



ADDIS ABABA UNIVERSITY

COLLEGE OF EDUCATION AND BEHAVIORAL STUDIES

DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT

**ASSESSMENT OF THE CONTRIBUTION OF PLAY BASED
LEARNING METHODOLOGY FOR STUDENTS' ACADAMIC
PERFORMANCE IN FIVE RIGHT TO PLAY PROJECT TARGET
PRIMARY SCHOOLS IN GULELE SUBCITY**

BY

NETSANET AYEN TESFAHUN

JUNE, 2021

ADDIS ABABA, UNIVERSITY

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ATHESIS SUBMITTED TO SCHOOL OF GRADUATE STUDIES OF
ADDIS ABABA UNIVERSTY COLLEGE OF EDUCATION AND
BEHAVIORAL STUDIES

Advisor
Getenet Tizazu (PhD.)

July, 2021
Addis Ababa, Ethiopia

**ADDIS ABABA UNIVERSITY SCHOOL OF GRADUATE STUDIES
DEPARTMENT OF EDUCATIONAL PLANNING AND
MANAGEMENT IN SCHOOL LEADERSHIP**

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BY

Netsanet Ayen

Approved By:

Advisors

Signature

Date

Internal Examiner

Signature

Date

External Examiner

Signature

Date

Declaration

I declare that this thesis is the result of my independent research work on the topic entitled “ Assessment of the Contribution of Play based Learning Methodology for students’ academic performance in Five Right To Play Project Target Primary Schools in Gulele sub city.” In partial fulfillment of the requirements for the Degree of Master of Art in Educational Leadership at Addis Ababa University. All the references used in the study are duly acknowledged.

Dedication

This thesis is dedicated to the memory of my elder Sister Emawayesh Belay, who would have been happy to see my success.

ACKNOWLEDGMENTS

I would like to thank my thesis Advisor, Dr. Getnet Tizazu, for all his help and guidance, constant encouragement, useful comments, constructive feedback, patience, motivation during my research study. Especially, I appreciate his support in downloading some books and journals. His guidance was helpful all the way through the research and writing of this thesis.

My special thanks are reserved for my husband Belayneh Haile for his moral and material support. Finally, my thanks go to all my respondents for providing me with the necessary information.

TABLE OF CONTENTS

	Pages
ACKNOWLEDGMENTS.....	i
TABLE OF CONTENTS.....	ii
LIST OF TABLE.....	v
ACRONYMS AND ABBREVIATIONS.....	vi
ABSTRACT.....	vii
CHAPTER ONE.....	1
1. INTRODUCTION.....	1
1.1. Background of the Study.....	1
1.2. Statement of the Problem.....	4
1.3. Research Objectives.....	7
1.3.1. General objective.....	7
1.3.2. Specific Objectives.....	7
1.4. Research Questions.....	7
1.5. Significance of the Study.....	7
1.6. Delimitation of the Study.....	8
1.7. Limitation of the Study.....	8
1.8. Operational Definitions of key Terms.....	9
1.9. Structure of the Thesis.....	9
CHAPTER TWO.....	10
2. REVIEW OF RELATED LITERATURE.....	10
2.1. Theoretical Framework.....	10
2.1.1. Overview of play based learning.....	10
2.1.2. Components of play based learning.....	11

2.1.3. Importance of play based learning of academic performance.....	12
2.1.4. Contribution of play based learning for nonacademic performance.....	13
2.2. Challenges to implement play based learning in primary school.....	15
2.3.1. Classroom environment/poor facilities, crowded classrooms.....	15
2.3.2. Inadequate professional training of educators and little ongoing professional development.....	16
CHAPTER THREE.....	17
3. RESEARCH DESIGN AND METHODOLOGY.....	17
3.1. Design of the study.....	17
3.2. Source of Data.....	17
3.3. Population and Sampling Techniques.....	17
3.4. Data Gathering Instrument.....	18
3.4.1. Questionnaire.....	18
3.4.2. Interview.....	19
3.5. Procedures of Data Collection.....	19
3.6. Data Analysis Techniques.....	20
3.7. Ethical Considerations.....	20
3.8 Descriptive statistical Analysis.....	20
3.9. Measurement Instruments.....	20
3.10 Validity Test.....	21
CHAPTER FOUR:.....	22
4. DATA ANALYSIS AND DISCUSSION.....	22
4.1. Introduction.....	22
4.2. Characteristics of the Respondents.....	23
4.3. The contribution of Play Based learning to students' academic performance.....	26

4.4. Contribution of play based learning for non-academic performance	29
4.5. Data obtained through questionnaire.....	38
CHAPTER FIVE.....	40
5. SUMMARY, FINDING, CONCLUSIONS AND RECOMMENDATIONS	40
5.1. Summary.....	40
5.2. Major Finding.....	42
5.3 Conclusion the schools do not provide all the necessary play teaching materials.....	43
5.4. Recommendations	45
5.5. Suggestion for further studies.....	45
References.....	46
Appendix.....	50

List of Table

	Pages
Table 1. Total Population and Sample size by types of Respondents.....	18
Table 2. Sex, Educational Level, and Years of Service of Respondent Teachers	24
Table 3. Result on play based methodology and academic performance	27
Table 4.The contribution of play Based Learning for students Social development.....	30
Table 5. The contribution of play Based Learning for students Emotional development	31
Table 6. Teacher Related factors affecting the implementation of play based learning methodology.....	32
Table 7. School related factors affecting the implementation of play based learning methodology.....	36

ACRONYMS AND ABBREVIATIONS

AAEB	Addis Ababa Education Bureau
AAU	Addis Ababa University
COTT	Continuum of Teacher Training
E.C.	Ethiopian Calendar
EGMA	Early Grade Mathematics Assessment
EGRA	Early Grade Reading Assessment
MoE	Ministry of Education
PBL	Play Based Learning
PCYD	Positive child and youth Development
RCA	Reflect Connect Apply
RTP	Right to Play
USAID	United States Agency for International Development.

ABSTRACT

The contribution of play Based Learning for students' academic performance in Five Right To Play Project Target Primary Schools in Gulele sub city

NetsanetAyen

Addis Ababa University, 2021

The overall objective of this study was to assess the contribution of Play Based Learning Methodology for students' academic performance in Five Right To Play Project Target primary schools. A descriptive survey study with quantitative and qualitative was engaged for this study. Data gathering instruments to collect the necessary data were questionnaire, and interview. The questionnaire was distributed to 90 teachers, (First primary grades teachers both trained and untrained by play Based Learning Methodology.) 5 educational leaders (vice principal chosen through purposive sampling); three supervisors (chosen through purposive sampling) participated in the study. While the questionnaires were distributed to 90 teachers and the interview was conducted with eight educational leaders.

The data obtained through questionnaire were analyzed using statistical tools such as percentage; frequency and mean. Data obtained through interview was analyzed qualitatively. Among other things, the study found that children have shown better nonacademic performance (i.e. cooperation, communication, team work self-esteem and self-confidence) when they participated in play based learning. Education officials trained by play based learning methodology by the organization have demonstrated good understanding about play based learning. All the same, it was found that classroom environment such as class size and number of students, shortage of play materials in the schools and lack of training in this methodology for some teachers were the major factors that affected the implementation of play based learning methodology. The overall recommendation of the study was to improve the academic and nonacademic performance of first primary grade students play base learning approach is very important. To that effect, it is recommended that all teachers should be trained in this methodology.

CHAPTER ONE

1. INTRODUCTION

Discussed in this chapter are background of the study, statements of the problem, objectives, significances, delimitation, limitations, definition of key terms and organization of the study were presented.

1.1. Background of the Study

Effective teaching and learning requires a methodology that meets the individual learner interest. There is a strong association between children academic performance and teaching methodology. As research shows teacher quality is the most important variable influencing pupil achievement (Wenglinsky, 2001, OECD, 2005). When children are actively involved in a participatory teaching methodology they become eager to know new things. Active learning is a type of teaching and learning methodology that encourages students to have more involvement in the learning process. This teaching and learning methodology is more focus on students. It gives an opportunity for them to meaningful participate on the lesson, and increases their attention towards the subject matter (Siferashbizu, 2018).

Play based learning is a type of active learning methodology which supports children cognitive social and emotional development. It is a practical, participatory, and directed approach, which helps learning of children and to become successful in their academic performance (Trudeau, 2008). As children actively engage in their learning and if they interact with their peers they can organize and make sense of their world (Follow, 2020).

Play is important for language and communication skills development. When children are involved in play, they interact with their peers by using languages. As they interact during their play, they use different tones and noise to regulate their speech, and they will learn new vocabulary as we as they try out words and manipulate their use and meaning, (Bergen, 2002). When children participate in any play, they communicate with their peers and they are learning how language works and understand how to interact with others. With this understanding, children connect the meaning of verbal language to written language, which helps to give attention towards the lesson and succeed in school (Mielonen, 2009).

For the success of children, the role of teacher is very important .As research shows teacher quality is the most important variable influencing pupil achievement (OECD, 2005).

Even though play based learning is important for children’s holistic development that help for academic successes, inadequate emphasis is given for the play based teaching practice. In Ethiopia the current methods of teaching practice especially in primary schools is more theoretical, and teachers centered approach is used. The study that was conducted in Ethiopian primary schools shown that in the school’s teachers spent 75% of their time in the classroom using teacher-oriented activities and only 11% of their time using student-centered activities (Forest & Little, 2014).

With an aim of improving the teaching practice, different NGOs are working closely with Addis Ababa Education office. To that effect, since 2005, Right-To-Play (RTP), Canada based international NGO, has been implementing a four-year education project in thirty-two government primary schools in three Sub-cities (Kirkos, Addis-Ketema and Gulele) of Addis Ababa. The project is designed in response to improving teachers’ capacity of delivering quality-oriented developmentally appropriate contents that foster children’s foundational literacy and numeracy skills and other relevant developmental domains. Currently nearly 400 teachers have selected from those thirty-two target schools and have completed the training. In order for RTP’s objectives to be accomplished, teachers were exposed to RTP’s COTT (Continuum of teacher training). This training series was designed with the goal of providing “teachers with the knowledge, attitudes, and skills to create a child-centered and play-based learning [PBL] environment for children to grow and develop to their fullest potential and to achieve expected national curriculum outcomes” (RTP, 2016 P.15). These training and professional development exercises are believed to have expose teachers to Play Based Learning with the goal of enhancing child-centered learning.

