2.8. Theoretical Perspectives on Play

Play has been shown to serve as a powerful tool for young children's holistic development, supporting the importance of developmental practice and creating the foundation for a strong foundation of early childhood education. Scholars see play as hard to define and note "It is somewhat difficult in the literature to define play (Brown, 2009).

Scholars usually take into account both of these approaches in their consideration of "playful learning" (Hirsh-Pasek, 2009; Reed, Hirsh-Pasek, & Golinkoff, 2012).

In guided play, children are actively engaged in a learning environment to achieve identified learning objectives that the teacher has established for them (Hirsh-Pasek, et al., 2009; Reed, et al., 2012). As children engage in guided play, teachers may ask questions and discuss the play,

then step aside and allow the children to continue their play (Hirsh-Pasek, et al., 2009, Reed, et al., 2012). The early childhood classroom should incorporate both types of play for the optimal development of the whole child (Hirsh-Pasek, et al., 2009; Zigler & Bishop-Josef, 2006).

Developmental psychology's seminal theories Jean Piaget and Lev Vygotsky Children's play is discussed by both child development experts and current scholars discussed this topic first and linked play to cognition (Bodrova & Leong, 2003). According to Vygotsky, children acquire knowledge by being active in their surrounding and by using their senses in order to make sense of it (Hirsh-Pasek, et al., 2009). Children develop the knowledge of playing games. As children's moral growth progresses, their interest in rules-based games continues (Rogers et al., 2001). Researcher who developed a social play framework was Sara Smilansky (Bodrova & Leong, 2013). The stages of her social play are: (1) functional play, (2) constructive play, (3) dramatic play, and (4) games with rules. Smilansky's research on categories of social play and her research on socio-dramatic play have been cited by many researchers (Bodrova & Leong, 2003; Hirsh-Pasek, et al., 2009). Playing has a big impact on children's cognitive development, as Piaget explained through his conceptualization of play. **Vygotsky's theory**, Vygotsky asserted that, the social context in which we live has an impact on our thinking and development (Bodrova & Leong, 2007). A child's ZPD ranges from what they can do independently to what they are capable of doing with or without assistance from adults. Therefore, it is vital that teachers embrace their roles as a player and investigator when playing with children (Jones & Reynolds, 2011).

2.9. The Developmental Characteristics on Play

Piaget's and Vygotsky's contributions to our understanding of the characteristics of play are in the dimensions related to abstract thinking and the creation of rules (Van Hoorn, Nourot, Scales,

& Alward, 2007). Play as the construction of knowledge within the individual child by interacting with the object (toy). On the other hand, Vygotsky perceived play as a social interaction (two children playing together) and believed children learn about the self through their interactions with others (Berk, & Winsler, 2001). Ultimately, it is through the act of play that children come to see the developing self. Another researcher, found that play is the major vehicle for young children to learn to differentiate their own perspectives from those of others (Catron & Allen, 2007). When children play “pretend” and undertake other children’s roles, they come to view their own behavior from the perspectives of other children. According to Mead, the young child functions in the pretend play, achieving a role transformation from the self to others (Van Hoorn et al., 2007). Similarly, Smilansky (1990) explained this developmental process as the beginning stages of role-play. The child simply becomes or pretends to be a doctor, nurse, chef, or teacher and then returns to being the self. Many classic theories emphasized the importance of play and how it affects children’s lives. For instance, Vygotsky noted that play helps to shape how children make sense of their worlds, learn thinking skills, and acquire language. Piaget also mentioned the importance of play through his theory of assimilation. As children assimilate new experiences, they reflect on the new knowledge and practice such skills through play (Smith & Lillard, 2012). Montessori mentioned that, play is “the child’s work” and this work help children to develop their cognitive ability, and socio-emotionally (Lillard, 2013; Miller, 2003). These pioneers proposed that children show what they know and what they are thinking through play. Following the logic, children’s play behavior could be used to evaluate their knowledge, and play could thus be an effective pedagogy in assisting children learn and develop. Preschool teacher spend a lot of time playing with children every day. While they are inventing games and dramatizing fantasies, they develop their bodies and minds through the

playing process. During free play, kindergarteners develop well-being because they need to pay attention and affiliate with other children continually (Burdette & Whitaker, 2005; Pyle & Bigelow, 2015; Pyle & Deluca, 2017). Therefore, the relationship between development and play as described within the physical, cognitive, language, and social domains of development will be explored in the following sections.

2.9.1. Cognitive Development and Play

During the kindergarten years, children make great strides in their cognitive development. They had the opportunity to explore the physical environment around them and discover new information. According to Piaget the kindergarten stage is known as the preoperational stage of development, in which children can represent objects and events mentally, thus enabling more complex symbolism. Yet what controls them is perception, so they comprehend concepts according to what they can see. Here Piaget described that preoperative children exhibit egocentricity. In fact, Play is vital to the development and acquisition of cognitive skills (Gordon & Browne, 2014). Innovative play with objects may also enhance children's inventiveness (Dockett, 2011; Gordon & Browne, 2014). Wood (2013) identified the involvement of thinking processes and repetition of social interactions as two essential elements of play. For instance, pretend play increases a child's ability to think and helps him/her to distinguish between things with meaning (Berk, & Winsler, 2001). In addition, dramatic play enables kindergarteners to imitate human relationships by using symbolic representations (Lynch, 2015; Pyle & Bigelow, 2015). Rather than focusing on stages of play, representational play and fantasy play are the focus. Kindergarteners can deal with unrealistic desires through representational play (Gordon & Browne, 2014).

The separation of meaning from objects in pretend play prepares the child for later abstract thinking and the use of symbols, such as letters, for reading and writing (Berk, & Winsler, 2001). In play, kindergarteners subordinate their desires to play roles and are willing to follow rules, which in turn empower them to follow more general rules and develop culturally acceptable behaviors in adult life. To understand how play functions, it is helpful to review some of the commonly recognized forms and developmental sequences of play in order to comprehend how play functions and develops as a complex, adaptive system as children grow older. Sara Smilansky (Feitelson & Ross, 2004). Her model presents five basic forms of play:

1. **Functional play** or exploratory play. This type of play is sensorimotor play which, allows children to become aware of their surroundings. Examples of such activities include dumping, filling, stacking, and playing with water.
2. **Constructive play** describes children combining elements, such as blocks.
3. It is a type of play that involves creating something and/or resolving a problem.
4. **Dramatic play** entails pretending. The child has pretended him/herself to be doctor.
5. **Socio-dramatic play** is a form of dramatic play with more than one player socially interacting around a theme and a time trajectory over which the play continues and evolves.

5. **Games with rules** Often involve winning and losing, cooperative play.

2.9.2. Social Development and Play

Several researchers and scholars have suggested that, different types of models to describe children's social play. Mildred Parten presented a model of socialization skills in play that is considered one of the best in the field. Parten state that, children engage in solitary play until

they are about 2 1/2 years old (Feitelson & Ross, 2004). From solitary play, children move to parallel play, associative play, and then cooperative play.

1. **Solitary play** Children play alone, usually with toys that are different from those of the children playing nearby. Children at this stage make no attempt to get close to or interact with others. Clearly, the level of social interaction at this point is very low.

It is important, however, to realize that despite its lack of social value, solitary play should be encouraged as a part of a young child's activities. Much of an elementary child's day, for example, is spent doing independent seatwork. Children who have learned to be comfortable in solitary play are more likely to succeed in working independently.

2. **Parallel play** Children from 2 1/2 to 3 1/2 years old continue to play independently, but now they are among their peers and use toys that are similar to those of the children around them. Just as parallel lines run side by side, children in this play stage play beside, but not with, others. There is an awareness of the children nearby but little interaction, as in the following example of parallel play: Sarah and Madison are both 26 months old and are playing in the sandbox. Both girls are digging holes and filling up buckets with sand. Although they are both engaged in the activity, they do not speak to one another or interfere with each other's area. After some time of playing in the sand, their only interaction with each other is when Madison takes Sarah's bucket and a conflict arises. When the bucket is returned, the two girls go back to playing in the sand, keeping to themselves for the remainder of the time.

3. **Associative play:** As children mature, they begin to engage in associative play, which begins at about 3 1/2 years old. In this type of play, children truly play with others. Children loan and borrow play materials among one another. Parten, suggests that at this point, play activities are not nearly as important as the associations they generate (Feitelson & Ross, 2004).

4. **Cooperative play:** This final type of social play begins to take place at about 4 1/2 years of age. Parten, describes this is the highest form of social play since children engage together like they did in associative play, however, they also participate in group projects and work together to achieve a common goal (Feitelson & Ross, 2004).

