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**IMPLEMENTATION OF PLAY-BASED INSTRUCTION
IN SOME PRE-SCHOOLS OF BAHIR DAR CITY
ADMINISTRATION, AMHARA REGION**

***ADDIS ABABA UNIVERSITY
COLLEGE OF EDUCATION AND BEHAVIORAL STUDIES
CENTER FOR EARLY CHILDHOOD CARE AND EDUCATION***

BY: HAILU TAMIR MESERET

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ADDIS ABABA**

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BY: HAILU TAMIR MESERET

**THIS THESIS IS SUBMITTED TO THE COLLEGE OF EDUCATIONAL
AND BEHAVIORAL STUDIES
CENTER FOR EARLY CHILDHOOD CARE AND EDUCATION IN
PARTIAL FULFILLMENT OF THE
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COLLEGE OF EDUCATION AND BEHAVIORAL STUDIES
CENTER FOR EARLY CHILDHOOD CARE AND EDUCATION

This is to certify that the study prepared by **Hailu Tamir** entitled “**implementation of play-based instruction in some pre-schools of Bahir Dar city Administration, Amhara Region**” submitted in partial fulfillment of the requirements for the degree of Master of Arts in Early childhood care & Education complies the regulation of the university and meets the accepted standards respect to originality and quality.

Signatures of the Examining Board committee:

..... Advisor Name Signature Date
..... Internal Examiner Signature Date
..... External Examiner Signature Date

Approved By:

..... Chairman, Department Signature Date
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LIST OF ACRONYMS AND ABBREVIATION

AREB: Amhara Regional Education Bureau.

BCDE: Bahir Dar City Department of Education.

ECCE: **E**arly Childhood Care and Education.

GTP: Growth Transformational Plan.

Kg: Kindergarten.

MOE: Ministry of Education.

NGOs: Non-government organizations.

REB: Regional Education Bureau.

SDG: Sustainable Development Growth.

UNESCO: United Nation Education, Science and culture organization.

ZED: Zone Education Department

ABSTRACT

This study was aimed at assessing the implementation of play based instruction in some pre-schools of Bahir Dar city, Ethiopia. Play and children's development is highly integrated & enhances children's physical, cognitive, social and emotional development. For this purpose, mixed research method was employed to collect and analyze both qualitative and quantitative data. The sample of the study included eight preschools (4 private KGs randomly selected & 4 government KGs purposively). Data sources for the quantitative study were 47 teachers drawn randomly from 8 pre-schools (15 % of the population) and data sources for the qualitative study were 8 preschool principals, 1 REB & 1 ZED Experts, selected using simple random sampling and purposive sampling techniques respectively. Data were collected by questionnaire, interview and observation. Quantitative data were analyzed by using one sample t-test; whereas narration and thematic techniques were used to analyze the gathered qualitative data. The study found out that most teachers perceived positively what the preschool curriculum inculcated play based pedagogy which was statistically significant. Moreover, the study indicated that most teachers perceived negatively the practicing of play-based instruction which was statistically significant. The study also revealed majority of preschools have not safe playground for the children to play and there was no adequate and appropriate indoor outdoor materials and equipment in the preschools. Moreover, teachers incompetency, curriculum usage that lacking requisite officials and inadequate indoors and outdoors games were identified as factors that affect play based instruction. Finally, pertinent recommendations were drawn from the findings and the conclusions of the study.

CHAPTER ONE

1. INTRODUCTION

1.1 Background of the Study

Play had got a focus of children teaching before 150 years ago when kindergarten was established (Froebel, 1837). Over the past few decades, researchers in the fields of education and child psychology have come up with valuable findings for the need of play in children's well-being and holistic development (Shonkoff & Phillips cited in white, 2012). Thus, as children learn through play in the foundational and lower school years, they would be successful in forthcoming school life.

It is tricky to define and delimit meaning of play explicitly to specific procedure; but, According to Gleave, J. and Cole-Hamilton (2012) play is inborn childhood character that makes children intrinsically to satisfy and also has profound value for interaction of learning and children's growth. To this end, Saskatchewan (2010) stated that play is any interactive practices that support children to explore their environment and widen their thinking within accepted societal norm. Gleave & Cole-Hamilton (2012) exemplified that there may have countless types of play and there is no correct and incorrect way of play as each of them has a contribution for children's development. As to Gleave & Cole-Hamilton (2012), play is naturally enforced and personally driven phenomena of all children and is essential for children's biological, mental and social development. So, play is freely chosen by children internal desire and as they become mature, their play skills also become more varied and complicated. As to Glover (1999), play is enjoyable practices, and a means for children to maximize their critical thinking, psychological makeup, physical endurance, affection and brain growth.