In the training, each teacher is required to receive 30 days of training over a 3-year period on key concepts linked to child-centered and play-based learning, positive learning environment and positive child and youth development (PCYD). Trainings will be planned, lead and assessed in close collaboration between Right To Play and Partner Organizations (Education bureau, sub city ad district education offices)

Right to Play follows a holistic approach towards building a nurturing environment for active learning. This holistic approach aims to improve teaching methodologies in order to promote improved academic performance and support the development of children's life skill. Right To Play providing professional development opportunities to teachers through its Continuum of Teacher Training (COTT). All the trainings covered 30 days within three consecutive years. This means teachers will train 30 days in three years. The COTT takes teachers on a journey in which they gain knowledge, skills, experience to improve teaching methodologies, enabling them to create positive learning environment for children. As indicated in the Right to Play guideline (RTP,2015), the training covers key concepts linked to play- based learning and positive learning environments and they are structured as follows:

- a) **Play Based Learning Methodology Trainings:** These trainings aim to improve teachers' knowledge, attitudes and skills on how to plan, lead and assess play -based learning to teach subject matter, Specific to teaching and pedagogical practices and other important life lessons, to achieve national curriculum outcomes.
- b) **Positive Learning environment trainings:** These trainings are context specific and aim to embed core principles of child protection, community engagement, inclusion and gender equality within the teaching and learning process. More specifically, the purpose of these trainings is to equip teachers with the knowledge, attitudes and skills necessary to create a positive learning environment for all children.
- c) **Positive child and youth development (PCYD):** This trainings aim is to build and develop the social emotional, cognitive, and physical life skills needed for behavior change, through the ongoing implementation of regular sport and play activities for children.
- d) **Community of practice:** As part of the continuum of teacher training (COTT), for the purpose of sharing information and experiences with others. This is usually followed by sharing ideas, experiences, and reflective practices through regular meetings decided by the members.
- e) **Monitoring and coaching:** Another key component of this continuum is the follow up support visits carried out between trainings, with the goal of coaching teacher performance and development based on their individual goals and assuring overall

quality. The trainer for the same cohort of teachers during the COTT carries out this visit. This will ensure strong relationships, in addition to connecting knowledge gained during the COTT with teachers' day-to-day practices within the classroom.

Right To Play has been targeted thirty-two government primary schools in three Sub-cities (Kirkos, Addis-Ketema and Gulele) of Addis Ababa. In Gulele Sub City, there were nine target schools. Out of 9 Right To Play project targeted school in Gulele sub city 5 of them were selected purposively since the researcher have good experience in the selected schools since has been working as a teacher and later on as supervisor in the selected schools.

1.2. Statement of the Problem

Education in Ethiopia is passing through a period of change from the emphasis on access to quality. The Ministry of Education has exerted significant efforts to ensure quality of education at all levels (MoE, 2015). Education quality is the provision of good education by well-prepared teachers. What students learn is solidly associated to how they learn. One of the factors that influence the students' achievement is teaching methodology. It is acknowledged that the teaching methodology has been consistently identified as the most important school-based factor in students' achievement (Oksana, 2018)

When students participate in a play based activities effectively, they are likely developing their' confidence and innovation skills and learn more when they are actively involving and make something. The play based learning experiences, can create an impact on child development and increase of their learning capabilities at the early ages (Ciolan, 2013). According to a research conducted in Kenya, Children were tested on the ability of counting orally after they were taught through play method. The study revealed that children who learnt via play method had higher ability (82%) when compared with those taught with out in play-based method (71.0%). (Kawira 2012).

Despite these encouraging findings, the current teaching methodology in Africa and elsewhere is more of "teachers centered "or "talk and chalk" method. IN another study which was conducted in Ethiopian government primary schools, it was found that school teachers spent 75% of their time in the classroom using teacher-oriented activities and only 11% of their time using student-centered activities (Forest & Little, 2014).In the Ethiopian context,

throughout the country, the traditional method of teaching is one of the educational inputs that affect education quality and persistent repetition rate (MoE, 2015).

Before implementing its program Addis Ababa, in 2016 Right to Play conducted a baseline study (RTP 2016) using classroom observation as its method in its target schools (Yeweketfana, Bitewoded, Dagmawiberehan, Dilbetegel, Beherawi and Mekanisa school for the deaf). The result of the classroom observation showed that most teachers preserved that play as a kind of luxury activity for primary students and only used it for enjoyment. In addition to that, teachers think using play in the classroom is time killing activity. In addition to this, the classroom observation result showed that among the observed teachers in the baseline study only 5% of them implemented PBL components in the classroom (RTP, 2016). Teachers' lecture and the student watching and listening spent supporting this, Wagaree (2019) and Sifrashbizu (2018) pointed out most class time. Another study conducted by MoE in different primary schools of Addis Ababa shown that teachers teaching practices were dominated by learner-centered method. The study also showed that almost two-thirds of the teachers interviewed and respondents noted that their teaching style was more of teacher centered and rigid (MoE, 2016).

This teacher centered teaching approach and lack of efficient and developmentally appropriate lesson delivery is associated with practical problems of student performance. Evidences from researches show that there is high correlation between students' poor learning outcomes and teachers' lack of adequate skills and appropriate methodologies. According to EGRA 2018. "The most frequent activity was having students copy text from the chalkboard while the least frequent activity was having students sound out unfamiliar word" (USID, 2018 P 57). This kind of teaching methodology has a negative effect on students' reading skill. In Ethiopia, the national Early Grade Reading Assessment (EGRA) and Early Grade Math Assessment (EGMA) conducted in grade 3 also showed that children are performing below the average in both reading and math skills when seen against the minimum learning competency set for their grade level. As shown in the results of EGRA (2010), a significant number of children that were in grade 2 and 3 could not read a single word and understood a story at all. For example, 34% of students in grade two were unable to read a single word of a grade level relevant story, 48% of students were unable to answer a single comprehension question on a reading comprehension test. These can be strong

evidences for children in lower grades are not acquiring the proper knowledge and skills in schools.

Different efforts made by the government to address this problem and it shown slight progress on students' performance in 2016 EGRA survey which was 34.3% when compared the percentage of student performance in 2014, which was 31.3%(USAID,2016). However, this progress slide back again to 32.4% in 2018 (USAID, 2018). If children at early stage do not get the right education, it will be difficult in future times to make them competent. Without adequate reading skill, students are more likely to repeat a grade and further over burden for education system. Changes to teaching pedagogy are vital and required to address this issue.

Right To Play has conducted midterm evaluation in its project target schools. The focus of the evaluation was to assess the impact of the play based learning methodology on student's life skill development. In addition, the evaluation observes to what extent the trained teachers implement this methodology in the classroom. However, the organization did not evaluate how much this methodology is important to improve students' academic and non-academic knowledge. Therefore, this research will give additional inputs for the organization in this area.

Most of the researches conducted so far on the active learning methodology and student centered approach such as Wagaree (2019) and Sifrashbizu (2018) focused on factors that affecting the implementation of the new methodologies. On the other hand, their studies did not attempt to further show the effect of these methodologies on students' performance. With this understanding, this study is different from the previous ones; the study aims to further the effect of the implementation of play-based learning on students' academic performance and social skills to suggest possible recommendation on the relevance of this methodology.

The practical problem of not using play based learning methodology and its impact on students' academic and social skill and the absence of any other related research on this topic has motivated me to conduct research on this topic. Because of that, I believe this study will attempt to assess the contribution of using play based learning methodology on students 'academic performance and suggest some possible recommendation how widely used this methodology in the teaching and learning process.

1.3. Research Objectives

1.3.1. General objective

The general objective of the study was to assess the contribution of Play Based learning (PBL) methodology for primary school students' academic performance.

1.3.2. Specific Objectives

In line with the above objective, the following specific objectives are formulated:

1. To investigate the contribution of PBL methods on primary students' nonacademic performance (e.g. emotional, social).
2. To examine the perception of school administrators' (Vice-principals and supervisors) on the contribution of play based learning for students' academic performance (e.g. cognitive).
3. Identify the major challenges that affect the implementation of Play Based Learning methods in primary education.

1.4. Research Questions

Based on the above purpose, this study is attempted to answer the following basic research questions:

- What is the contribution of play based learning on students' academic performance?
- What is the perception of School administrators on the contribution of play-based learning Methodology for students' academic performance?
- What are the major challenges that affect the implementation of Play Based Learning Methodology in primary education?

1.5. Significance of the Study

This study is hoped to have the following significances to the stakeholders found at different levels:

- It may help the planners and curriculum developers to consider the methodology in different grade level and integrate it in their plan;

- It may improve awareness of teachers, education supervisors and directors on the use of Play Based Learning methodology;
- The findings of the study might be useful to create a platform among stakeholders to work jointly to bring about quality of education by designing different strategies to improve the teaching methodology; and
- The study might also be useful for the upcoming researchers wishing to pursue further studies in the area of Play Based Learning methodology.

1.6. Delimitation of the Study

The study is delimited to identify the contribution of play Based methodology for students' academic performance in five Right To Play project target primary schools in Gulele Sub City. The scope of the study was therefore delimited to 5 primary schools in Gulele Sub City (Birehanehelina, BelayzelekNo2, Kelemamba, Hamele 19/67 and Medehanialem) This geographical limitation was not only chosen because of time, access and cost restriction, but also it was believed that a considerable number of respondents would be available in the selected schools. In addition, the searcher had good experience in the schools mentioned when I was working as a supervisor previously. On top of this, the study was delimited to include respondents who were trained and untrained on Play Based Learning Methodology and who teach the first primary grade levels (1-4).

1.7. Limitation of the Study

The major problem faced during was some of the respondents 'initial unwillingness to fill out and return the questionnaires. I had to be persistent and use my network to convince them to participate. However, that was time consuming to; review secondary data/students roster was difficulty in getting the necessary document on time from school record office. Thus, it was time taking and needed additional effort on my part. Even though RTP organization has been providing training for both principals and supervisors on the play based methodology, some of the school leaders are new and there was an information gap during the interview time. The other factor was because of COVID19, it was difficult to test the instruments, gather, analyze and make the necessary corrections as required.