2.9.3. Emotional Development and Play

Children's play is an excellent way to teach them about their emotions (Johnson, Christie, 2001). The preschool years are a time when children become increasingly aware of themselves as individuals; they also understand themselves as part of a social world (Roopnarine & Johnson, 2013). The development of empathy and social competence are manifested in relationships with others, and their relationships with others influence their social-emotional development (Roopnarine & Johnson, 2013). Preschool years are known as the play years and very crucial place for child's development (Wood, 2013), In Piaget's view, through play-based learning, children can develop social competence through ongoing interaction (Amin & Valsiner, 2004). Vygotsky's in his sociocultural theory, play has a considerable role since it was recommended that pretend play during the preschool years is vital for acquiring both social and cognitive abilities (Berk, 2013). Children benefit from this kind of pretend play because they can pick and choose between different options (Creasey et al., 2011). Make-believe play teaches young children to master impulse control and pay attention to the rules of the game and make-believe plays helps children come to understand and adhere to social norms (Berk, 2013).

2.9.4. Language Development and Play

Bergen and Mauer (2000), particularly in the area of literacy found that four-year-olds' play (with rhyming games, shopping lists, and "reading" books to stuffed toys) enhanced both

language and reading readiness (including phonological awareness) after they entered kindergarten. Through words, children experiment with rhythm, sound, and form proposed that every characteristic of language can be better understood through play.

Language development is related to advances in cognitive development, follows rules of language, and is characterized by development in vocabulary, grammar, and pragmatics (Berk, 2013; Gordon & Browne, 2014). According to Berk (2013), some groups such as girls, middle-class children, and single-born children tend to be more proficient and advanced in language than boys, children from low socioeconomic status families, twins, and triplets. Some teacher's use strategies that foster language development, and such actions reflect ideas on scaffolding, in which more knowledgeable teachers interact with children in order to develop children's zone of proximal development (Sheridan, 2011).

Davidson, (2000) & Bigelow, (2015) proposed that children explore the elements of language and develop a meta-linguistic awareness, or understanding of the rule system, through play with language.

According to Heidemann & Hewitt (2010), teachers collaborate in play they use language by telling jokes and using chants. The language that children use when playing pretend is similar to the language they have heard from books, and this language is like the language in a story when they narrate their play with small toys (Davidson, 2000). Therefore, play not only facilitates language development in preschool, the use of language in it also reflects children's cognitive development. Similar studies carried out by various researchers have reached the same conclusion that children demonstrate their advanced language skills while playing and these language skills advance language and literacy skills in playful surroundings (Christie, et al., 2006). Development of Language and Literacy in the Home School, and school literacy

environments of low-income children from aged three through middle school increase through play (Dickenson &Tabors, 2001).

Several researchers have agreed that play and language promote children's development of expressive tones as well as their perception of the rules underlying the use of voice or conversation patterns of language (Bergen, 2002). Children experiment with words and manipulate their use, meaning, and grammar.

2.9.5. Physical Development Play

Play-based learning involves as well as strengthening their gross motor skills actively moving through dancing, throwing, running, jumping, etc. (Gallahue, 2003). As children continue to growing, they literally use their muscles in more complex ways, and develop other motors effectively that, can be visualize through our eye such as fine and gross (Henniger, 2008).

Gallahue, (2003) proposed that children move through a developmental progression in the acquisition of motor skills. Although the sequence of the appearance of these phases is universal, the rate of acquisition of motor skills varies from child to child. Gallahue, (2003) warned that maturity and physical activity do not necessary ensure that children will acquire fundamental movement skills in the kindergarten years, and children who do not master these skills are frustrated and will experience failure in recreational and sports activities. Although each type of activity provides opportunities for physical exercise, play is different in that it is initiated by the child (Lynch, 2015). Myers (2005) found that, a higher percentage of motor behaviors were observed during free play as compared to structured physical education classes. Therefore, the most effective teacher might be the one who provides a balance between directed and free-play activities. In fact, children need time to mess around and do nothing (Wood, 2013). Although a full range of motor skills can be nurtured through adult-directed activities, there is also a need for

an opportunity for children to engage in physical movements related to spontaneous, natural play (Wortham, 2010).

2.10. Theoretical Framework

Various useful theories can be used to explain and understand the dynamics of play and play behaviors in young children; they can also be used to explain how play promotes cognitive development. The Western world has viewed individuals as separate from their social and physical environments, but a number of social belief systems challenge this idea (Miller, 2003). Among these, the most influential author was Russian psychologist Lev Vygotsky. Lev Vygotsky was born in 1896 and his systematic work in psychology began in 1924). Later, this belief evolved into a sociocultural view, which held that humans are embedded within a sociocultural matrix and that human behavior cannot be understood without considering this matrix. People acquire skills and knowledge from their culture and their culture gives them tools like language and strategies to adapt to their culture (Berk, 2013). As a result of my study, it is assumed that children's learning has a direct and close relationship with their surrounding environment. Play is not only good for developing abstract thinking, but it can also lead to a child's development socially and emotionally (Lillemyr, 2009).

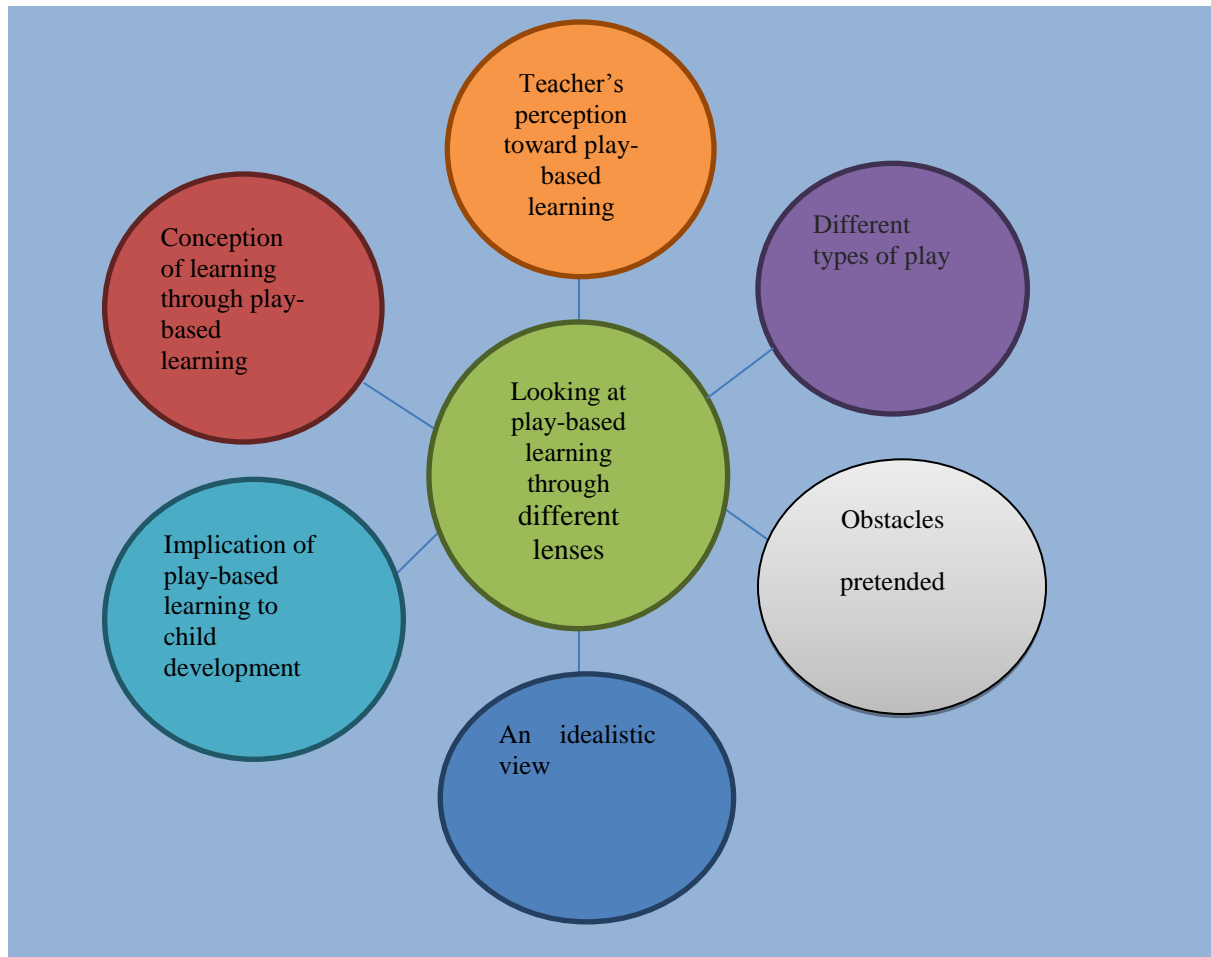
Vygotsky Children develop on two levels: independently and assisted This distance between a child's potential level of development determined by his or her ability to solve problems independently and his or her actual developmental level of development in collaboration with more competent peers is called the zone of proximal development (ZPD) in Vygotsky's view (Bodrova & Leong, 2007). Children gain new skills with this support. According to Vygotsky, the child performs above his/her usual behavior as though her/his is a head taller than himself (Buchbinber, et al., 2006).