The significance of play in classroom learning is not over emphasized. Play-based instruction is another way of student-centered instructional approach in which children can learn actively, get a chance to interact with others and can create their own meaning of understanding in its maximum potential (Saracho & Spodek, 1998). This implies that play based instruction makes children to explore their surroundings through senses and to exploit their own knowledge. In relation to this, Rousseau (cited in Krogh & Slentz, 2001) believed that children can learn

through exploration by themselves and the teacher should create conducive environment for the process. Play based instruction, by its nature, is student focused and interactive way of learning. In accordance with this, Vygotsky (1978) stated that “Through play, children learn, communicate, socialize, create, adapt, explore, experiment and problem solve.” A special feature of play from the other learning methods is that it has a power to involve each child to a task and it addresses the learning need of individual child. Bruner (cited in Whitebread, 2003) showed that “children who had opportunities to play with objects achieved similar to higher problem-solving skills than children who had not (p11).” Similarly, Brewer (2007) said that play is important to scaffold the child so as to use his/her maximum potential what Vygotsky says “zone of proximal development”. So, Play is an opportunity of children to develop and widen their knowledge, skill and attitude as they intervene with the environment and on their own. Thus, effectiveness of play based instruction is evaluated by the involvement level of children in the learning process and by its efficiency in helping teachers to achieve learning objectives (Saracho & Spodek, 1995).

Play is also considered as an intertwine part of holistic children’s development and hence it is not only a need but also a right of all children and the full time job for them. Oddo & Castleberry (1938) remarked that “through play, children learn how to interact in their environment, discover their interests, and acquire cognitive, motor, speech, language, and social-emotional skills.”

In relation to this, Saskatchewan (2011) further elaborated that:

play enables children to make sense of their world, expand social and cultural understandings, express personal thoughts and feelings, practice flexible and divergent thinking, get together and solve real problems, learn to think about other people’s perspectives, discuss play roles and plans, develop self-control, extend language and literacy skills, and improve brain and motor development (p27).

Therefore, play is a control of children to be a complete being and a place of play should be arranged at home, in preschool settings and everywhere appropriate and convenient. To this end, teachers and parents can contribute a significant value in facilitation of play so that children can highly be benefited from the play process in language development, social

interaction and learning experiences which are indispensable for later children's life (Gleave & Cole-Hamilton, 2012).

Children involvement in varied play types can enhance children's learning domains: cognitive, psychomotor and affective within accelerated time period (Erikson, Hurwitz, cited in White, 2012). White (2012) further explained that children learn through play cognitive skills (language, problem solving, creativity, self-regulation), socio-emotional skills (ability to interact with others, negotiate, and compromise), strategies to cope (with fear, anger, and frustration), how to seek out knowledge (exploration, hypothesis testing, discovery), and motor skills (running, jumping). Thus, from this one can understand that play is paramount importance for children's development and quality of life and through different play types; children can learn variety of skills to be holistic well-being.

It is therefore imperative that play-based instruction be implemented appropriately, efficiently, and fairly to facilitate children's growth and improvement of skills are needed. Thus, conducting continuous research on the areas of play based instruction has a tremendous effect on children learning enhancement. This is the rationale behind this study. It is conducted to examine implementation of play-based instruction in context of pre-schools.

1.2. Statement of the Problem

From the aforementioned discussion, it is imperative that play is a decisive entity of the early childhood curriculum and instruction as it contribute for holistic child development. (Saracho & Spodek, 1998) The function of play in preschool education was known 150 years before now (Froebel, 1837). At early stage of introduction, play was highly directed and dominated by the teachers rather than being free choice of children. Over time, as more early childhood programs developed, student-centered learning approach became more prominent agenda of the education sector and play based instruction became method of learning rather than teaching (Saracho & Spodek, 1998). In child-centered classrooms, children are highly active in the exploration of their own learning (Iowa Core, 2010). So, play based instruction, if it is being implemented scientifically; it involves children directly and has indispensable effect on children learning (Vygotsky, 1978; Glover, 1999; Sjoerdsma & Sarah, 2016). The Ethiopian Education and Training Policy also stipulated that "kindergarten will focus on all round development of the child in preparation for formal schooling" (ETP, 1994: 14). To fulfill the idea of the policy, i.e.,

“all rounded development of the child”, the function of play based instruction has critical importance. However, how much has play based instruction been implemented in childhood education needs contextual clarification and research.