1.8. Operational Definitions of key Terms

The following terms are defined in the context of the study:

- **RTP (Right to Play):** is a global non-governmental organization that uses sport and play to educate and empower children.
- **PBL (Play Based Learning):** refers to the activity implemented in both in the classroom and out of classroom and that encourage participation of the learners in different learning tasks within, for creation of new things, while the teachers facilitate the teaching learning process.
- **Teachers Centered Methodology:** the method of mostly used teaching in which teachers talk and students listen.

1.9. Structure of the Thesis

The research paper consists of five chapters. The first chapter presents the introduction part, which consists of background of the study, statement of the problem, research question, and objective of the study, significance of the study, scope of the study, limitation of the study, definition of terms and organization of the study. The second chapter focuses on review of related literatures that is relevant to look the experience in related studies. Presented in the third chapter are research design and methodology. The fourth chapter deals with data presentation, analysis and interpretation. Provided in final chapter are the key findings, conclusion and recommendations of the study.

CHAPTER TWO

2. REVIEW OF RELATED LITERATURE

This section of the study was devoted to the review of related literature regarding play based learning and its contribution on students' learning, children attitude towards play method and what factors affecting the implementation of play based learning.

2.1. Theoretical Framework

2.1.1. Overview of play based learning

Play is a learning situation and important for the holistic development for children. When children involved in play they explore and understand their world. Play is critical to a child's development and is a key component in learning and understanding, co-operating, establishing relationships, and problem solving with peers and adults in their environment. Robertson and Montessori (2018) describe play can be in the form of free play (activity that is spontaneous and directed by the child), and guided play (also child-directed, but the teacher is involved in the activity as a co-player) with intentional teaching.

Play-based learning a kind of active learning methodology that helps the students became active participants and fully engaged in the teaching and learning process. This learning methodology is believed to have a number of advantages. In the first place, play-based teaching and learning motivates students to learn and engage them in the lesson so they can learn more effectively. Secondly, it is also participatory and directed approach that might be consist a series of games, activities, energizers, and other purposeful learning activities (The Effects of Play-Based Learning on Early Childhood Education and Development. Such activities help children to have more understanding of the world that they live. With Play-based Learning, students are encouraged to learn from their mistakes. Very often, when students are engaged in a game they do not want to stop until the game is over. This, as Lepper & Cordova (1992) state, is intrinsic motivation brought on by challenges, curiosity, control and fantasy. Almost immediately after engaging in play that involves physical activity, children are better able to concentrate on classroom tasks, increase their memory, and reduce inappropriate behavior, such as being unfocused and causing others to become distracted, which can enhance learning.

2.1.2. Components of play based learning

In Right To Play teachers' trainings, teachers are trained and expected to incorporate play-based learning into their existing schedules and program activities. In this way, play is a complementary activity and can be used alongside with other teaching methodologies for child-centered, active learning. In addition to other active learning methodology, teachers integrate major components of play based learning that can be implemented in the given lesson period. Those components are:

Game for Learning

One of the component that trained teachers integrated during in their lesson in the given time frame is using different games for academic learning. An important principle in using games in the teaching/learning process is that teachers should begin with learning outcomes. The choice of the game therefore will be made based on the game's potential to satisfy the objectives. When using these games, they may need to adapt the game to suit the content of the lesson. The rules and general mechanics of the game may also need to be adapted to satisfy the teaching/ learning outcomes. Students should be guided in both the context in which the game is used and the rules governing the game before they become involved in playing the game for learning (McCracken, , & Colucci, 2014).

Game for Energizer

Energizers are a quick and creative way to boost the overall energy level of a group. Energizers are used before or between the lessons. They are effective in helping students get to know each other, re-focusing and increasing the energy in activities. (RTP, 2014).

RCA Discussion

Reflect-Connect-Apply is a discussion methodology that Right To Play uses during all activities through RCA uses sport and Play and sports as tools for learning.

RCA is a three –step teaching and learning strategy that uses a serious of open-ended question called Reflect, Connect and Apply. The RCA question is fully based on the key learning of the lesson. The key learning is the particular subject; topic curriculum goal or life skills the teacher has planned to focus on during the play based learning activity.

RCA Starts with an Experience –it can be a game sports or any active learning methodology. The first set of questions is the reflect question it ask the learners what they have experienced during the game including their thoughts and feeling

The second set is the “connect” question. This series of questions brings the learners to their previous knowledge or experience. It is not about the game anymore; it is about similar learning or experience that happened in their past. Then comes the last set of questions called “Apply” or the “A” in the R-C-A. These are future oriented, questions that are future oriented, weather learners are asked what they will do in a similar or giving situation. Apply questions on the other hand will ask the learner what they will do or change in the future because of their learning. (RTP, 2008)

2.1.3. Importance of play based learning of academic performance.

A growing number of studies have shown that active learning approach contribute to a higher academic achievement motivation, which results in better learning outcomes and result in higher academic achievement in comparison to lecture form teaching. (Soltanzadeh, Hashemi,& Shahi,2013).

The play based learning is a type of active learning which experiences can create an impact on child development and increase of their learning capabilities at the early ages. It is also essential for supporting life skills such as cognitive development, social-emotional development (Ciolan, 2013).

Learning through play is not only for preschoolers. In the primary grades, play opportunities enhance children’s mastery of academic concepts and build motivation to learn. In fact, two of the most important things that play can develop are interest and motivation. Encouraging these in the early grades brings children on board in contributing to their own learning. Book clubs, dramatizing stories, and other reading games, make it much more likely for struggling readers to move ahead and not give up. Exploration of a wide variety of printed materials and writing tools at a ‘writing corner ‘can engage reluctant writers and help children learn from one another. Further, play fosters creativity and imagination, critical components in enabling us to cope, to find pleasure, and to innovate. Play and opportunities to engage actively in learning strengthens student’ creative powers. Letting primary grade students engage actively with materials, issues, topics, opens up the space for inquiry and problem solving the

children. For example, playing board games can strengthen math concepts while building social competence.(Briggs, 2012)

In different performance test that was carried out show that students who engaged in play-based learning achieve better results when compared to other students who do not engaged in this methodology. Where by each child was tested on the ability of counting orally without the use of any play method and compared with the ability of the same children counting orally by use of play methods. From the findings, it was discovered that the ability/ease was high (82%) when play method was involved than when it was not used (71.0 %)If there is high involvement of children in play method led to high performance in their learning mathematics (Kawira, 2012).

2.1.4. Contribution of play based learning for nonacademic performance

Nonacademic performance are the basic life skills that show ability to do something that comes from training, experience, or practice such as Problem-solving and critical thinking, self-awareness, creativity, managing emotion and the ability to communicate and collaborate respectfully with people across cultural, geographic and language boundaries Brief, Life., & Curriculum (2007).

They are also the abilities for adaptive and positive behavior that enable individuals to deal effectively with the demands and challenges of everyday life (Khera & Khosla, 2012).

As children engage in play, they interact socially with others and they begin to learn how to both express and control their emotions as they engage in a variety of social situations. They begin to make plans and attend to what is important based on their cultural values and practices embedded in their social and physical environments. They are learning that others have thoughts and beliefs and that these may differ from their own. As children interact with others, they experience new perspectives and they perceive new meanings and merge them with familiar experiences. As children participate in this process, they begin to develop a relationship between self-awareness beliefs, and motives of others. In play, children enjoy control, success, and experiences that build their self-confidence (Martin, 2008)

Play is essential to the development of cognitive, physical, social, and emotional well-being of children. It enhances children's social skills as well as their abilities to manipulate

materials. Through play, children can develop and use social skills as they interact with other, negotiate roles, and collaborate each other. Almost immediately after engaging in play that involves physical activity, children are better able to concentrate on classroom tasks, increase their memory, and reduce inappropriate behavior, such as being unfocused and causing others to become distracted, which can enhance learning. (Taylor, Davies, Wells, Gilbertson, & Tayleur . (2015).

Practice of play based learning in primary schools

Play-based learning is regarded as an important pedagogical approach to support academic and social outcomes. Over recent years, there have been focuses and great concern is given for play-Based methodology and taken as one of the quality pedagogical practice in early childhood education. (Barblett, Knaus, & Barratt-Pugh, 2016). Play is also an important part of learning and development for children and more important aspect of creative approaches to teaching and learning in primary education.

In primary schooling, children playful activities look different, their play becomes more complex, and these complex interactions develop social, language and cognitive skills. In older children, play gives them an opportunity to negotiate, understand and follow rules, develop and awareness of consequence, self-knowledge and empathy for others (Jay, 2018).

Even if play is important for children development in their primary schooling, less emphasis is given for play based learning methodology and play is limited. In the primary school setting, learning becomes more formal, academically oriented and pedagogic practices. The focus on academic skills changes the pedagogic practices and the learning becomes more teacher directed and instructional (Lerkkanen, , Kiuru, , Pakarinen, , Poikkeus, , Rasku-Puttonen, ., Siekkinen, & Nurmi,2016).

Hyvonen's (2011) study of play in the school context found that integrating play and learning is challenging for some teachers, as they were concerned they were not meeting the goals. In primary school cultures, children find it difficult to engage in more participatory activities and discussions because teachers use more formal instruction, teacher organized learning activities, compulsory curriculum, and regular achievement.

In the context of Ethiopia educational policy provided that learner, center approach should be applicable in teaching learning process. It also included in the policy as the requirement of the active participation of learner's in teaching and learning process. Part of the government general education quality improvement program (GEQIP) lunched in 2009. Following this, the government has made efforts on the teachers' capacity building to improve the challenges related to the teaching practice still. There is a great improvement the implementation of active learning methodology including play based learning in the kindergarten schools.

In the elementary school the problem is still exist and the current teaching styles is more of "teacher centered "or "talk and chalk" method is largely practiced. In the school's teachers spent 75% of their time in the classroom using teacher-oriented activities and only 11% of their time using student-centered activities and most class time spent by teachers' lecture and the student watching and listening (Forest & Little, 2014).

2.2. Challenges to implement play based learning in primary school

Many factors based learning in primary school setting. Martlew, Stephen, & Ellis (2011). Stated that their study teachers that while teachers in primary classrooms acknowledged play as an important element to learning they were unsure of how to plan for it and the planning frameworks commonly used in primary schools did not support it. Lack of additional adult resources to assist with small group work influenced the type of activities that they offered. Number of students in the classroom, classroom set up, over loaded of the curriculum is causes of not implementing the play base learning methodology in the primary school. The findings of research in the area revealed that teachers are not effectively implemented play based learning in the teaching learning process for various reasons. Insufficient training on the methodology, lack of sufficient equipment and shortage of space in the classroom are among the most frequently mentioned reasons teachers give for not implementing the methodology Martlew et al (2011). For this study, the following possible factors that affecting the implementation of play based learning are reviewed from different literature.