The play development relationship is similar to the instruction-development relationship when focusing on how adults scaffold the child's learning; but the activities and consequences of play are much broader than those provided by peers and adults. Bodrova and Leong, (2007) echoed Vygotsky's observed that children often seem to outperform themselves while playing, and they reach higher levels of language and cognitive skills, as well as cooperation. Pretend play is a form of communication that requires the pretenders to communicate with each other using language gestures and symbolic objects to tell and retell stories (Berk & Winsler, 2001). There has been extensive research on the relationships between pretending and the developments of mental representations for example, see (Astington, 2004; Bergen 2002; Schwebel). Around the age of four, children begin to understand that what they believe may not be the same as what others believe and as children play pretend, they become more adept at joint planning and role-assignment (Moses & Carlson, 2004).

2.11. Conceptual Framework

A conceptual framework, is a system of concepts, assumptions, expectation, believes and theories that your research (Mixwell, 2013). Function of conceptual frame is to help researcher to refine their goals (Mixwell, 2013). With regard to my research study the conceptual frame help portray learning through play-based learning by looking at through different lenses. Information from the literature study was used to construct this conceptual framework. The conceptual framework has been overview in the figure 1 below.

Figure 1: The Overview Visual of Conceptual Framework



2.12. Discussing play-based learning through different lenses

The description of each of the lenses has been discussed in detail as follow:

2.12.1. Looking at play-based learning through teachers perception

When studying play-based learning means, a good indication is by given looking at teachers' perception. Teachers perception support children learning as it's encourage them to be taught through play-based learning, first hand experiences (Walsh et al., 2010). This teachers'

perception focuses on what is known about how children learn and develop through play-based learning, taking account into their age, social situation and emotional well-being (Brock et al., 2013). Focusing on how teacher's perception can support children learning through play-based learning is something that every preschool teacher can relate to.

2.12.2. Looking at play-based learning through lens of different types of play

Different types of play include risky of play, loco motor play, sensory play, play with objects/constructive, social play, and pretend play (Gmitrova, Podhajecka, & Gmitrova, 2009; sendsetter & Wyver & Gibson, 2011). Grieshaber & McArdle (2010) describe the different types of play by referring to it ideas regarding play-based learning. These as follow:

- **Pay as Learning**

The learning environment can be structured in a playful way by proving children with appropriate play materials and equivalent (Frosbose, 2008; Brooker, Blaise & Edwards, 2014).Children learn in an environment that encourages play-based learning activities. Play-based learning can be seen as an equivalent to children learning as it contributes to children's growths and development. Teachers should acknowledge the important of play-based learning as a central part of children learning and incorporate play-based learning in their daily programs (Grieshaber & McArdle, 2010; Mixwell, Mitchell & Evans, 2008).

- **Play as fun versus play as hard work**

Fun is contingent with individuals finding themselves in different positions. Purpose is normally associated with work, while paly-based learning is seen as less serious. When teachers see their role in children play as being director, rather than facilitator, they can plan the learning

environment, facilitate activities and allow the necessary time and space which provides a fair balance for work and play (Grieshaber & McArdle, 2010).

- **Naturally Produced play**

Children behavior is naturally playful and curious. During this natural process of play-based learning they develop the skill needed for life. The preschool teachers can provide guidance and children make aware of learning experiences gained during their naturally playful experiences (Ebrahim, 2011; Grieshaber & McArdle, 2010; Thomas, Warren & De Vries, 2011).

- **Play as serious business**

There should be purpose, intent and expectations when preschool teachers think about children learning. Teachers should ask themselves: “What do children learn from this activity? When considering activities like art (Grieshaber & McArdle, 2010). Play-based learning should be “site where risk” imagination and departures from are permitted (Grieshaber & McArdle, 2010: 51).

- **Rule of/for Play-based learning**

Preschool teachers sometime set up rules for play-based which they feel the need to protect children (Little, Wyver & Gibson, 2011). This rule might, for instance, prohibit children from playing with game, because teachers might think it promote and aggression. In fact, banning these type games runs the risk of denying children learning opportunities. Effective early childhood teachers go against the norm of setting too many rules for play. These teachers are willing to take risk (Grieshaber & McArdle, 2010).

- **Play Fair**

Sometimes, especially during free play, children can position themselves as power at the expense of others. This can be due to the gender, race, social status, and language ability or other factors. To help avoid this problem, teachers address bias and unfairness that occur during play. Children

need to be taught how to play fair and why it is important that they do to ensure the effectiveness of play-based learning (Grieshaber & McArdle, 2010).

2.12.3. Looking at play-based learning through a lens of obstacles presented

Barriers in regard to learn through play can be better understood by looking into some factors that influence the implementation of learning through play-based learning. These as follow:

- **Teachers acknowledging the important learning through play-based learning**

Learning through play-based learning might be implemented better if teachers attach more meaning to the value of play as “the meaning and value of play are embedded in one’s knowledge about play, past experiences with play, and value regarding play”(Kiet & Carbergue, 2000: 16).

- **Teacher’s education programs**

Teachers should receive proper training on what learning through play-based learning entails in order to educate children to learn through play-based learning (Botha, 2012; Cheng & Stimpson, 2004). This proper training specifically must be in the area of early childhood care and education professional.

- **Children engagement in play-based learning**

Children engagement in play-based learning can be dependent on their motivation and desire for play experiences as well as for risk-taking during play (Little, Wyver & Gibson, 2011).

2.12.4. Looking at play-based learning through an idealistic lens

Here preschool teachers own ideas and conceptualizing of how play-based learning could be conceptualize by teachers. This lens specially looks into preschool teacher's memories of their own ideas and conception in play-based learning (Amon, 2004; Horsley & Penn, 2014).

2.12.5. Looking at play-based learning through implication to development

The lens of implication to development looks at the various aspects of child development that are developed through play-based learning. Children learn to solve problems, enhance creativity, and develop leadership through play-based learning (Frobose, 2008). Play-based learning promotes social development of children and helps them to live positive life (Kieff & Carebergue, 2000; Thomas, Warren & De Vries, 2011). Communication and language skills are developed through play-based learning and assist with recognition, planning and explanation of concepts and ideas (Ashiabi et al., 2007). Not only children physical development proved through play-based learning, but their emotional security also enhanced (Smith & Pellegrini, 2013). Play-based learning prepares children for the future society in which they live as adults (Brock et al., 2013).

2.12.6. Looking at play-based learning through a lens of conceptions

Viewing play-based learning through this lens clarify preschool teachers perception regarding children to learn through play-based learning. These perceptions include teachers understanding, awareness, knowledge and experiences regarding play-based learning. Trying to understanding what play-based learning, and why it is beneficial might equip teachers with the knowledge on how to apply play-based learning in the classroom and outside the classroom.

Children learn through play-based learning by being independent decision markers. It is a tool for children to use building on the experiences. Through play-based learning children can

represent their experience in different ways, as well as explore new possibilities and create meaning from those experiences (Roopnarine & Johnson, 2005).

2.13. Summary

This chapter discussed related literature, it detail contents play-based leaning learning is essential to the development of children; it gives children opportunity to learn about themselves and others, as well as their physical surroundings. Factors that influence the implementation of play-based learning are the essential component of using play-based learning. These factors are preschool teacher's acknowledgement of learning through play-based learning, preschool teacher's education programs, and children engagement in play-based learning. Perception and its factors such as internal and external effectively influence teachers' perception. Teachers' perception toward play-based learning is essential to children development because it contributes to the cognitive, physical, social, and emotional well-being of children and learning. Theoretical perspectives on play, Developmental characteristics on play is about the implications of play-based learning to the all aspects of child development such as cognitive, social-emotional, and physical. Theoretical framework and conceptual framework is a system of concepts, assumptions, expectation, believes and theories that your research.

Chapter Three

Research Methods

3.1. Introduction

This chapter aims to presents research methods. It detail contains the research design, study site, populations of the study, sampling procedure, instruments for data collection, procedure for data collection, methods of data analysis and ethical consideration.

3.2. Research Design

The aim of this study was to assess and describe the preschool teachers' perception toward play-based learning and its implication to child development in selected government preschools in Gambella town. To conduct the research, descriptive survey research design has been employed in order to explore and describe the perception of teachers toward play-based learning and it implication to child development among government preschool.

3.3. Study Site

The study was conducted in Gambella town and preschools were used as a study area to work closely with the selected government preschool teachers to examine their perception toward play-based learning and its implication to child development.

Thirty-two Preschools in Gambella regional state offer services to children from 3-6 years of age. These preschools currently serve children from low and high income families.

3.4. Population

In Gambella town there were total of 32 preschool among which eight (8) are government preschools and twenty-four (24) are private preschools. The total numbers of preschool teachers in the 32 preschools were 584, and from the total numbers of 464 teachers were private and 120 of teachers working in government preschools. In private preschools 359 teachers were female and 105 were male, whereas government preschools 41 teachers were female and 79 were male (.Gambella administration education Bureau, 2012). However, the study only targeted government preschool teachers.

The total numbers of children in both preschools in Gambella town were 2836, and from the total numbers of 1841 children's were in private and 995 of children's were in government preschools. In private preschools 1227 children were females and 614 children were males, whereas government preschools 603 children were females and 392 were males (Gambella administration education Bureau, 2012). It was from this total population that the sample has been taken. The government preschool was selected because government accepted the policy of educating children through play.