As far as the knowledge of the researcher is concerned, very little research has been carried out in relation to implementation of play-based instruction in preschool settings.

Few studies (Sjoerdsma, 2016; Firehiwot, 2016; Hamelmal, 2015; Rahel, 2014 and Tsegaye, 2014) attempted to scrutinize play-based instruction and related concepts in preschool settings from different perspectives.

Sjoerdsma, (2016) examined early childhood professionals attitude on play-based instruction and found that teachers and directors in preschool were highly contended with items stated about the need of play-based instructions. This study was conducted abroad Ethiopia where in different culture and it was primarily conducted to assess the significance of play based instruction rather than effectiveness of its implementation. The rest mentioned studies were conducted locally, in Ethiopia. Accordingly, Firehiwot (2016) studied policy and practice of preschool education in Addis Ababa and revealed problems related to preschool education implementation such as curriculum usage, lack of teachers’ competency and in adequate indoors and outdoors materials. The objective of this study was to investigate whether preschool education was implemented in accordance with the policy, but not to see specifically implementation of play based instruction. Moreover, the site of the study was the capital of the country where the living style of the people including child rearing culture differs from the rest of the country. Hamelmal (2015) conducted a study entitled “initiative on early childhood care and education as a tool to improve the quality of education in Addis Ababa” The study identified key challenges of preschool education as quality, access and lack of adequate budgetary allocation. The primary concern for the study was to explore the introduction of policy on early childhood care education from the educators and policymakers perspective. The other study by Rahel (2014) examined the quality in early childhood education in Addis Ababa. The study concluded that the quality of early childhood education was below the expected standard. This study differs from the current study, first in research site where the research was conducted and second in essence in which the emphasis of the former study was evaluating preschool inputs against predefined standard; it did not

give appropriate emphasis for implementation of learning-teaching process. The study by Tsegaye (2014) investigated practice and challenges of preschool of education in Addis Ababa and found that positive connotation i.e. the preprimary education sector as good. The study examined major challenges faced in preprimary education sub sector where play based instruction was seen as a challenge of preprimary learning methodology but it hadn't been examined comprehensively and broadly.

From previously mentioned studies carried out locally, one can analyzed that all were conducted in sub city of Addis Ababa (the capital of Ethiopia) where the child rearing style of the people and preschool settings differ from the current study site, Bahir Dar town. In addition, the finding of the study by Tsegaye (2014) was positive and differs from the other results. Moreover, most of the previously studies were not focused to specific issues; All the above listed researchers didn't due emphasis to teaching-learning process and were designed to examine the whole efficiency of the preprimary sub sector against some policy standards. It is believed that intervening the teaching-learning process rather than inputs is efficient and economical way to assure quality education. At stage of preschool, the prominent way of children acquiring competence is through play based instruction. So, based on the gaps explained above and inconsistent results found from previous studies initiated the investigator of the study to be interested in investigating implementation of play-based instruction in some preschools of Bahir Dar city, Amhara Region. To this end, the following leading research questions were formulated:

1.3. Research Questions

The research aim to answer the following questions:-

1. To what extent does the preschool curriculum include play-based pedagogy?
2. To what extent do teachers use of play-based instruction in Bahir Dar city pre-schools?
3. What are the factors affecting the implementation of play-based instruction in Bahir Dar city pre-schools?

1. 4. Objectives of the Study

1.4.1 General Objective

The research assessed about the implementation of play-based learning activities in pre-schools.

1.4.2 Specific Objective

- To investigate the extent of preschool curriculum including play-based pedagogy.
- To assess the extent of teachers use of play-based instructions in pre-school.
- To explore factors affecting the implementation of play-based instruction in pre-schools.

1.5 Significance of the Study

The result of this research provided meaningful significance for policy makers and other stakeholders who are involved in areas of early childhood care and education centers in general, and preschool owners, teachers, parents and children's in the particular manner.