2.3.1. Classroom environment/poor facilities, crowded classrooms

Physical Classroom environment have a significant impact on student achievement students and teachers should understand the implication of classroom design and set up the critical

features contributing to achieve and improving students' attitudes and achievement. (Higgins, hall, wall, woolner, & McCaughey, 2005; Tanner, 2009).

One of the most significant and basic elements to consider while altering the learning settings is the classroom space. The design features should allow maximizing the space the teacher individual style. Moreover, the spaces distribution should depend on the grade and the type of activities that are possible. For lower grades, the placement of "different learning areas, such as a reading area and an art center is crucial for the learning process. The setup low room dividers to ensure that all room parts are visible to teachers and the teachers are able to make different activities and eye contact with all students.

As for upper grades, many of the previously mentioned standards are valid. However, more emphasis is placed on the seating arrangements in the place.) It is challenging for the teacher to implement play activities. The classrooms are crowded and the structure is not attractive. It is common to see over 50 children in one classroom with four sharing one desk. The Educator stressed the need for children to have safe environment and suggested, the school should restructure its physical set-up (Finkelstein et al.2014).

2.3.2. Inadequate professional training of educators and little ongoing professional development

Ply Based learning approach can create significant impact on teaching and learning environment when it recognizes by teachers and students. It needs teachers and students thinking modification and action towards education. Teachers should change their attitude and understanding on the effective teaching process that foster student' well-being. Cherian et al (2014) and Higgins et al.(2005) note that there should be appropriate organizational and pedagogical considerations relating to teachers' capacity in integrating the active –learning approach

CHAPTER THREE

3. RESEARCH DESIGN AND METHODOLOGY

The aim of this study was to assess the contribution of play-based learning for students' academic performance in Right To Play project selected five government primary schools found in Gulele sub city. Consequently, this chapter deals with issues such as design of the study, population of the study, the data gathering instruments developed for collecting data, the analysis techniques that the study make use of and the ethical considerations that the researcher has followed while undertaking the study.

3.1. Design of the study

This study involves descriptive research design, specifically descriptive survey method design using both the quantitative and qualitative methods of data collection. Descriptive research is the acting describing the existing situation in the context (Creswell, 2009). In this study, a descriptive survey was used because it allows the researcher to explain the state of existing using of play based learning for students' academic performance.

3.2. Source of Data

In the study, both primary and secondary source information have been utilized. Primary data were collected from teachers, principals, woreda education experts. In addition, student rosters policies, books, journals, annual abstracts and online materials were used to corroborate the study with information from varied sources and `deepen understanding of the issue under study

3.3. Population and Sampling Techniques

Right To Play project has targeted nine government primary schools in and teachers who teach KG- the first two grades in Gullele Sub City. In the sub city, there are nine government primary schools which are targeted by the project. Out of those nine schools, five schools were chosen for the study. The Sub City is thus selected purposively. The reason that the Sub City and the schools selected purposefully is the researchers had rich experience and know the schools very well when working as a teacher in one of the target school and laterals project supervisor in the selected five schools.

Three groups of respondents (teachers, principals, and supervisors) took part in the study. The primary respondents of the study were teachers because it is believed that they can easily identify the better methodology implemented in the school by evaluating their students' academic performance. All the 90 teachers teaching in grades 1 to 4 in those five schools (61 trained and 29 untrained) were chosen as research participants and it could be said the sampling method used to select them was purposive and comprehensive sampling. Five principals from each school and three woreda education office experts/supervisors were intentionally selected for information.

From the outset believed that the aforementioned professionals in the education sector could provide relevant information in connection with the research topic.

Table 1. Total Population and Sample size by types of Respondents

	Types of respondents	Total population			Sample Size			% used	Sampling technique used
		M	F	T	M	F	T		
1	Teachers	18	72	90	18	72	90	100	All
2	Principals	3	2	5	3	2	5	100	All
3	Supervisors	2	1	3	2	1	3	100	All
	Total	23	75	98	23	75	98		

3.4. Data Gathering Instrument

The relevant data and information were collected with the help of two data collecting methods; questionnaires and interview.

3.4.1. Questionnaire

A self-developed questionnaire was used to gather data from teachers (both trained and untrained in play based learning methodology) teaching in grade 1 and 4. That was because questionnaire is suitable to obtain information from a large number of respondents with in short period.

A questionnaire that consists of three sections, prepared by the researcher, was used to collect data from the teacher. The first part of the questionnaire deals with the demographic characteristics of the participants. On the other hand, the remaining parts enquires about the

main issues that addresses the research questions. Closed-ended (33) questions were prepared and administered to respondents. All closed ended sections were prepared making use of a Likert scale which consisted of rates like strongly agree, agree, somewhat agree, disagree, and strongly disagree. This helped to get information of respondents' agreement or disagreement on the contribution of the play based learning for cognitive, social and emotional development.

3.4.2. Interview

A semi-structured interview instrument was prepared to collect data from the five principals and three supervisors. This method has been chosen with the intent of collect as much information as possible from these data sources by probing in the middle of the interview. Totally 9 questions were prepared and conducted in English language. Though the interview items prepared for each of these respondents were different in quantity and specific focus, the contents of the interview items were derived from the thematic essence of the three research questions framed for study from the very beginning.

3.5. Procedures of Data Collection

The questionnaire was distributed to the teachers in the five schools. The teachers returned the questionnaire they filled out after two days. Of the distributed 70 questionnaires, four of them were not found complete and then discarded and only 66 properly filled questionnaires have been utilized for analysis.

The researcher himself has handled the data collection using interview instruments. Accordingly, 8 interviewees four principals and three educational experts provided information through interview. While collecting data, the researcher made use of sound recording after informing the respondents. The interview with principals was conducted in a school compound and while interview with educational experts were made in their respective offices.

The interview with educational experts and principals took about 30 minutes each. The researcher decided that it was possible to obtain the required information from them within the specified time

3.6. Data Analysis Techniques

Both qualitative and quantitative data analyses were used to make sense of the data collected. The data that has been collected through questionnaires was analyzed and summarized using the Statistical Package for Social Sciences (SPSS) versions software Version 20. In addition, the data were summarized using simple descriptive statistical methods such as frequency count and mean scores. The data that were obtained through interviews, open-ended questionnaire and data are analyzed qualitatively. This qualitative analysis provides a supporting role. Finally, based on the data-analysis and interpretations that was made to reach on findings, conclusions and possible recommendations were given.

3.7. Ethical Considerations

The purpose of the study was explained to the participants and the researcher has asked their permission to answer questions in the interview guide. The researcher also informed participants that the information they provided would be used only for the study purpose. Besides, to maintain the confidence of the respondents the researcher promised them that their responses would be kept confidential. Moreover, no other unethical methods had been used to collect data for the study without the consent of the data sources.

3.8 Descriptive statistical Analysis

The final report of the relevant demographic variables was produced through central tendency measurements (frequency and frequency distribution, valid & cumulative percentage and comparison of mean). In addition, tabular explanations were used to present the result with the help of SPSS.

3.9. Measurement Instruments

The teacher questionnaire contains the general information of the respondents and Likert scale measurements of the variables. The general information includes gender, age, educational level, Service year in teaching, Subject type what the teachers teach,

Five-point Likert scale was used to rate the independent and dependent variables, which ranges from Strongly-disagree (1) to Strongly-agree (5) level of agreement. These five-point Likert scale are adapted from different literatures of scholars. I adopted the independent

variables of the contribution of play based learning for academic and nonacademic and the dependent variable the challenges that affect the implementation of the play based learning methodology.

3.10 Validity Test

The scientific soundness of a research finding is determined by the validity of the instruments used. All possible efforts were exerted to make the data collection instruments easily understandable by the respondents so that the intended information can be collected thereby increasing trustworthiness of the ultimate findings. After the questionnaire was constructed, pre-testing was done with individuals who have knowledge of the area by allowing them to read and comment on it. Constructive comments were collected from the individuals and the Questionnaire was adjusted accordingly. Then, validation of the instrument was given by academic advisor prior to the data collection.

CHAPTER FOUR:

4. DATA ANALYSIS AND DISCUSSION

4.1. Introduction

This part of the paper deals with the presentation, analysis and interpretation of data gathered through questionnaire, interview and various documents. The researcher tried to analyze the data obtained from the participants through questionnaire and interview. The questionnaire was prepared for teachers both trained and untrained by Play based learning Methodology currently teaching at 1-4 in sample schools. Out of the total 90 copies of the questionnaire distributed to currently practicing teachers 86 were properly filled and returned.

In addition to the questionnaires, interviews were conducted with 5 principals and 3 educational experts. The presentation and analysis of the data is categorized into two major parts. The first part presents the characteristics of respondents. The second part deals with the analysis and interpretation of to assess the contribution of play based learning for students' experts' performance in five primaries Right To Play project target schools in Gulele sub city.

The data analysis and discussion were carried out based on the data collected through questionnaire, as well as Interview from the school principals. Therefore, as determined in the data collection tool of this study, data were collected using questionnaire, and accordingly, the collected data were analyzed quantitatively. Particularly, statistical tools like: percentage, frequency, mean and standard deviation were employed. The survey was conducted during three-weeks" time and a total 86 questionnaires were effectively used for analysis that shows response rate 96%.

As inferred in the preceding part of this study, the target population of this study comprised of 90 teachers who are working closely in play-based teaching. However, from the total 90 questionnaire distributed 86 were returned from which 4 were not returned. 86 respondents have filled and returned the questionnaire, which essentially made the response rate about 96%. This is a very good response rate based on Fowler (2002) a 75% response rate is considered adequate.

The data collected using questioner was analyzed and presented based on the objectives of the study. The data was found to be important to explain assessment of the impact of play based learning on the students' Academic performance. Descriptive and Correlational statistics were used to analyze and interpret the results of the study.

The descriptive analysis consists of central tendency measurements (frequency and frequency distribution, percentage, valid & cumulative percentages). In addition, tabular explanations were used with the help of SPSS. Correlation analysis with the help of statistical package for social sciences (SPSS V-20) software were also used to present the findings of the study.