3.5. Sampling Technique

Simple random sampling was employed in this study to take the simple size from the population. A total of 120 teachers were selected as a sample size of the study by using random sampling technique. And to gain insight into preschool teacher's perceptions toward play-based learning, teachers were selected using simple random sampling techniques for the interviews. A numbers of twenty four 24 were selected randomly for the interview. The numbers of teachers in

government preschools were selected randomly to have representativeness of the sample for the effectiveness of the study outcome.

3.6. Instruments

In order to assess and describe teachers' perceptions toward "play-based learning" among Gambella preschool teachers and its implication to child development in their program at Gambella preschools run by government, the following data collection tools were employed after the data gathering tool is checked by pilot study. After the pilot study the necessary correction were made and the questionnaire were administered to the teachers. The participants agree that survey questionnaire make sense for data collection.

3.6.1. Questionnaire

Close-ended questions type of survey questionnaire was employed in this study. The number of items cross questionnaires were 24. Categorical scale type of questions of questionnaire and Likert-scale was employed. The content was two in the developed questionnaire. Moreover, properly set of close-ended questionnaire was developed with accurately measured variables using scale by the researcher, with appropriateness the permission of preschools responsible persons for the consistency and reliability of tool in order to provide responses that would be made ready for data collection, analysis and interpretation (Cohen et al., 2006).

3.6.2. Interview

A semi-structured interview guide was employed in this study to collect data from participant teachers. It is obvious that interview, if it is conducted well, it can produce an in-depth data not possible to be collected by questionnaire survey data. Moreover, to support and cross-check the

finding from the questionnaire the researcher used semi-structured interviews guide in which the researcher asks the predetermined set of open ended questions.

3.7. Validity

Before data collection the instruments were piloted together with the participants and the participants agree that the survey questionnaire make sense to measure that which is intended to measure (Joppe, 2000). Moreover, the survey questionnaire and interview question were appropriately applied in the study to measure which is intended to measure.

3.8. Reliability

The result of the study is replicable or reproduced under similar study as the instruments of data collection measure what is intended to measure.

3.9. Procedure for Data Collection

Preschool responsible persons were communicated after received letter of consent from Addis Ababa University, center of early childhood care and education, then, getting the consent, the researcher directly discussed with participants by introducing the objectives of the study, and background information about the researcher.

To make questionnaires easily understandable by the participants, the researcher translated questionnaires into Amharic as it is an instructional language as selected by the researcher for the effectiveness of data collection, because teachers in Gambella preschools are not one tribe, but many. The researcher decided to use two languages English and Amharic in order to make questionnaires easily understandable. The translation of questionnaire took three weeks and after finalizing the translation of the questionnaire, the questionnaire was made ready for print. Then,

finally the prepared research questionnaire, was distributed to the participants for data collection. The collection of the data took place in may/2021.

3.10. Methods of Data Analysis

The descriptive statistic was employed for data analysis thus; frequency, percentage mean and standard deviation were employed for data analysis. The One-way Analysis of Variance (ANOVA) was also employed to compare the level of teachers' perception from five preschools in terms of their educational backgrounds, academic qualification and professions. The qualitative data obtained through interview were transcribed, coded qualitatively, and themes made ready by using content analysis technique by transcribing the recorded responses of participants in order to supplement and substantiated the data secured through questionnaire. SPSS software was used as a tool for data entry, in order to assess the existing of the teacher perception toward play-based learning in the preschools. Finally, the description of data was presented by using tables.

3.11. Ethical Consideration

Before administering questionnaires, the researcher has clearly explained the purpose of the study to the participants to meet all the ethical consideration of research and informed consent was made using the procedure.

3.12. Summary

The aim of this study was to describe the perception preschool teachers' toward play-based learning and its implication to child development mainly in Gambella government preschools. The Ethical were adhered to, throughout this study. This involve respecting respondents and participants, assuring them confidentiality, and gaining informed consents. A three page of semi-

structure interviews and closed questionnaire of 24 items were used in the study to collect data. Sample was selected randomly across five preschools setting, and one hundred and twenty respondents returned complete survey. This study employed quantitative using SPSS while; themes were generated from the qualitative data.

Chapter Four

Results and Findings

4.1. Introduction

This chapter presents and analysis the research data. It contains background information of the respondents, results from the data collected through questionnaires.

4.2. The General Demographic Information of Respondents

Preschool teachers were questioned and interviewed to provide information concerning their characteristics such as sex, age, educational experiences, and educational backgrounds, educational qualifications to investigate if there is relationship between their characteristics, whether these variables had any influences on their perception toward play-based learning.

The demographic characteristics of respondents are summaries such as age, sex, academic qualifications, duration of teaching experiences and professions illustrated in percentage and frequencies as shown in the table below.

Table: 1. Demographic Variable of the Respondents

Variables	Groups	Frequencies	Percentage	Cumulative Percentage
Sex	Male	41	34.2	34.2
	Female	79	65.8	65.8
	Total	120	100	100.0
Age	below 25	18	15.0	15.0
	25-30	48	40.0	55.0
	31-35	37	30.8	85.8

36-40	16	13.3	99.2
41-50	1	.8	.8
Total	120	100.0	100.0
Educational qualification			
High school graduate	6	5.0	5.0
College certificate	35	29.2	34.2
Diploma	74	61.7	95.8
First degree	4	3.3	99.2
Total	120	100.0	100.0
Educational backgrounds			
Preprimary	9	7.5	7.5
Psychology	2	1.7	9.2
Linguistics	62	51.7	60.8
Natural science	20	16.7	77.5
Social science	27	22.5	100.0
Total	120	100.0	
Teaching Experience			
Less than 3 years	34	28.3	28.3
3-7 years	65	54.2	82.5
8-11 years	20	16.7	99.2
Above 11 years	1	.8	100.0
Total	120	100.0	

As it could be read from table 1: the large percentages of sex distributions among teachers 33 females and 17 male which is the less percentage is reported among the teachers. The analysis based on of age distributions of the respondents are categorized based on their age groups, and

the analysis in the above shows that, below 25 age groups (8%), followed with those of age groups 25- 30, reported (20%), while those with age groups 31-35 are (15%), whereas those within 36-40 age groups are (7%) and above 41-45 age a group is (0%).

The analysis based on the educational qualification of respondents are categorized based on their academic qualifications, the analysis shows that those with diploma holders reported 61.7 % which is the large percentages, followed by those with high school graduate 5.0%, and those of College certificate reported 29.2%, whereas those of first degree holders reported 3.3%.

The analysis based on the teacher's professions shows that, those with preprimary backgrounds reported 7.5%, followed by those with Psychology backgrounds reported 1.7%, and those with Linguistics backgrounds reported 51.7%, which is the large percentages, while those with Natural science reported 16.7%, whereas those with social science backgrounds reported 22.5%.

The analysis based on the duration of teaching experiences of teachers' shows that, those with Less than 3 years reported 28.3%, followed by those with 3-7 years reported 54.2%, while 8-11 years reported 16.7%, whereas above 11 years .8%

4.3. Preschool Teachers Perception toward Play-Based Learning

Twenty items with total of 120 respondents under the investigation were distributed to rate the perceptions teacher's toward play-based learning. The responses based on the twenty items were clubbed to depict the perceptions of teachers toward play-based learning. Therefore, in order to understand the overall perception of teachers' under the investigation, frequency and percentage was used to analyze the perception of teachers'. The perception of teachers' toward play-based learning based on their responds was illustrated in frequency and percentage as shown in the tables below.

Table: 2 Summarizes the Overall Responds of Teachers' toward Play-based Learning.

Teachers perception toward PBL	Teachers' Responds							
	<i>Strongly disagree</i>		<i>Disagree</i>		<i>Agree</i>		<i>Strongly agree</i>	
<i>Themes: The value of PBL</i>	<i>N</i>	<i>%</i>	<i>N</i>	<i>%</i>	<i>N</i>	<i>%</i>	<i>N</i>	<i>%</i>
1.View play as a primary tool for children's learning	24	20.0	61	50.8		29.2	0	0
2. Intends to see children playing to learn	33	25.7	77	64.2	35	8.3	0	0
3. Employ play in every activities with my students to learn	41	34.2	72	60.0	6	5.0	1	.8
4. Believe that play contributes to child development	32	26.7	69	57.5	19	15.8	0	0
5. Having extended periods to play with children outside the classroom	30	25.0	79	65.0	9	7.5	2	1.7
6. Focus on the targeted skills in learning experiences that can incorporate children play narrative	30	25.0	81	67.5	9	7.5	0	0
7. Provides prescribed activities focused skills in teaching children through play in the classroom.	33	27.5	72	60.0	15	12.5	0	0
8. Use opportunities to enter children play & incorporate targeted skills in their play.	26	21.7	80	66.7	14	11.7	0	0
9. Incorporate play-based learning in every activity while, teaching children	34	28.3	70	58.3	16	13.3	0	0
10. Value the use of play-based learning in teaching children.	32	26.7	74	61.7	14	11.7	0	0
11. Plan the lesson in considering play for children to learn the expected learning goals.	33	27.5	64	53.3	22	18.3	1	.8

As it could be read from table: 3 the analysis based on the overall perception of teachers' to view play as a primary tool for children learning showed that, the large percentage of teachers reported 50.8 % disagree, and 20.0% teachers' reported strongly disagree, whereas 29.2% teachers' agree.