Finally, it have a significance room for further research and mobilizing human and materials resources to ensure children's right and fulfill their interest, needs at preschools.

1.6 Delimitation of the Study

Even though there are many preschools in Bahir Dar the study only looked in to at the selected preschool in the city. Moreover, the sample frame restricted to Bahir Dar. From which the survey conducted in 8 preschools (specifically 4 governments & 4 private kg). The participants were teachers and preschool administrators to give their opinions and answers for different questions from the researcher. The study focused on the implementation of play-based learning in preschools about play activities for children development.

1.7 Limitation of the Study

The investigator of this study is an educational official at the regional level in the town of the study site. So, the respondents might give negative or positive responses without their internal feeling, seeking for some benefits because of the work position the researcher has. Thus, the results of the study may be somewhat affected but it might not be in a considerable way since respondents were be aware of as to what the collected data were used and enough orientation was given for them to response what they really felt. In addition to this, The researcher collect the data from teachers, principals and Regional & Zonal experts, not considered the preschool students. Accordingly the title of the research & students involvement this may affect the quality of the study to some extent. On the other hand COVID -19 pandemic disease is the other limitations to perform maximum efforts but the investigator have had used the Minister of health COVID-19 protocol guideline. However the researcher has been able to manage the limitations by making extensive visit to the preschools.

1.8 Operational Definition

Play: is holistic pedagogy, personally motivating through active engagement in indoors and out, alone and with others, to find out about things, try out and practice ideas and skills, take risks, explore their feelings, learn from mistakes, be in control and think imaginatively.

Play-Based Instruction: Child-centered instruction approach where teachers provide meaningful, hands-on learning experiences or base learning opportunities on student's interests and experiences that allows children to learn through their play.

Implementation: the act of providing a practical means for accomplishing play-based instruction by using different play types or games such as songs, specially chosen work materials, stories, etc.

Learning: is in preschool education involves an active and goal oriented process, which is based on previous knowledge structure and often involves problem solving.

- **new investigations** have shown that the **child's environment** has enormous impact on how the circuits of the brain are 'wired'.
- learning is the process whereby **knowledge is created** through the **transformation of experience'** (Kolb, 1984).

Teaching: is in preschool should be based on playful activities stemming from children's individual development level, which also promotes children's linguistic development and their potential to learn new things (NBE,2001)

Methods: mean that the way of doing something which is a teacher employs to make children's learning successful. Like, promoting young children's learning storytelling, dramatization, role playing, play way, cooperative or discussion, projects, field trips, conversation, discovery, and demonstration.

Child initiated:

- during child-initiated experiences, children acquire knowledge and skills through their own exploration and interactions with objects and other children (Epstein, 2014).

- Child-initiated experiences grow out of children's interests. However, teachers organize the environment and materials and provide the learning opportunities from which children make choices (Epstein, 2014).

Adult initiated:

- In effective instruction, multiple teaching strategies are used flexibly, the teacher understanding the effective use of these strategies based on curriculum goals.
- Direct instruction allows for the efficiency of simultaneous attention to a group of children,
- indirect instruction makes use of the child's focus of attention, and opportunities for children to learn on their own (self-directed learning) allow for children to work at their individual developmental level.

CHAPTER TWO

2. LITERATURE REVIEW

2.1 Overview of Play-based instruction

The history of early childhood education is rich and has led preschool education to progress to its focus today on play-based instruction. According to Beatty (1995) child-centered approaches to teaching were advocated already in the seventeenth century. Comenius described how mothers should educate their young children at home with examples of content that would be appropriate for young children. Rousseau took a more radical approach and promoted children growing up in nature and being treated like children instead of potential adults (Beatty, 1995). Montessori believed in natural play activities and observed children playing freely with various materials. Materials, in Montessori's view, were of great importance because she believed that children could gain great awareness of their properties, such as color, shape, size, and weight (Saracho & Spodek, 1995, p. 132).

Over the past few decades, researchers in the fields of education and child psychology have amassed significant evidence for the necessity of play in children's lives. There is no denying that play is fun, and certainly fun is its biggest draw for children. However, as children play, they also develop critical cognitive, emotional, social, and physical skills. Play even contributes to proper brain development (Shonkoff & Phillips, 2000). In this way, play is an important end in itself; it is also a means to other ends. The skills children learn through play in the early years set the stage for future learning and success from the kindergarten classroom to the workplace.