The data collected using five-point Likert scale, which is non-parametric in nature, was converted in to parametric one by computing the sum and taking the average of each variable. Hence, it is possible to conduct Pearson correlation (Creech, 2011).

Pearson correlation (r) is used to describe the strength and direction of relationship between the dependent variable, which is Students' academic performance, and the three independent variables.

The demographic information of the respondents who have filled and returned the questionnaire is presented on underneath.

4.2. Characteristics of the Respondents

The data were collected from teachers, principals and supervisors including both sexes. These respondents were grouped into three in this part of the chapter. They are teachers, school leaders and Woreda education supervisors. The total numbers of questionnaires distributed for the study were 90, of which all were distributed to teachers' both trained and untrained in the target primary schools. Out of the 90 questionnaires distributed 86 were returned and usable (See Appendix IV). The interview was conducted with 5 principals and 3 Woreda education supervisors were also used in the analysis.

In general, the purpose of this section is to provide some basic background information of the sample size with the assumption that it might have some kind of relationship. Therefore, the characteristics of the sample size were analyzed in terms of sex, age, educational qualification, work experience and current positions (see Table 4.1. below)

Table 2. Sex, Educational Level, and Years of Service of Respondent Teachers

S. N	Variables	Type	Count	%
1	Overall Response Rate	Number of Questionnaires Distributed	90	100
		Returned Questionnaires	86	96
		Not Returned Questionnaires	4	4
		Total	90	100
2	Gender	Male	18	20.9
		Female	68	79.1
Total			86	100
3	Age (in years)	25 and <25	22	25.6
		26-35	42	48.8
		36-40	18	20.9
		41 and more	4	4.7
Total			86	100
4	Service years of the Respondents	Less than or = 5 years	25	29.1
		6-10	36	41.9
		11-15	16	18.6
		16-20	9	10.5
		21 and above	0	0.0
Total			86	100
S. N	Variables	Type	Count	%
5	Education qualification	Diploma	68	79.07
		BA/BSC	18	20.93
		Master and above	0	0
Total			86	100
6	Subject	Language Amharic	20	23.3
		Language English	21	24.4
		Mathematics	23	26.7
		Science	18	20.9
		Esthetics	4	4.7
		Other	0	0.0
Total			86	100
7	Job Position of the respondents	Teachers	66	76.3
		Teachers and Department Heads	20	23.3
		Teachers and Unit Leaders	0	0
Total			86	100
8	Training	Yes	58	67.4
		No	28	32.6
Total			86	100

As indicated in Table 4.1 above concerning sex, out of the total of teacher respondents, 68 (79.1%) and 18 (20.9) were female and male teachers respectively. The statistical data show that lower number of males working in the lower grade level in the target schools.

As far as respondents age is concerned, the majority of the respondents 48.8% were aged between 26 to 35 years followed by the age categories of ≤ 25 years, 36-40 and 41 and above years respectively with percentage scores of 20.9%, and 18.6% in that order. Therefore, it can be concluded that young population that teaches in lower grade dominated the sample population.

With regard to educational qualification, as noted in Table 4.1 above, since the sample delimited the majority of the respondents (79.07%) have diploma educational while a small percentage of the respondents (20.93%) have acquired their first degree. No respondents have second degree from the total sample. Therefore, based on their educational status, it can be said that the respondents have the ability to understand the impact of play-based learning on Students' Academic performance.

In relation to work experience, the majority of the teachers, 36(41.9%) of school leaders served for 6-10 years. 16(18.6%) have service years between 11-15 years and nine (10.5) teachers are well experienced and have 16-20-year experience. On the other hand, 25(29.1%) of teachers have service years below 5 years. From these findings, it is possible to suggest that most respondents are well experienced. Therefore, based on their maturity age and their long time work experience, it can be assumed that they have a better understanding about various issues and problems related to the topic understudy and experienced to accomplish their tasks.

In addition to the above characteristics, respondents have also been described in terms of the subject the teachers teach. Accordingly, as depicted in the above table, 23.3% of the respondents are teaching Language Amharic, 24.4% are teaching Language English, 26.7% are teaching Mathematics, 20.9% are teaching Science, 4.7% are teaching Esthetics and no respondents teaching others subjects. Therefore, this indicates that there is proportional number of teachers in each subject and teachers have a chance to implement play based learning in their subject matter.

In addition to the above characteristics, respondents have also been described in terms of current position. Accordingly, as depicted in the above table, the majority of the respondents, 76.3% are teachers, 23.3% are teachers and department heads and in the respondents. Therefore, this indicates that majority of the teachers are working teaching only and they do not have other responsibility and have time for preparation.

Related with the Play Based Methodology training, the majority of the teachers 58 (67.4%) have taken the training provided by RTP and the remaining 32.6% of the respondents have not taken the training given by RTP. This analysis indicates that, most of the teaches in sample have good knowledge attitude and skills about the play based learning methodology and its importance for children learning.

4.3. The contribution of Play Based learning to students' academic performance

This part of the thesis is concerned with the analysis of the data obtained through questionnaires and interviews. For the purpose of analysis respondents grouped into two: teachers and educational leaders (principals, and supervisors). The analysis focus on responses on the contribution of Play Based Learning for students' academic (Cognitive), and non-academic (social, emotional) performance and factors affecting the implementation of Play Based Learning Methodology in the teaching and learning process.

Hence this part, an attempt was made to find out the perception of respondents about the contribution of Play Based Methodology The respondents asked to rate their agreements on the extent of aspiration of women to educational leadership positions using a five point Likert scale (i.e., strongly agree = 5, Agree = 4, somewhat agree = 3, Disagree = 2, strongly disagree = 1).

Table 3. Result on play based methodology and academic performance

No	COGNITIVE	Frequency	Level of Agreement					Total	Mean
			Strongly Agree	Agree	Somewhat agree	Disagree	Strongly Disagree		
1	Try to find good ways to handle things that are hard	Count	20	33	17	16	0	86	3.7
		%	23.3	38.4	19.8	18.6	0	100	
2	Pay attention to their bodies and to their surroundings	Count	14	34	11	19	8	86	3.3
		%	16.3	39.5	12.8	22.1	9.3	100	
3	Learn and follow rules and sequences	Count	10	34	9	24	9	86	3.1
		%	11.6	39.5	10.5	27.9	10.5	100	
4	Recognize letters and some familiar words	Count	28	26	20	12	0	86	3.8
		%	32.6	30.2	23.3	14.0	0	100	
5	Match spoken words with written words	Count	23	21	22	20	0	86	3.6
		%	26.7	24.4	25.6	23.3	0	86	
6	Back-and-forth conversations with their peers	Count	19	29	23	15	0	100	3.6
		%	22.1	33.7	26.7	17.4	0	100	
7	Interested to listen what the teacher say	Count	25	25	20	16	0	86	3.7
		%	29.1	29.1	23.3	18.6	0	100	
8	Organize things (group them based on type, color, length) properly and think strategically	Count	23	30	18	15	0	86	3.7
		%	26.7	34.9	20.9	17.4	0	100	
9	uses vocabulary related to time and language to describe the position of objects	Count	21	38	18	9	0	86	3.8
		%	24.4	44.2	20.9	10.5	0	100	
10	Can answer questions by collecting, organizing, and interpreting data	Count	14	20	18	28	6	86	3.1
		%	16.3	23.3	20.9	32.6	7.0	100	

(Keys: SA – strongly agree, A - agree, SwA - somewhat agree, D – disagree, and SD – strongly disagree)

As can show in Table 3, respondent’s opinion on try to find good ways to handle things that are hard(Item1), nearly 62 percent of the respondents expressed their agreement (23.3% strongly agreed; 38.4 % agreed).This finding reflect that play has contribution for children to became a solution maker for things.

For the questions in Table 3 concerning Pay attention to their bodies and to their surroundings, 55.8% (16.3% strongly agree and 39.5% agree) of the respondents respond that students pay attention for their bodies and to their surroundings. This is linked with that, they learn and follow rules and sequences high response rate of mean 3.1. This indicates that they become focused and reasonable for the thing that they do.

They also indicated the higher response rate of a mean score of 3.8 and 3.6 for the question item 4, 5 and 6 concerning recognize letters and some familiar words, match spoken words with written words and back-and-forth conversations with their peers. From this we could learn that, the majority of students using words recognize letters and words during play that help their communication skill.

Item 5 and item 10 for the question, about uses vocabulary related to time and language to describe the position of objects, showed that students can able to improve their language skill during their play based learning.

The question item 8, 9 and 10 it focuses on how students think strategically and can organize and interpret things. Related with, regarding Organize things (group them based on type, color, length) properly and think strategically, uses vocabulary related to time and language to describe the position of objects and Can answer questions by collecting, organizing, and interpreting. Data show highest mean score 3.7, 3.8 and 3.1 respectively. This result show that majority of the teachers realized that students can able to organize and sort out things conceptually and meaningful way.

Can answer questions by collecting, organizing, and interpreting data Can measure and compare objects, 57.0% of the respondents replied that they measure and compare objects 14% of the respondents agreed that they cannot measure and compare objects. The remaining 29.1% of the respondents neither agree nor disagree about they can measure and compare objects. Depending on the percentage of the respondents, we can conclude that they can measure and compare objects.

Regarding can answer questions by collecting; organizing and interpreting data, 39.6% of the respondents agreed that they can answer questions by collecting, organizing and interpreting data, 39.6% of the respondents replied that they cannot answer questions by collecting, organizing and interpreting data. The remaining 20.9% of the respondents are neither agree

nor disagree. As a result, it is possible to say they can answer questions by collecting; organizing and interpreting data do not back-and-forth conversations with their peers.

The interviews conducted with the school principals and supervisor show that same result. Almost all of the respondents had revealed that students became successful when they learn through play. They support this , when they conducted classroom observation , the students in the classroom of the trained teacher more interested to participate in the lesson .In addition to this, students had more chance to discuss freely with their peer and teachers .

The above result show that using of play method in the teaching and learning process enhances the children's concepts and skills being taught as it makes learning process more interesting, attractive and increases the reasoning abilities for the children.

This also supported by different studies. Play can develop interest and motivation of children. Encouraging these in the early grades brings children on board in contributing to their own learning. Further, play fosters creativity and imagination, critical components in enabling them to cope, to find pleasure, and to innovate. Letting primary grade students engage actively with materials, issues, topics, opens up the space for inquiry and problem solving the children. Playing board games can strengthen math concepts while building social competence. (Briggs, 2012).