The analysis based on the perception of teachers to intends to see children playing to learn showed that, the large percentage of teachers' (64.2%) disagree, followed by (27.5%) teachers 'strongly disagree, and whereas (8.3%) agree.

The analysis based on the perception of teachers to believe play contribute to child development showed that, the large percentage of teachers' (57.5%), disagree, followed by (26.7%) teachers' strongly disagree, whereas (15.8%) agree.

The analysis based on the perception of teachers' to have extended periods to play with children outside the classroom showed that, the large percentage of teachers' (65.8%), disagree followed by (25.0%) teachers' strongly disagree, and (7.5%) agree, whereas (1.7%) strongly agree.

The analysis based on the perception of teachers', to provide prescribed activities focused skills in teaching children through play in the classroom showed that, the large percentage of teachers' (60.0%), disagree, followed by (27.5%) strongly disagree, and (12.5%) agree. The analysis based on the perception of teachers' to use opportunities to enter children play & incorporate targeted skills in their play showed that, the large percentage of teachers' (66.7%), disagree, followed by (21.7%) strongly disagree, and (11.7%) agree.

The analysis based on the perception of teachers' to incorporate **PBL** in every activity while, teaching children showed that, the large percentage of teachers' (58.3%), disagree, followed by (28.3%), strongly disagree, and (13.3%) agree. The analysis based on the perception of teachers' to value the use of **PBL** in teaching children showed that, the large percentage of teachers' (61.7%), disagree, followed by (26.7%) strongly disagree, and (11.7%) agree. The analysis based on the perception of teachers' to plan the lesson in considering play for children to learn the expected learning goals, showed that, the large percentage of teachers' (53.3%), disagree,

followed by 27.5% teachers strongly disagree, and 18.3% teachers agree, where as .8% teacher strongly agree.

Table: 3 Summarizes the Overall Responds of Teachers' toward Play-based Learning.

Teachers perception toward PBL	Teachers' Responds							
	Strongly disagree		Disagree		Agree		Strongly agree	
Theme: Teachers View to engage children in PBL	N	%	N	%	N	%	N	%
Items	N	%	N	%	N	%	N	%
12.Engage children to learn by themselves through play	31	25.8	74	61.7	15	12.5	0	0
13.Provides a variety of play materials to support children learning	27	22.5	85	70.8	8	6.7	0	0
14.Plan extended periods of time for children to engage in play	40	33.3	72	60.0	8	6.7	0	0
15.Play more than they complete activities such as puzzle and similar activities during the school day	32	26.7	67	55.8	20	16.7	1	.8
16. Guide children to learn the expected objective in mind while incorporating play in the classroom.	31	25.8	79	65.0	10	8.3	1	.8
17. Make children carry out the activities to learn while they play in the classroom.	33	27.5	76	63.3	10	8.3	1	.8
18.Directly guide the children to suite the learning goals by employing play	26	21.7	74	61.7	17	14.2	3	2.5
19. Incorporate learning game, playful activities, cooperative play and free lay for children to learn	31	25.8	76	63.3	13	10.8	0	0
20. Employ play activities to promote children learning.	37	30.8	72	60.0	10	8.3	1	.8

The analysis based on the perception of teachers to plan extended of time for children to engage in PBL showed that, the large percentage of teachers' 72(60.0%), disagree, followed by (33.3%) teachers' strongly disagree, and (6.7%) teachers; agree.

The analysis based on the perception of teachers' to provide a variety of play materials to support children learning showed that, the large percentage of teachers' (70.8%), disagree, followed by (22.5%) teachers strongly disagree, and (6.7%) teachers' agree.

The analysis based on the perception of teachers to plan extended of time for children to engage in PBL showed that, the large percentage of teachers' 72(60.0%), disagree, followed by (33.3%) teachers' strongly disagree, and (6.7%) teachers; agree.

The analysis based on the perception of teachers' to help children play more than they complete activities such as puzzle and similar activities during the school day showed that, the large percentage of teachers' (55.8%), disagree, followed by (26.7%) teachers' strongly disagree and (16.7%) agree.

The analysis based on the perception of teachers' to guide children to learn the expected objective in mind while incorporating play in the classroom showed that, the large percentage of teachers' (65.0%), disagree, followed by (25.8%) teachers strongly disagree, and (8.3%) teachers' agree whereas (.8%) strongly agree.

The analysis based on the perception of teachers' to make children carry out the activities learn while they play in the classroom showed that, the large percentage of teachers' (63.3%), disagree, followed by (27.5%) teachers' strongly disagree, and (8.3%) agree, whereas (.8%) agree.

The analysis based on the perception of teachers 'to directly guide the children to suite the learning goals by employing PBL, showed that, the large percentage of teachers' 74(61.7%), followed by 26(21.7%), strongly disagree and 17(14.2) agree, whereas 3 (2.5%) strongly agree.

The analysis based on the perception of teachers' to incorporate learning game, playful activities, and cooperative play and free play for children to learn showed that, the large percentage of teachers' 76 (63.3%), followed by 31(25.8%) strongly disagree and 13(10.8%) agree.

The analysis based on the perception of teachers' to employ play activities to promote children learning showed that, the large percentage of teachers' (60.0%), disagree, followed by (30.8%) teachers' strongly disagree and (.8%) teacher agree.

4.4. The Overall Perception of Teachers toward Play-Based Learning

Descriptive analysis based on teachers' perception toward play-based learning analyze using descriptive statistics such as mean and standard to determine the level of preschool teachers' perception. The mean scores of the overall perceptions of teachers' toward play-based learning are illustrated in the table as shown below.

Table: 4 Descriptive Statistics Summarizes the Overall Perception of Teachers toward Play-Based Learning.

Variables	Mean	Standard Deviation
Teachers' Perception	35.29	11.552

The analysis based on the overall perception of teacher toward play-based learning shows that, teachers' perception scored mean (mean =35.29 and standard deviation =11.552). This shows that, there is negative perception among preschool teachers' toward play-based learning.

4.5. Preschool Teachers' Perception toward the Implication of Play-Based Learning to Child Development

Four items with total of 120 respondents were presented to the teachers' to rate their perception toward the implication of **PBL** to child development. The responses based on the four survey questionnaires items were clubbed to depict the perceptions of teachers toward the implication of **PBL** to child development. So in order to understand the perception of teachers' toward the implication of PBL to child development, frequency and percentage was used to analyze their perception. The perception of teachers' toward implication play-based learning based on their responds was illustrated in frequency and percentage as shown in the tables below.

Table: 5 Summarizes the Perception of Teachers' toward the Implication PBL to Child development

Implications	Teachers Responses							
	<i>Strongly disagree</i>		<i>Disagree</i>		<i>Agree</i>		<i>Strongly disagree</i>	
Items	N	%	N	%	N	%	N	%
	Children could learn language and literacy from paly-based learning	27	22.7	68	56.7	22	18.3	2
Children get more opportunities to explore the environment and learn new information from play-based learning	37	30.8	74	61.7	9	7.5	0	0
Children master their emotional issues form relationships, share, and cooperate from play-based learning.	43	35.8	67	55.8	10	8.3	0	0
Children develop their fine and gross from play-based learning	30	25.0	75	62.5	14	11.7	1	.8

As it could be read table: 5 the analysis based on teachers' perception to think children could learn language and literacy from play-based learning shows that, the large percentages of teachers' were recorded 56% disagree, followed by 22.5% strongly disagree, and 18.3% agree, whereas 1.7% strongly disagree. The analysis based on the perception of teachers' to think children get more opportunities to explore the environment and learn new information from play-based learning shows that, the large percentages of teachers were recorded 61% disagree, followed by 30.8% teachers' and 7.5% agree. The analysis based on the perception of teachers' to think children master their fine and gross from play-based shows that, the large percentages of teachers 62.5% were recorded disagree, followed 25.0%, and 11.7% agree, whereas .8% strongly agree.

The analysis based on the perception to think that, children form relationships, share, cooperate, master their feelings from play-based learning shows that, the large percentages of teachers' were recorded 62.5% to disagree, and less percentages of teachers' were recorded 25.0% to strongly disagree, and (11.7%) to agree, whereas (.8%) to strongly agree.

4.6. The Overall Perception of Teachers toward the Implication of PBL on Child Development

The aim this part is to describes the overall perception of teachers' using descriptive analyzed based on teachers' perceptions toward the benefits of PBL on child development analyze using descriptive statistics such as mean and standard to determine the level of their perception. The mean scores of the overall perceptions of teachers' toward implication of play-based learning on child development are illustrated in the table as shown below.