Play presents children with a particularly strong opportunity for growth because it meets the needs of the whole, individual child. All domains of children's development – cognitive, social, emotional, and physical – are intricately intertwined. Play benefits each of these skills in direct and indirect ways. Children learn and practice cognitive skills including language, problem solving, creativity, and self-regulation. Socio-emotional growth can be seen in children's ability to interact with others, negotiate, and compromise. They also practice strategies to cope with fear, anger, and frustration. Moreover, block building, drawing, running, and jumping all contribute to the development of fine and gross motor skills. When children have the chance to direct their own learning through play, they are able to address their own immediate and

developmental needs and find activities that are most conducive to their individual learning styles.

In play, children develop a lasting disposition to learn. Having control over the course of one's own learning, as in free play, promotes desire, motivation, and mastery (Erikson, 1985; Hurwitz, 2003). Children also learn how to seek out knowledge; play involves exploration, hypothesis testing, and discovery. What is more, all this is done in a safe, anxiety- and risk-free environment where children are free to test the limits of their knowledge and abilities with relatively few repercussions (Hirsch-Pasek & Golinkoff, 2003). They learn to have confidence in their ability to solve a problem, and they become resilient in the face of a challenge (Erikson, 1985; Hurwitz, 2003; Pepler & Ross, 1981). Play builds the foundation for a lifetime of learning.

2.2 Benefits of play-based instruction

Play is the true work of a child. Children are busy when they are playing, and they are learning when they play. For example, when children are lifting, dropping, looking, pouring, bouncing, hiding, building, knocking down, climbing, running, and play acting they are learning.

Based on Health Nexus Sante (2011) children can learn the following things through play:

- Scientific concepts, such as what sinks and floats and how to balance blocks to build a tower
- Mathematical concepts, such as how to divide toys or treats evenly, or what is bigger, smaller, more or less
- Literacy skills, such as trying out new words, telling stories, or pretend play
- Social skills, such as how to get along with others, make friends, and be respectful
- Thinking skills, such as how to recognize and solve problems
- Movement skills, such as walking, running, hopping, balancing, throwing and catching.

According to Berk, 1994 play are complex and indirect. Play contributes to the development of a diverse array of capacities in the young child. From ages 2.5 until age 5, social dramatic play and make believe play emerges and evolves. As the child ages, the play also changes. The interactions begin to last longer, they show more involvement, and tend to interact with a variety of peers and become more cooperative. Children who are involved in social dramatic experiences are more advanced in general intellectual development, as well as an enhanced ability to understand the feelings of others (Berk, 1994). The list of benefits of make- believe

play is extensive. The known benefits include strengthened mental abilities, improved memory, as well as promotes language and storytelling skills. In addition, make believe play allows the child to expand their vocabulary. Make believe play also allows children an opportunity to reason through seemingly impossible situations, which enhances their problem solving skills and allows them to gain confidence in their decision-making skills. All of these benefits combined have proven to lead to higher test scores compared to children who did not participate in make believe play experiences (Berk, 1994).

2.3 The Significance of Play & Play Based Pedagogy

Play and children's development is highly integrated. Play enhances children's physical, cognitive, social and emotional development across different age levels. Children can express their internal feeling and emotion with play. Children's happiness and well-being can be maintained through engaging with play materials(As Foley (2008) cited in Gleave, J. and Cole-Hamilton (2012).

There are different types of play: physical play, social play, object play, media play, pretend play, manipulative play, and the like.

2.3.1 Physical purpose

Physical activity in early childhood period is important for children's health. Physical exercise helps the child to build the strong bones, muscles strengthens and lung capacity; improve academic achievement, to be fit for different situations and active in accomplishing tasks. Milteer & Ginsburg (2012) play enhances physical health by building active, health bodies. Physical activity beginning in early childhood prevents obesity. Play may be an exceptional way to increase physical activity levels in children. Physical play involves activities in a playful context such as kicking, running, jumping, chasing and climbing (White, 2012).

2.3.2 Social purpose

It occurs in the interaction of children with other children's or adults. Social play is important for children to incorporate other actions or behavior and develop to them.

It is also significant for children's to develop interpersonal skills for their later development. Parents especially mothers, should initiate and be role model for children to develop a sense of social play. As children mature, they begin to take initiative in generating their own activities, but parents remain involved on the sidelines through comments and promoting (White, 2012).