This finding also relate with Elkind. (2007) who attested that play provides benefits tor cognitive, social, emotional, physical, and moral development for children from all socio-economic, cultural, and linguistic backgrounds.

According to Gordon, (2003) Play can support children daily activities, children regularly discover mathematical ideas and processes such as sort out and classify, compare quantities, and identify shapes and patterns. Zigler. (2006) also added that to provide these benefits, play must be consciously facilitated by skilled teachers, who are well trained in observing children and in understanding how play contributes to the children's mastery of concepts and skills.

4.4. Contribution of play based learning for non-academic performance

In the analyses presented below on social and emotional competencies, the percentage of teachers that rated as students having life skills, as summarized in the table below. Research has found that social and emotional competencies are associated with important learning

outcomes (Mantz et al, 2016) and reduction of violence. The high life skill score achieved by children and adolescents could suggest that they might be able to do well on their education in the future and have better job prospects. Both qualitative and quantitative results also suggested that school attendance and dropout rate has improved over the past four years. The commencement of play and sport activities as well as application of Right To Play methodology in classroom instruction might have played important roles in bringing about such improvements.

In this regard, the study attempted to assess the contribution of play Based Learning for students' nonacademic performance. To identify the situation in this area; teachers were asked and the data obtained from them is summarized, interpreted, and discussed in this section.

Table 4. The contribution of play Based Learning for students Social development

No	SOCIAL		Level of Agreement					Total	Mean Agree
			Strongly Agree	Agree	Somewhat agree	Disagree	Strongly Disagree		
1	Helps children to support one another	Count	19	30	24	13	0	86	3.6
		%	22.1	34.9	27.9	15.1	0	100	
2	Encourages children their teammate and includes children who are participating less	Count	16	30	21	19	0	86	3.5
		%	18.6	34.9	24.4	22.1	0	100	
3	Helps children to Communicate and share ideas with their peers.	Count	22	35	19	10	0	86	3.8
		%	25.6	40.7	22.1	11.6	0	100	
4	Allow children to resolve conflicts peacefully	Count	21	27	21	17	0	86	3.6
		%	24.4	31.4	24.4	19.8	0	100	
5	Trust each other	Count	20	27	18	21	0	86	2.8
		%	23.3	31.4	20.9	24.4	0	100	

(Keys: SA – strongly agree, A - agree, SwA - somewhat agree, D – disagree, and SD – strongly disagree)

As shown in the table above, for item 1 with the mean score 3.64 (56%) of teacher reported that students had strong supportive relationships during play. Only 15% of teachers disagree with that. Regarding to item 2, most teachers with the mean score 3.5 explain students encourage each other to participate more. As can be seen from the same table, 72.4% of practicing teachers agreed that students able to resolve conflicts peacefully. The majority of teachers responded „agree“ as the mean score 3.8 indicates when asked about ply help children to communicate and share ideas with their peers. Which implies that, the majority of teachers agreed on play support students communication skills? This could suggest that, most children have developed the ability to form and maintain healthy friendships, listen to others, and work cooperatively

Regarding trust, each other, 54.7% of the respondents replied that they trust each other. On the contrary, 24.4% of the respondents agreed that they do not trust each other. The rest 20.9% of the respondents are neither agree nor disagree. As a result, it is possible to say most of the respondents believe trust each other.

Table 5. The contribution of play Based Learning for students Emotional development

No	EMOTIONAL		Level of Agreement					Total	Mean
			Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree		
1	Ask the teachers when they need help	Count	20	28	23	15	0	86	3.62
		%	23.3	32.6	26.7	17.4	0	100	
2	Take responsibility for what they do	Count	17	24	24	21	0	86	3.43
		%	19.8	27.9	27.9	24.4	0	100	
3	Tell the truth, even when it is not easy	Count	17	21	21	27	0	86	3.33
		%	19.8	24.4	24.4	31.4	0	100	
4	Feel that people like and respect them	Count	11	23	28	24	0	86	3.24
		%	12.8	26.7	32.6	27.9	0	100	
5	Show actions how they like themselves	Count	22	23	23	18	0	86	3.6
		%	25.6	26.7	26.7	20.9	0	100	
6	Show their ability to cope with negative emotions (i.e. anger, Fear)	Count	10	21	28	18	9	86	3.06
		%	11.63	24.42	32.56	20.93	10.47		

(Keys: SA – strongly agree, A - agree, SwA - somewhat agree, D – disagree, and SD – strongly disagree)

For the question, which asked teachers about ask the teachers when they need help, 55.9% of the respondents replied that they asked teachers when they need help. On the contrary, 17.4% of the respondents agreed that they do not ask teachers when they need help. From this, we can conclude that the play based learning methodology helped the students to build life skills that can improve their ability to deal effectively with expressing their ideas.

Two additional questions were also included to measure self-efficacy of students. Asking the teacher if the students felt good about themselves and acceptance by others as shown in the table above as the mean score 3.3 and 3.6 respectively , majority of the teacher (31.4% and 48.8%) have agreed students felt good about themselves and felt good acceptance by others. Which also indicate that they feel confident about himself. The teachers were asked questions that measured students' self-management skills. Self-management includes the ability to handle one's emotions in productive ways, being aware of feelings, monitoring them, and modifying them when necessary. The skill was measured with one question (Show their ability to cope with negative emotions (i.e. anger, Fear). The vast majority (60.2%) of the teacher replied that, as shown in the table above, believed that students had the ability to fix problems when things do not go their way without hurting himself or herself or other.

Table 6. Teacher Related factors affecting the implementation of play based learning methodology

No	Teachers Factor		Level of Agreement					Total	Mean
			Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree		
1	Teacher received well training on play-based learning.	Count	13	15	20	20	16	86	2.9
		%	15.1	17.4	23.3	23.3	18.6	100	
2	Teachers have commitment to implement play based learning methods.	Count	21	24	17	13	11	86	3.4
		%	24.4	27.9	19.8	15.1	12.8	100	
		%	23.3	31.4	20.9	24.4	0.0	100	
3	Teachers prepare their lesson plan in play based learning ways.	Count	13	10	18	24	21	86	2.7
		%	15.1	11.6	20.9	27.9	24.4	100	
4	Play based learning adds workload on teachers.	Count	23	21	22	20	0	86	3.5
		%	26.7	24.4	25.6	23.3	0	100	
5	There is frequent feedback by the teacher to students and give students Special attention based on their performance during play	Count	7	15	14	27	23	86	2.5
		%	8.1	17.4	16.3	31.4	26.7	100	
6	Play based learning requires a lot of time	Count	25	25	20	16	0	86	3.7
		%	29.1	29.1	23.3	18.6	0	100	
7	Teachers adapt their teaching practices to the needs of the children.	Count	14	10	14	28	20	86	2.7
		%	16.3	11.6	16.3	32.6	23.3	100	

Keys: SA – strongly agree, A - agree, SwA - somewhat agree, D – disagree, and SD – strongly disagree)

From Table 6, above, 41.9% of the teachers expressed that they did not received training on play-based learning. These indicate that, the teachers’ need additional training on play based

learning methodology. This can be one of the factors that affecting the teacher to implement the play based learning methodology. Regarding to item 2, most teachers with the mean score 3.4 explained that teachers have commitment to implement the play based learning methodology. Lack of interest of teachers not seriously affects the practice of play based learning method. This tells us the teachers have interest in play based learning method, which they implement in the classroom.

Teachers prepare their lesson plan in play based learning ways. Against this most of the respondents, 45 (52.3%) with the mean score 2.7 response show that disagreement and this showed most teachers do not prepared their lesson plan in play based learning ways. This implies that teachers are not prepared ahead of time and not include the play activities in their plan. Thus, during the teaching and learning teachers not implement the play methods in organized manner.

For the question asked about, play based learning add workload on teachers. Most 44 (51.2%) respondents showed their agreements. According to the view of teachers, the play based learning methods add workload on teacher. This indicate that teachers believe that if they are using play based learning there additional workload on them. Thus, they do not take time to prepare and implement the methodology.

Regarding there is frequent feedback by the teacher to students and gives students Special attention based on their performance during play, 58.2% of the respondents replied show their disagreement. On the other hand, only 25.6% of the respondents agreed that teachers give feedback frequently for students play timely. Depending on the percentage of the respondents, we can conclude that teachers do not give feedback for students' performance during play. This implies that if students did not get attention and proper feedback on time they may lost interest to participate the play activity.

Related with the question play based learning requires additional time, with the mean score 3.7 majority of the respondents have agreed using of play based learning requires additional time. Only 36(41.9%) of the respondents disagree on that. Form this we can conclude that, teachers have the problem on proper planning to manage their time effectively and it might be affects the integration of the play based learning methodology in the teaching and learning process.

For the question, Teachers adapt their teaching practices to the needs of the children, only 27.9% of the respondents with the mean score 2.7 replied that the Teachers adapt their teaching practices to the needs of the children. On the contrary, majority of the respondents 55.8% of the respondents believed that they do not adapt their teaching practices to the needs of the children. From this fact, we can deduce that majority of the respondents not adapt their teaching practices to the needs of the children and not try to be creative to implement the play based learning

Principals and Supervisors were asked about teachers' implementation of play based learning teaching-learning activities. The extent to which teachers' implementation of various activities of the play based learning trained teachers are satisfactory in the eyes of the vice principals and supervisors was examined. Focus was mainly on the activities and varied methods of play based learning. oflesson planning, active learning, continuous assessment, use of teaching aids, and use of varied methods of teaching.

Even if there was a better implementation of play based learning method by trained teachers, there were a number of issues principals and supervisors raised about factors affecting teachers' implementation of play based learning. They mentioned lack of lesson clarity to implement play based learning, dominance of teacher-centered teaching approach are the main factor for not implementing the methodology. Teachers' failure to consider individual differences, not using teaching aids, poor time management, not giving feedback to assessments, poor subject matter knowledge, problem of proper content coverage, failure to integrate theory with practice, and not engaging students during lessons also the main problems related to lesson delivery through play based method.