Tables: 6 Descriptive Statistic Summarizes the Overall Perception of Teachers' toward the Implication of PBL to child development

Variables	Mean	Standard Deviation
Implications	7.38	2.506

The analysis based on the overall perception of teachers toward the implication of play-based learning shows that teachers' perception scored mean (mean =7.38, and standard deviation = 2.506). This shows that, there is negative perception among preschool teachers' toward the implication of play-based learning to child development.

4.7. How Teachers Demographic Characteristics influence their Perception toward play-based learning

The demographic characteristics of teachers' were rated with the intention to investigate if their characteristics have influences toward play-based learning and its implication to child development by using descriptive statistic such as mean and standard to determine the level of their perception. One way of variances ANOVA were used as there were four variables in each characteristics of preschool teachers compare their level of perception toward play-based learning. The mean scores of teachers' perception toward play-based learning based on their characteristics are illustrated in the table as shown below.

Table: 7 Descriptive Statistic Summarizes Teachers Perception According to Their Demographic characteristics

Characteristics	Mean	Std. Deviation	df-ratio	Sig
Academic Qualification	67.58	50.35		
Between groups		4	26.758	11.002
Within groups		115		
Total		119		
Professions	75	55.26		
Between groups		4	50.815	5.441
Within groups		115		
Total		119		
Teaching Experiences	49	36.33		
Between groups		4	32.271	8.62
Within groups		115		
Total		119		

As it could be read from table 2: the mean scores of teachers' perception toward play-based learning and its implication to child development according to their characteristics has been analysis, and the analysis based on the academic qualification, scored the lowest mean (mean =67.58 and standard deviation = 50.35). The result of One-Way ANOVA test revealed teachers' perception based on their academic qualifications, is at df, 4,119 F-ratio 26.758, $n=11.002$ indicating that, there is no significant difference in the level of perception among preschool teachers'. The analysis showed that the academic qualifications of teachers' were the main factor

that determined their perception toward play-based learning and its implication to child development.

The analysis based on the teachers' professions shows that, professions scored the mean (mean = 75, and standard deviation = 55.26). The result of One-Way ANOVA revealed that, the level of preschool teachers' perception among preschools is at df, 4, 119 F-ratio 50.815 $n=5.441$, indicating that, there is no significant difference in the level of perception among teachers'. The analysis showed that, teachers' professions was the main factor that determined their perceptions toward play-based learning and its implication to child development.

The analysis based on the duration of teaching experiences shows that, teaching experiences scored mean (mean = 49, and standard deviation = 36.33). The result of One-way ANOVA showed that teachers' perception, based on duration of teaching experiences among preschools is at df, 4, 119 F-ratio, 32.21, $n=8.62$, indicating that there is no significant different in perception among teachers'. The result of analysis revealed that, duration of teaching experience was the factor that determined the teachers' perceptions toward the use of play-based learning.

4.8. Findings from Qualitative

The interview with some selected teacher was done to explore the perception of preschool teacher's on understanding the concept of play-based learning, preschool teacher's view toward the use of play-based learning, and preschool teacher's view toward the engagement of children in play-based learning.

One objective of this study is to explore how preschool teachers understand play-based learning currently in their preschool programs.

In order to report how preschool teachers understand play-based learning in Gambella town preschools, data gathered under this theme was categorized in the following sub-themes, such, as conceptualizing play-based learning, the preschool teacher's views toward the use of play-based learning, and preschool teacher's views toward the engagement of children in play-based learning.

4.9. Preschool Teacher Views toward the use of Play-Based Learning

This theme was intended to meet the objective that aim at exploring the view of preschool teacher's to use play-based learning. Regarding the perceptions of teacher's to use play-based learning; preschool teacher's view that, play-based learning is using the prepared teaching materials to support children learning in preschool, especially in the classroom, and whilst guided by the teachers. According to the participants, play-based learning is occurring when teachers stay active facilitating learning of children. During the interview one of the participants says

I can use teaching materials to support children learn in the classroom for instance; I can directly assign numbers by myself, designed in a form of carton and make it known for each child in order to learn how to count number and shape of numbers. (Teacher age 31 female Elay preschool).

4.10. Preschool Teacher's Views toward the Engagement of Children in Play-based Learning

This sub-theme was designed to address the objectives of the study that is, to describe the perceptions of teacher's to engage children to learn through play-based learning. Preschool teachers perceive engaging children in learning can't make learning an adventure. Instead of describing a new topic, have children understand the topic and teaching children to know that they're listening and follow in the middle of what you're teaching, while teachers make sure that the environment are secure and conducive for learning.

During the interview one of the participants says:

*I can start making children to understand the topic by introducing topic and then, as a teacher, to make children engage in the learning process, I can manage the classroom and make sure that, the classroom is secure and conducive in order to make learning happen, so that children can bring their attention to the new topic, and becomes more engaged in learning, and after they understood the topic task would be given to their understanding.
(Teacher age 30 Female at Wibur preschool)*

Moreover some participants have reported that, learning occurs when teachers take charge in instructing or direct teaching method in which children count, and read teachers. According to the participants children learn more when words, letters, numbers are repeated after one another while, teachers reading aloud and children take turn read, or count, rather then, engaging children to learn by themselves through learning by doing that help children to explore the environment.

During the interview one of the participants express:

I can taught children to learn arithmetic's sign, and letters by reading, and counting using loud sound so that, they can memorize and use them in daily bases without forgotten.(Teacher age 32 female Tirkidi preschool).

4.11. Conceptualizing Play-Based Learning

Preschool teachers conceptualize play-based learning is kind of learning activities like, learning of alphabet through songs and music that are fun, but help children to experiences letter and work on recognition of letter and sound in the learning process. During interview one of the participant expresses:

Alphabet songs are not only fun, but they are also valuable resources that can be used to help children learn about letters. Learning through song provides the opportunity to experience letters in an entertaining way, while also keeping a fun and gradual pace to the learning process. This alphabet song and music are one that children love to sing over and over again, and help children works on letter recognition and letter sounds. (Teacher age 28 Male Cangkwar preschool).

Chapter Five

Discussions

5.1. Introduction

This chapter presents the summary of the study, and discusses the results and findings presented in the previous chapter in related to relevant literature.

5.2. Discussions

This part, presents the discussions of the major results and findings of the study collected with quantitative and qualitative data and try to align the perceptions of preschool teachers at Gambella government preschools toward play-based learning, and its implication to child development with the previous findings.

5.3. Teachers' Perception toward Play-Based Learning

Play-based learning is very important in children's life, because play is the only way for children to learn and develop other aspects development (Ebrahim, & Reifel, (2008). From the analysis the results, shows that the majority of teachers' were reported they did not integrate or value play into their activities or practices to support children learning, even though children are naturally motivated to play in order to learn. In this study, teachers' were surveyed if they could view play as a tool for children learning, to ensure effective learning of children in preschool setting, but the majority of preschool teachers' disagree. It shows that, teachers did not prioritize "play" in preschool setting more often for children learning.

In line with this, Saayah, (2004); Fauziah, (2009); Sharifah et al., (2009), funds that, lack of prioritize the use of play-based approach in teaching children can make children become uninterested, and boring to learn. Almon, (2004), asserted that, when teachers do not integrate play as is happening more and more often, children can become depressed and or shows other sign of illness in preschool.

On the others hand, teachers guide children to learn while, integrate play in the process of teaching to helps children explore, and discover the object by themselves. In this the result reveals that, teachers' did not guide children to learn the expected objective in mind while incorporating play in the classroom, they simply teach the lesson, far from play and complete activities without making children to participate in the learning process through child-initiatives learning. It seems that, teachers still holding traditional method way of educating children, where teacher encourage memorizing and recite, rather than fostering critical thinking, problem solving and decision making (Sunal et al., 2006) while modern or constructivist pedagogy way of educating and working with children involves a more of child-initiative interactive learning, exploring to learn in consideration of play as a fundamental element in educating children in preschool.

Play-based learning has been used by early childhood teachers and has been viewed to have effective contribution in children learning (Siraj-Blatchford & Sylva, (2004); Degotardi, (2005); Moyles, (2005); Wood & Attfield, (2005); Wood, (2007); Hirsh-Pasek et al., (2009), In essentially, motivate and engage children to learn in the classroom and outside the classroom, while teacher's priorities and integrate play as tool for children to learn in preschool (Erica, MEd, Angela, & Pyle, 2018).

Preschool teachers' might value the use of play-based learning and consider developmental perspectives rather than, academic perspectives.

Children learn active when teacher value and add more meaning to the important of play it contribution to their development. In this study the questionnaires reveal that, teacher's do not think that play-based learning contributes to child development and promote children learning.

This shows that, teachers don't believe in implementing play or attach meaning to the value of play-based learning for the development of children. Kieff & Casbergue, (2000), funds that, The effective use of play-based learning might be implemented accurately; because teachers bring more attention and meaning in to the value of play-based learning (Kieff & Casbergue, 2000).

Activating children in real-world and imaginary activities, as well as through playing with them, helps them to learn through active play using free time, first-hand experiences, which help them discover the environment and make connections to the world around them.