Table 7. School related factors affecting the implementation of play based learning methodology

No	School factor		Level of Agreement					Total	Mean
			Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree		
1	The classroom condition of the school is comfortable to the students to play	Count	14	6	18	28	20	86	2.6
		%	16.3	7.0	20.9	32.6	23.3		
2	The school provide all the necessary play teaching materials	Count	0	9	24	30	23	86	2.2
		%	0	10.5	27.9	34.9	26.7		
3	The schools have suitable rules to support teachers and regulation with good implementation of those rules and regulations.	Count	16	30	21	19	0	86	3.5
		%	18.6	34.9	24.4	22.1	0		
4	The size of the students in a class is standard	Count	0	19	18	27	22	86	2.4
		%	0	22.1	20.9	31.4	25.6		
5	The school supply trained teachers when never needed	Count	0	20	23	23	20	86	2.5
		%	0	23.3	26.7	26.7	23.3		

(Keys: SA – strongly agree, A - agree, SwA - somewhat agree, D – disagree, and SD – strongly disagree)

For the question, which asked the condition of the classrooms in the school is comfortable to the students, 23.2% of the respondents replied that the location of the school is comfortable to the students. On the Other hand, majority of the respondents 55.8percentage of the respondents agreed that the location of the school is not comfortable to the students. The remaining 20.9 % of the respondents are neither of the two sides. From this fact, we can deduce that the location of the school is one of the major factors that affect the implementation of play-based learning.

Concerning the school, provide all the necessary teaching materials, only 10.5% of the respondents respond that the school provides all the necessary play teaching materials. On the other hand, 61.6 % of the respondents have agreed that the schools do not provide all the necessary play teaching materials. The rest 27.9% of the respondents they neither agree nor disagree. From this interpretation, we can comprehend that the schools do not provide all the necessary play teaching materials.

Regarding the school has suitable rules and regulation with good implementation of those rules and regulations. 53.5% of the respondents replied that the school has suitable rules and regulation with good implementation of those rules and regulations. On the contrary, 22.1 % of the respondents have agreed that the schools do not have suitable rules and regulation with good implementation of those rules and regulations. The remaining 24.4% of the respondents are neither agree nor disagree. As a result, it is possible to say that the schools have suitable rules and regulation with good implementation of those rules and regulations. This is not the major factors that affect the implementation of play-based learning

Related with the size of the students in a class is standard, majority of the respondents 57.0 % of the respondents agreed that the size of the students in a class is not standard. On the other hand, 22.2% of the respondents agreed that the size of the students in a class is not standard. The remaining 20.9% of the respondents neither agree nor disagree. Depending on the percentage of the respondents, we can conclude that the size of the students in a class is one of the major factors that affect the implementation of the play based learning methodology.

Concerning the school supply play based trained teachers when never needed, 50.0% of the respondents not agree that the schools supply play based trained teachers when never needed. 23.3 % of the respondents agreed that the schools do not supply teachers when never needed. The rest, 20.9% of the respondents they neither agree nor disagree. From this interpretation we can comprehend that the school not supply play based trained teachers when never needed.

School facilities are among those needed to support learning and contribute effectively to the achievement of the goals of learning. It is challenging for the teacher to implement play activities. The classrooms are crowded and the structure is not attractive. It is common to see over 50 children in one classroom with four sharing one desk. The Educator stressed the need

for children to have safe environment and suggested, the school should restructure its physical set-up (Finkelstein et al.2014).

Teachers should change their attitude and understanding on the effective teaching process that foster student well-being. Cherian et al (2014) and Higgins et al.(2005) note that there should be appropriate organizational and pedagogical considerations relating to teachers' capacity in integrating the active –learning approach

4.5. Data obtained through questionnaire

Using the principals and supervisors' questionnaire, responses about their perceptions on the contribution of Play Based learning for students' academic performance were calculated and presented. The data taken from the surveys were analyzed in line with the research questions. In analyzing the perceptions of school leaders on the contribution of Play Based learning, questionnaires entitled "Knowledge and experience on Play Based Learning" (See Appendices A and B) served as the primary source of information.

Respondents replied the question "To what extent do the teachers at your school implement PBL activities in the classroom" as follows. From nine 6 (75%) This showed that most of the trained teachers have tried to implement the play based Learning Methodology and principals and supervisors have the awareness of the methodologies. However, 2 (25%) they do not know about the teacher status about their Play Based Learning Methodology implementation. The other questionnaire was the attempts made by trained teachers' approach of implementation of ply based learning methodology in the classroom. The seven out of 8 (87.5%) respondents showed the positive response on teaching strategies that teachers are used. All respondents are stated some of the methods, like using different games, songs, energizers and etc. Respondents asked how students interactive in the classroom when they are learning through play. All 8(100%) showed the positive response that students are very interactive and interested when they learned through play. They also stated some of their reason, like students have chance to enjoy with their learning and freely communicate with their peers. Regarding the question, the support of the play based Learning methodology for students learning all eight respondents agreed that it is highly support the students learning by making the lesson interactive and easily understandable. Finally, the respondents stated

that some of the teachers not implemented the methodology. The reason for that is, newly employed teachers do not take Play Based Learning methodologies.

According to the principals and supervisor, the solution of this problem is the organization should work on system level to integrate the Methodology in the curriculum. Teaching pre-service teachers know about the methodologies deeply before employing to as a teacher. On top of that, respondents add on the challenges that confine teachers from implementing Play Based Learning Methodology. They state, non -comfortable classroom conditions, lack of teachers' commitment, lack of enough time with respect to the high numbers of students in the classroom and lack of teachers' awareness about the importance of Play Based Learning methods, which demotivated teachers from implementing the methods. Respondents asked to specify their suggestion relating to factors affecting the implementation of active learning methods. The respondents suggest that the higher institution focused on the play Based Learning approach teaching and school leaders or other officials make effective communication with the organizations who are working on Play Based Learning and teachers about active learning methods.

CHAPTER FIVE

5. SUMMARY, FINDING, CONCLUSIONS AND RECOMMENDATIONS

5.1. Summary

This chapter is concerned with the summary of the major findings and recommendations that the researcher prepossessed and suggestions for further Research.

This study used a descriptive survey study and data collection methods urge both qualitative and quantitative methods.

In this study, the target population was Five Primary Right To Play project target schools. The study also included 90 (100%) of teachers from the first primary grades (grade one up to Four) were selected purposively. Five (100%) school leaders (vice directors), Three (100%) school supervisors, included purposively. In general, 21 males and 65 females totally 86 respondents participated in the study.

The study wanted to examine the contribution of types of play based method on students' academic performance in primary school children in Gulele sub city Right To Play project schools to examine challenges that affect the implementation of play based learning.

Data was analyzed using descriptive statistical analysis. This was after the researcher coding the data. The coded data was then entered into Statistical Package for Social Sciences (SPSS) software. From SPSS, frequencies and percentages were calculated and result were then presented inform of tables and percentages.

From the finding that many of trained teacher apply PBL frequently (most to every day of the week) when they teach subject matters. It also clarifies that the teachers used energizer for fun and to motivate children during the lesson.

The majority of teachers asked answered that, the play based learning makes learning process more interesting, children enjoyed themselves in the games and were able to recognition of letters, and some familiar words, Match spoken words with written words, organize things (group them based on type, color, length). It also increases the reasoning abilities of the children. When they engaged in the play based methods they can think strategically, measure and compare objects, can answer questions by collecting, organizing, and interpreting data.

According to the school principals and supervisors, ‘opinions that play method should be integrated in the primary school. This would support children to give attention to their bodies and to their surroundings and remember the concepts learnt as the whole process. The performance of students who engaged in the play based method is high than when children not engaged.

During the implementation of play based methods by the teachers, the children developed important life skills such as social and emotional skills, which include cooperation, communication, teamwork self-confidence self-esteem, and leadership that would help them in their learning process. Children who build such self- confidence develop positive attitudes towards their learning.

The study was aimed at identifying the contribution of play-based learning for students’ academic performance in RTP project primary schools in Gulele sub city.

1. To investigate the contribution of PBL methods on primary students’ academic performance
2. To investigate the contribution of PBL methods on primary students’ nonacademic skill.
3. Identify the major challenges that affect the implementation of Play Based Learning methods in primary education.

Suggest the mechanisms for enhancing the implementation of play based learning methodology in primary education to improve student’s academic performance

In order to achieve the objectives of the study, the following basic research questions were specified and answered.

- What are the contributions of play based learning on students’ academic performance?
- What is the contribution of play based learning on students’ nonacademic skill?
- What are the major challenges that affect the implementation of Play Based Learning Methodology in primary education?

A descriptive survey study with mixed research approach was engaged in this study to utilize the strengths of both qualitative and quantitative research. The related literature was reviewed. Out of 9 Right To Play project targeted school in Gulele sub city 5 of them were selected purposively since the researcher have good experience in the selected schools since has been working as a teacher and supervisor in the selected schools.

Three data collecting tools were used to carry out the study. These include questionnaire, interview and document analysis. All 90 questionnaires distributed for teachers and 86 were returned and usable. Interviews were conducted with 5 school principals (vice directors) and 3 school supervisors. Lastly, data was carefully checked, analyzed and interpreted.

I used relevant data analysis tools such as percentage, mean, standard deviation, weighted mean, t-test and average mean. The analysis made justifies the following findings.

5.2. Major Finding

Contribution of PBL for students' academic performance

- Became a solution maker for things that are hard is one of the major cognitive skill that children develop through PBL that support their academic performance. In addition to this, easily recognize letters and some familiar words, match-spoken words are the very important skill that children developed during PBL and this is very important to enhance their reading and writing skills. Organize and sort out things conceptually and meaningful way, creativity and imagination are critical components that the children developed through PBL that enabling them to cope, to find pleasure, and to innovate in their academic.

Contribution of play based learning for non-academic performance

- Improved their ability to deal effectively with expressing ideas one of the major nonacademic skill that children developed through PBL methodology .On top of that, children who participated in PBL have developed the ability to form and maintain healthy friendships, listen to others and work cooperatively. Communicate and share ideas with their peers thrust each other and ability to fix problems when things do not go their way without hurting himself or herself or other.

Factors affecting the implementation of PBL.

Teachers' related factors

- Lack of well training on PBL approach is one of the major teacher related factor that affect the implementation of PBL. The perception and believe of teachers the most serious factors that affect the implementation of Play based learning methods. For example: teachers perceive the implementing the Play based Learning add workload on teachers and need a lot of time. In other way, teachers see PBL as to difficult to cover the portion prescribed of the year.