The result reveals that, teachers don't engage children to learn by themselves through play. This shows that, preschool teacher's used teacher-led method, where teachers compensate whole session lecturing the note without considering integrating play that, engages and help children to develop sense of confidence and who they are in this world. In line with this, Moyles, (2005); Duncan & Lockwood, (2008); Christie & Roskos, (2009), asserted that, By using play-based learning, children can develop a sense of identity and self-confidence, gain a new understanding of the world, and develop their self-confidence. In this study the result reveals that, teachers don't guide children to suite the learning goals by employing play-based learning. This shows that, teachers were not guiding children to learn through play-based learning that, help children to effectively suite of learning goals including developing the ability to manage disruptive

emotions, impulses and help children to intentionally think about how things can be learned. In line with this, Alfieri, Brooks, Aldrich, & Tenenbaum, (2011), asserted that, guided learning in preschool, while children play is most effective in all aspects of child development including developing metacognition and self-regulation. Children learn best if teacher offer opportunity to play. In this study, the questionnaires reveal that, preschool teachers don't use opportunities to enter children play & incorporate targeted skills in their play to learn. Katz, (2004); Broadhead, (2004); & Wood, (2007), Providing opportunities for children to learn through play is believed to be the best way and crucial for children to develop major skills that would carry over into their lives over the course of their academic journey, such as problem-solving. Burdette & Whitaker, (2005); Pyle & Bigelow, (2015); Pyle & Deluca, (2017), Teachers of preschools are required to spend a lot of time working with children through play while developing games and dramatic experiences which help develop children's bodies, social skills, and minds through playing. The questionnaire reveals that, the majority of teachers don't have extended periods of time to work with children to learn through play they spend their periods in lecturing the note. Seo & Ginsburg, (2004), also found that, children should spend the amount of considerable time for free play activities to make children learn the concept mathematical activities. As another approach, children can acquire arithmetic sign skills by playing with blocks and using them effectively in a number of ways when they have free play time, such as using blocks of different types designed in different ways (Wolfgang, Stannard, & Jones, 2001; Varol & Farran, 2006). The use of blocks in building allows children to learn about arithmetic and space science as they play with them (Hirsh-Pasek, et al., 2009; Reed, et al., 2012). In this study, the questionnaire reveals that, teachers did not provide prescribed activities focused skills in teaching children through play in the classroom. This shows that, preschool teachers' use teacher-directed

activities and transition which are no substitutes for opportunities for exploration, and creativity. In line with this, Alfieri, Brooks, Aldrich, & Tenenbaum, (2011), asserted that, children benefit most from guided learning while they play in preschool, as guided learning augments metacognition as well as self-regulation. In order to make learning fun and more interesting for children, teachers plan their lessons with play in mind. In this study the questionnaire reveals that, teachers fail to plan the lesson in considering play for children to learn. This shows that, teacher's was not in position of incorporating play-based learning when educating children, they plan the lesson based on the content of the subject.

5.4. Teachers Perception toward the Benefits of Play-Based Learning to Child Development

One of the objectives in this designed study is to describe the perception of teachers' toward the implications of PBL to child development based on the perceptions teachers'.

And in order, to discuss what the actual perceptions of preschool teachers' toward implication of PBL to child development, data gathered under the this objective, was categorized in the following sub-topics, such as language development, cognitive development, physical development, and socio-emotional development of children. Below are the detailed presented discussions of teachers' perception toward the implication of play-based learning on the all aspects of children development.

5.4.1. Language Development

It is natural and enjoyable for children to learn languages through play-based learning. Christie & Roskos, (2009); Essa, (2011), asserted that, Young children can gain essential early literacy

concepts, skills, and language through play in the preschool years. Indeed, preschoolers learn to develop language skills quickly and easily through repetitive activities during play. In this study teachers' perceives that learning language it often occurs only through teaching. It has been found by several researchers that play and language facilitates children's development of expressive tones and their understanding of the rules underlying the use of voice and conversation patterns (Bergen, 2002).

It indicates that teachers do not allow children to play in order to develop critical thinking skills, print motivation, print awareness, letter knowledge, vocabulary, and phonological awareness. Bergen & Mauer (2000), Particularly in the area of literacy, provide funds for four-year-old children to engage in play (rhyming games, shopping lists, or arts and crafts Adding stories to stuffed animals) enhanced a child's language and reading skills.

Language learning and interacting with peers are enhanced by play, Pyle & Bigelow, (2015) also, asserted that, as children play with language, they explore the elements of language and develop a meta-linguistic awareness, or an understanding of the rules.

5.4.2. Cognitive Development of Children

Brewer, (2004), Children's problem-solving abilities and creative thinking are developed through play-based learning, teachers claim. In this study, teachers were unable to provide children with more opportunities to explore the environment and solve problems from play-based learning. It shows that preschool teachers had difficulty seeing play as developing children's thinking ability, problem-solving skills, and sense of imagination. Broadhead, (2004), asserted that, when children become skilled players, their play episodes are characterized by increased cognitive challenge and become more sustained and complex as they co-construct

meanings and understandings with their peers and adults.

5.4.3. Physical Development of Children

Through free play and learning games, children are able to develop strong and small muscles while engaging in activities that can support their physical development. According to the survey, teachers use teacher direct teaching pedagogy with little use of incorporating learning activities, but still lead the children in activities rather than engage them in playful activities that could help them explore and develop physically. Gallahue, (2004) asserted that, playing helps children become physically active by implementing the major characteristic of play-based learning activities being active through dancing, jumping, throwing, running, and generally moving and moving.

5.4.4. Socio-emotional Development of Children

The purpose of this sub-theme is to describe how preschool teachers see play-based learning as contributing to the socio-emotional development of children. Through play, children develop their socio-emotional skills to interact with teachers, peers, inhibit negative impulses; express feelings freely, form relationships, and or develop a variety of socio-emotional skills, such as empathizing, understanding other perspectives, and sharing. According to the findings of this study, teachers believe children were unable to develop social skills. This shows that, teachers cannot initiate play learning activities to make children develop social competence.

In line with this, Roopnarine & Johnson, (2013), asserted that, developing empathy and social competence are central to helping children develop their relationships with others, and play-based learning influences the ways they develop their social and emotional skills.

Barnett et al., (2006), also finds that, as a foundation for all types of learning, social competence, emotional self-regulation, and attention self-regulation such as focusing attention on a lesson or activity, planning steps to accomplish a task, and being able to communicate with others should be encouraged in play-based learning activities. Rogers & Sawyers (2008) asserted that, participating in pretend play helps children decenter, acquire perspective-taking skills, improve their ability to work together as a team, and develop impulse control. Johnson & Christie, (2011) also, asserted that, using play-based learning helps children develop their emotional intelligence by helping them cope with anxiety, frustration, normal developmental conflicts, and traumatic situations.

5.5. Teachers' Characteristic Influences their Perception toward Play-Based Learning.

The intention of this designed study was to investigate if there is a difference between teachers' perceptions toward play-based learning based on their demographic characteristics.

Play-based learning and its implications on child development were considered by most teachers in this study to be strongly influenced by their academic qualifications, professionalism, and teaching experiences. Kassahun, (2013), finds that, this could be a result of not being aware of how to use play as a medium for children's learning and development and also could be a result of the trainers' qualifications. The expectation of parents seems to prevent teachers from integrating play into preschool. In in with this, Jarmila Bubikova-Moan, Hanne Hjetland & Sabine Wollschied, (2019) asserted that, a parents expectations can be one of the biggest obstacles for preschool teachers not to integrate play-based learning is the issue of teacher education and qualifications An educational background has been used to employ teacher in

preschools programs with aim to teach academic basic skills. In this study the majority of teachers were responses having educational backgrounds in linguistics, which reflect that, teachers' are working more in teaching rather than using play-based learning. Kassahun, (2013) also, asserted that; Ethiopia has embraced play-based pedagogy for years.

5.6. Preschool Teachers Views toward the use of play-based learning

The purpose of this topic is to explore the perception of teachers toward the use of play-based learning in their programs. Play, according to teachers, is distinct from play-based learning. One participant mentioned that play-based learning might include teacher-directed activities that are engaging and enjoyable for children. Branch (2009), It is only appropriate to use play-based learning when it can enhance an individual's knowledge skills as well as their competency. Teachers guide children fully without offering them the chance to learn by themselves. This shows that teachers use a teacher-led approach rather than a child-led approach. Bodrova & Leong, (2010), Every child deserves to experience play-based learning as a preschooler. Dockett, 2011, Wood, 2013; Wood (2009)a, (2009b), children and adults can be viewed within a continuum of play, with child-run free play with voluntary participation without predetermined instructional purposes and without adult involvement at one end and adult-led structured non-play with distinct instructional objectives (direct teaching) at the other. In order to develop children's thinking skills, it is important to use play-based learning methods (Sharifah Nor et al., 2009).