School related Factors

- The large class size affects the implementation of PBL methods, there is no enough sitting space for movement in the classroom, the seating arrangement is not movable and suitable for students, the classroom layout arrangement is not facilitate for PBL, and there is no enough space. The class size is not appropriate for implementation of active learning method. In addition, the school do not provide the necessary play materials and this affect the implementation of PBL.

5.3 Conclusion the schools do not provide all the necessary play teaching materials.

To the overall contribution of PBL for students' academic performance finding, indicate that students who learn through PBL succeed in both academic and nonacademic performance. According to the data (student roster both who learn by trained teacher and untrained teacher) reviewed. The result show that the average score of students who learn by trained teachers in major subjects (English, Mathematics' and Amharic) is more than 65%

The study concludes that primary teachers who trained by Play Based Learning Methodology more applied play Method when they teach different subjects. The play methods were supposed by the teacher to make learning interesting enhanced the level of accepting of different concepts that they educate the children. On top of that, the play methods assisted children to developing different nonacademic performances skills such support the children to build good interaction with their teachers and colleagues and self-confidence. These life skills helped the children to succeed in their academic performance.

Therefore, the implementation of play Based Method was the vital approach used in teaching subjects to enhance children academic performance in primary school.

Thus, it can be concluding that when teachers used different play based Methodology in the teaching and learning process students' performance is higher than using more lecture methods. This could be because play was help children to remember the thoughts better.

Play is also exciting, enhances the mind and support children to develop self-confidence. The study concludes that, game children enjoyed learning and interested to actively participate in their practical session. The play-based method helped the children to recall what they learn and easily incorporated it in their reading and writing activities.

The teacher also pointed out that play-based method helped children to develop social skills such as communication and teamwork and self-confidence. Those skills support the children to expose their talents and speak out their feelings. The study also concludes that when the teachers used play method in teaching children teamwork skill was high. This could have been because same activities should be done in cooperative and competitive way.

The researcher also concludes that high involvement of children in play based learning led to high academic performances. Thus, the play method being instrumental in making learning in subjects should be made an integral part of teaching.

The researcher also concludes that the availability of trained teacher in play based methodology and allocation of adequate resource would make play method effective in teaching.

The performance of children low in some classes in the same grade levels. This could have been because of the reason that there are teachers who did not trained by play based learning methodology and they lack skills to implement play based learning methodology in their teaching methods. They also needed to improve their teaching methodology and be creative. Another problem was the classroom environment such as class size and number of children is not convenient to implement different type of play-based methodology like competitive games.

Overall, the study concludes that using play based learning methodology while teaching help the children to succeed in their academic performance and develop nonacademic performance.

5.4. Recommendations

According to the study, when teachers use play based methods in teaching children both academic and nonacademic performance is good. The study recommends that: -

- The organization/Right To Play should train all the teacher who teach the same grade level in its target school.
- The organization should also work jointly with Ministry of education to integrate the methodology in the curriculum for the sustainability.
- Ministry should come up policies ad guide that ensure incorporation of play based learning methodology incorporated in the primary school curriculum.
- As the conductivity and adequacy of the play environment influenced the success rate in using play method, the study also recommends that the school management should create adequate learning environment for children, which should be made conducive environment for learning.

5.5. Suggestion for further studies.

Since this study explored the contribution of Play Based method on academic performance of primary school children in Right To Play project Target school in Gulele Sub City. The study recommends that;

- Similar study should be done in other non-target school in other sub cities for comparison purposes and to allow for generalization of findings on the contribution of play method on academic performance of primary school children.
- Further studies should be done on the challenges facing the use of play-based method in teaching.

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Appendix

ADDIS ABABA UNIVERSITY

COLLEGE OF EDUCATION AND BEHEVIORAL STUDIES

DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT

QUESTIONNAIRE TO ASSESS THE EMPACT OF PLAY BASED LEARNING IN FIVE RIGHT TO PLAY TARGET SCHOOLS AT GULELE SUB CITY. TO BE FILLED BY TEACHERS.

This questionnaire has been designed to gather relevant data that will be used as an input for the research on assessing the “ contribution of play Based Learning for students’ academic performance’ ’in five Right To Play target primary schools in Gulele sub city”. The responses will be aggregated and used in summary so that no one’s response will be identified in isolation. There will be no direct or indirect negative consequences on you by participating in this survey. Please be assured that data collected will be used only for the purpose stated in here and will not be shared with anybody else. Your genuine responses will be helpful in the successful completion of the paper. Please give your responses to all the questions. The researcher would like to thank you in advance for your time and consideration in giving the responses.

Part one: General Information

Please answer the questions below by putting a tick (√) mark in the box provided against each of them.

1.1 Gender

Male Female

1.2 Age Group:

≤ 25 26 – 35
36 – 40 41 and above

1.3 Education Status

Below Diploma Diploma BSC/BA/BED Mater and Above

1.4 Your service year in teaching:

≤ 5 6 – 10 11 – 15 16 – 20 21 and above

1.5. What subjects do you teach?

Language: Amharic Language: English Mathematics

Science esthetics other

1.6. The position you hold in the School

Teacher School Director

Teacher and Department Head Teacher and Unit Leader

Other _____

1.7. Have you been completed all the Training that Provided by Right To play?

Have you attended the Play Based Learning Methodology training that provided by Right To Play?

Yes No

Part two: -related to implementation and experiences of Play Based Learning

Please select the number in the box, which best represents your opinion using a scale of 1 to 5 by circling the numbers in the column. (Please Select Only One Box for each Question).

Where: 1 = Strongly Disagree; 2 = Disagree; 3 = Neutral; 4 = Agree; 5 = Strongly Agree

No	1. Contribution of play based learning for children's performance					
	During your play base lesson, children in your class					
	2.1 Cognitive					
1	Try to find good ways to handle things that are hard.	1	2	3	4	5
2	Pay attention to their bodies and to their surroundings.	1	2	3	4	5
3	Learn and follow rules and sequences.	1	2	3	4	5
4	Organize things (group them based on type, color, length) properly and think strategically.	1	2	3	4	5
5	Recognize letters and some familiar words	1	2	3	4	5
6	Match spoken words with written words	1	2	3	4	5
7	Back and forth conversation with their peers	1	2	3	4	5
8	Interested to listen what you say	1	2	3	4	5
9	Organize things (group them based on type ,color ,length)properly and think strategically	1	2	3	4	5
10	Can answer questions by collecting ,organizing and interpreting data	1	2	3	4	5
	2.2 Social					
1	Helps Children to respect one another.	1	2	3	4	5
2	Encourages children their teammate and includes children who are participating less	1	2	3	4	5
3	Communicate and share ideas with their peers.	1	2	3	4	5
4	Make friends with other group.	1	2	3	4	5
5	Resolving conflicts peacefully.	1	2	3	4	5
6	Thrust each other.	1	2	3	4	5
	2.3 Emotional					
1	Ask their teachers for ideas when they need help.	1	2	3	4	5
2	Take responsibility for what they do.	1	2	3	4	5
3	Tell the truth, even when it is not easy.	1	2	3	4	5
4	Feel that people like and respect them.	1	2	3	4	5
5	Show actions how they like themselves.	1	2	3	4	5
6	Tell for their peers what they believe in.	1	2	3	4	5

7	Show their ability to cope with negative emotions(i.e anger, Fear)	1	2	3	4	5
8	Enjoy with the lesson.	1	2	3	4	5
	1. Factors affecting the implementation of play based learning					
	3.1 Student factors					
1	Students regularly attend what they are learning through play	1	2	3	4	5
2	Students are self-motivated during play	1	2	3	4	5
3	Students are punctual in school	1	2	3	4	5
4	Students are hard worker and interested in subject when they learn through play.	1	2	3	4	5
5	Students have equal opportunities to participate in the lesson	1	2	3	4	5
	3.2 Teacher factor					
1	Techers complete syllabus based on the stated time	1	2	3	4	5
2	There is frequent feedback by the teacher to students and give students Special attention based on their performance during play	1	2	3	4	5
3	Teachers evaluate students timely	1	2	3	4	5
4	Teachers adapt their teaching practices to the needs of the children.	1	2	3	4	5
5	Teacher use games and play activities as energizer	1	2	3	4	5
	3.3 Parent factor					
1	Parent concern in their children academics	1	2	3	4	5
2	Parents provide to their children play needs on time.	1	2	3	4	5
3	Parents motivate their children to participate in play and to achieve their academic goals.	1	2	3	4	5
	3.4 School Factor					
1	The location of the school is comfortable to the students to play	1	2	3	4	5
3	The school provide all the necessary play teaching materials	1	2	3	4	5
4	The school have suitable rules to support teachers and regulation with good implementation of those rules and regulations.	1	2	3	4	5
5	The size of the students in a class is standard	1	2	3	4	5

Thank you so much for your cooperation!

Addis Ababa University
School of Graduate Studies
Department of Educational Planning and Management
Educational Leadership

Interview Guide for School vice principals and supervisors.

General Instructions: The main purpose of this interview is to get relevant data on contribution of play Based Learning for students' academic performance.

You have been selected to participate in this study; therefore, you are kindly requested to answer the questions in order to give the necessary information on the different issues related to the study. The success of this study depends upon your honest and genuine response to the questions. The information will be used for academic purposes and your response will be kept confidential.

Thank you in advance for your Cooperation

Part I: Background Information

- 1. School _____
- 2. Educational background, _____
- 3. Work experience _____
- 4. What is your current position? _____

II. Interview questions for vice school principals and supervisors

- 1. To what extent do the teachers at your school implement play-based learning activities in the classroom?

- 2. How often teachers use playing as a teaching aid?

- 3. Do play based learning methodology trained teachers has changed their methodology? How they teach children in the classroom?

- 4. To what extent do you think the children are interested in learning with play activities? Why?

- 5. Do you think that the use of play-based methodologies in the classroom supports children's learning? Could you explain that?
If you say yes please, explain how it supports _____.
- 6. Do Children in play based learning methodology trained teachers classes learn differently or participate in class than children in untrained teacher classes. How they learn differently? _____.
- 7. Have you noticed any differences in classes with play based learning methodology trained teachers in the children academic performance? How do you notice the difference? Please, explain it
_____.
- 8. What are the reasons for not integrating play-based learning? Please answer all that apply _____.

Thank you so much for your cooperation!