5.7. Preschool Teachers Views toward the engagement of Children in play-based learning.

Singer & Revenson, (2004), asserted that, a child's ability to construct knowledge depends on his or her active participation in using the senses. As revealed by the interview, preschool teachers view play-based learning as a teaching and learning process in which children learn the lessons by identifying the topic, discussing the learning objectives, and evaluating and assessing the children. This shows that, teachers use teacher-centered instruction. In line with this, Iowa Core, (2010), asserted that, Play-based learning involves engaging children in learning through teacher-centered instruction rather than child-centered learning. Parten, suggests that at this point, play activities are not nearly as important as the associations they generate, (Feitelson & Ross, 2004). Both free play and guided play are essential elements for play-based learning, (White, 2012).

5.8. Conceptualizing play-based learning

The purpose of this sub-topic was to explore how preschool teachers conceptualize play-based learning. The preschool teachers conceptualize play-based learning as a kind of learning activity such as learning the alphabet through songs and music to help the children experience letters and learn how to recognize their sounds and letters. In line with this, Fesseha, & Pyle, (2016) asserted that, play-based learning has been conceptualize as learning experiences were impacted by teachers' perceptions of play. Teachers offer songs, letters and music as a child learning play activities which is more of abstract. According to UNICEF, (2004), Play-based learning consists of leisure activities that are undertaken purely for enjoyment, either spontaneously or under the

guidance of an adult. It can refer to both physical and mental leisure activities.

Dockett,2011, Wood, (2013); Bergen (2014), While it is widely accepted that play is central to the development of children, theories of play and the perspectives of scholars are used to conceptualize play. Play is emphasized by some scholars as content, that is, when it is functional, symbolic or governed by rules (e.g. Vorkapic and Katic2015), The others dealt with play behavior types such as physical play (e.g. exercise or rough-and-tumble), object play (play with purpose-made toys) and pretend play, e.g. role or drama play, (Smith 2005).

5.9. Limitation of the Study

This study was supposed to finish in 2020, but due to global health crisis covid-19 it was delayed since the opening of preschools, and the researcher start to collect data in May/2021. Another limitation of the study was the limited of literatures that are relevance to the research area; however, the researcher has tried his best to complete the study.

Chapter Six

Conclusion and Recommendation

6.1 Summary of the Study

This study evolved from a personal and professional interest to assess the perception of preschool teachers' toward play-based learning and its implication to child development. Play-based learning is child individual play and learning that, allows children to create, adapt, explore, experiment, learn, communicate, socialize and problem solve individually or with peers. Play-based learning is, essentially, to engage children to learn in the classroom and outside the classroom, while teachers priorities play as tool for children to learn. Play-based learning promotes holistic development of children. The perception of preschool teacher's toward play-based learning involves having the awareness, understanding, and interpreting how a play-based learning provides learning benefits to the holistic development of children.

6.2 Introduction

The existent of Play-based learning in preschools setting is considered as an indicator of bringing positive attributes to the life children, particularly when preschool teachers' positively perceives the important, and value of play-based learning. Teachers' perception toward play-based learning plays a major role in child development, and the aim of study was to describe and explore the perception of preschool teachers' toward play-based learning and its implication to child development in selected government preschools in Gambella town. Descriptive survey design was employed as a major research design of this study. The survey questionnaire and interview questions were employed in the study.

6.3 Conclusions

This study generated the following findings, some of the major findings are:-

- There is negative perceptions among preschool teachers' toward play-based learning in five selected government preschools.
- There is a negation perception among preschool teachers toward the implications or contributions of play-based learning to child development.
- The demographics Characteristic such as professions, duration of teaching experience and academic qualifications were main factors that, influences teachers perception toward play-based learning.

Moreover, it's possible to conclude that, preschool teachers have negative perception toward play-based learning and its implication to child development in all government preschool, because of lack of knowledge and awareness among preschool teachers' about the important of play-based learning and implication to child development.

6.4 Recommendations

Based on the core findings, the following recommendations are forwarded

- Preschool teachers should have ongoing training given by government in this year in order to create awareness among them currently working in preschools to enable changes their negative perceptions
- Preschool teachers should accept individual child play-based learning and to ensure the holistic development of children through creating awareness them.
- Government must give ongoing training in this year to create aware among preschool teachers so that they should be aware that, their characteristics won't support children to learn effectively from play-based learning.

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Appendixes

*Dear, respondents my name is **Ojulu Akwor** a MA student from Addis Ababa University College of Education and Behavioral Studies. This is a MA thesis in center for early childhood care and education in titled Teachers perception toward play-based learning and its implication to child development. The purpose of the study is to assess preschool teachers' perception toward play-based learning and its implication to child development in Gambella Regional State.*

The information that will be obtained from you will be keep confidentially. So, based on the response that is expected from you, the result of this study will be of great significant for the betterment of findings of teachers' perception toward play-based learning and its implications to child development. Dear my respondents in order to complete the questionnaires you are expected to answer based on your opinion by ticking or circling an answer.

General Direction:

- ✓ This questionnaire would be return after one week
- ✓ Don't write your name
- ✓ Read the statement thoroughly.
- ✓ For the general background information, response by ticking or circling an answer beside your response here below.
- ✓ You can rate like for examples, **(1) Strongly disagree (2) Disagree (3) Agree (4)**

Strongly agree

Appendix 1: Demographic information of preschool teachers'

1. Sex-----
2. Your Age-----
3. Your educational qualification (circle one of the choices)
 - A, High school graduate
 - B, College certificate
 - C, Diploma
 - D, First degree
4. Your educational background (circle one of the choices)
 - A, Preprimary school
 - B, Psychology
 - C, Linguistics, English, Amharic, Dha-Anywaa, etc.-----
 - D, Natural science
 - E, Social science
5. Your educational experience (circle one of the choices)
 - A, 0-3 years
 - B, 4-7 years
 - C, 8-11years

Appendix 2: Survey questionnaire in English. Preschool teacher's perception toward play-based leaning

For the following questions, please circle the number that most accurately represents your perception toward play-based learning.

Items for questionnaire	Strongly disagree	Disagree	Agree	Strongly agree
1. I view play as a primary tool for children's learning	1	2	3	4
2. I intended to see children playing to learn	1	2	3	4
3. I employ play in every activities with my students to learn	1	2	3	4
4. I believe that play contributes to child development	1	2	3	4
5. I provide a variety of play materials to support children learning	1	2	3	4
6. I plan extended periods of time for children to engage in play	1	2	3	4
7. I play more than they complete activities such as puzzle and similar activities during the school day	1	2	3	4
8. I employ play activities to promote children learning.	1	2	3	4
9. I have extended periods of play outside with children	1	2	3	4
10. I guide children to learn the expected objective in mind while incorporating play in the classroom.	1	2	3	4
11. I make children carry out the activities to learn while they play in the classroom.	1	2	3	4
12. I engage children to learn by themselves through play	1	2	3	4
13. I slightly guide the children to suite the	1	2	3	4

learning goals by employing play

14.I incorporate learning game, playful activities, cooperative play and free lay for children to learn	1	2	3	4
15. I focus on the targeted skills in learning experiences that can incorporate children play narrative.	1	2	3	4
16. I provide prescribed activities focused skills in teaching children through play in the classroom.	1	2	3	4
17. I use opportunities to enter children play & incorporate targeted skills in their play	1	2	3	4
18.I incorporate play-based learning in every activity while, teaching children	1	2	3	4
19. I value the use of play-based learning in teaching children.	1	2	3	4
20. I plan the lesson in considering play for children to learn the expected learning goals	1	2	3	4

Appendix 3: Survey questionnaire in English. How preschool teacher percept play-based learning toward the implication to child development?

For the following question, please circle the number that most accurately represents your response.

Items for questionnaire	Strongly Disagree	Disagree	Agree	Strongly agree
21. I think children could learn language and literacy from paly-based learning	1	2	3	4
22. I think children get more opportunities to explore the environment and learn new information from play-based learning	1	2	3	4
23. I think children master their emotional issues form relationships, share, cooperate, from play-based learning	1	2	3	4
24. I think children develop their fine and gross motor from play-based learning.	1	2	3	4

Addis Ababa University

**Dear, Participants here the following are research questions to be answer
Participants background (15- 20 minutes)**

Objective: To establish rapport and obtain the experiences of the respondents' general with the research topic. This section should be brief as it is not the aim of the study.

Interview Questions

A. Participants backgrounds

1. How old are you?

2. What is the level of your education?

3. How long have you been teaching in preschool?

4. The name of preschool:

5. Sex-----

Dear, key informant I am cordially expected you to response to the following interview questions for the effectiveness of the study out comes.

Interview question: What is the percept play-based learning?

I am motivated to learn about way you view play-based learning. I would like to hear about your view about “play-based learning” with own view. Therefore, I am going to ask you some questions about the way you view the experiences about play-based learning.

Appendix 4: Teachers Interview Questions: How Teachers conceptualize play-based learning

1. How do you define play-based learning is?

2. How do you employ play-based learning in your preschool classroom?

3. How do you engage children in play-based learning?

Appendix 5: Teachers Interview Questions. How preschool teachers' perceive the implication toward play-based learning on child development?

1. What do you think children could learn from play-based learning?

2. What do you think play-based leaning contribute.....?

a) Cognitive development? Examples?

b) Social development? Examples?

c) Emotional development? Examples?

d) Physical development? Examples?