They also stated that play with parents sets the stage for children's ability to successfully play with peers. With age and increasingly mature social capacities, children's interaction play with peers becomes progressively more common and complex (White, 2012). Social play has its own pattern which begins the child plays alone and achieving cooperative with common goals.

2.3.3 Cognitive purpose (mentally children's Develop through types of Play)

2.3.3.1 Object play

When children become to stronger and fit to exert force on objects, they begin to play with objects or things. Children are eager to know about the objects nature, texture, size color, appearance, etc. as soon as children acquire the physical capacity to pick up and manipulate objects, they begin to play with those objects (Hughes, 1999) cited in E. White R. (2012).

Children first begin to explore objects and use blocks and represent with symbolically at the infancy period. Around the age of 3- years they begin use construction play materials which are important for their cognitive, physical, and social development. Physically, children can practice fine motor skills with small objects and gross motor skills with larger play materials. Interacting with other peers and adults, children can foster their social development. Object play also important to encourage children's cognitive development with exploring the nature of objects.

2.3.3.2 Pretend play

Pretend play is also called symbolic play, imaginative play, and dramatic play. It is a method of introducing the concept that one thing can be another. E. White R. (2012) stated that pretend play is creating alternate realities to the real world. It is a range of behaviors including symbolic play as well as socio-dramatic play. Pretend play has significant contribution for children's development of creativity, language skills, dimensions of thinking and problem solving skills.

Children can communicate with other children's and adults by using pretend play. Which means pretend play have its own contribution for children's language development. Haniline, Milton and Phelps (2010) found that preschools that had high level of representation in their block construction had higher reading abilities and a faster rate of growth in reading in early elementary school.

The development of creative problem solving skills in different particular situations and creativity can associate with pretend play in early years of children. Fisher (1992) cited in E. White R. (2012) found that one of the strongest links among a long list of correlates of pretend play was to divergent thinking, a key component of creativity.

E. White R. (2012) also stated that the development of children's social interaction skills and positive emotional feeling have a strong relationship with pretend play. Children can interact with other peers and adults imitate different social skills and develop a sense of accepting and respecting others. In social context of play (socio-dramatic play) children also learn how to negotiate when conflict arise within groups or children's.

Russ (2004) cited in E. White R. (2012) in addition negotiation and cooperation that takes place in planning a pretense narrative in collaboration with another and jointly determining the rules of engagement, children frequently engage in problem solving and conflict resolution during socio-dramatic play.

2.3.3.3 Media play

Now a day, technology becomes very significant for children when we compare with the later periods. Currently technology had positive outcomes on children's learning and development in early years.

Technology based game with movements have a great role on children's physical appearance and cognitive development. Children can fight obesity by moving and exercising video games. Goldstein (2011), Fischer & Gillespie (2003) cited in E. White R. (2012) stated that games require children to make decisions, present increasingly difficult challenges, and encourage exploration, experimentation, and creativity in problem solving.

2.3.3.4 Natural play materials

Natural materials such as sand, water, and clay are important for children to learn different science and mathematics concepts. Feeney, Christensen, & Moravcik (1987). they stated that, sand, water, clay and other natural materials provide children with rich sensory experiences and an opportunity to learn about mathematical concepts like volume and measurement. Children learn about the properties of substances through pouring, feeling, and mixing.

Children Soothed by the responsiveness of the materials and can safely vent strong emotions in their play with them. Sand and water play areas are often found outdoors, but can also be provided indoors with tubs and water tables.

Carol m. Gross (2012) through water play children can learn, measurement, volume, evaporation, sink and float, mixtures and solutions and water flow. Teachers facilitate with creating an open-flow schedule with flexible amounts of time for exploration, recognize that the environment is a

teacher and determines the curriculum, engage children in meaningful conversation, document children's work and learning and assess children's process and progress.

2.3.3.5 Manipulative play

Feeney, Christensen, & Moravcik (1987) manipulative materials are easy to hold and explore about the nature, texture, color and size of those materials. We can give the service for children both at outdoor and indoor games form. Materials like puzzles, beads, and pegboards are designed to give children practice in hand-eye coordination and to help develop the small muscles of their fingers and hands. These experiences are important preparation for writing, and they expose children to such concepts as color, size, and shape which help in the ability to recognize letters and words. Children also have opportunities to solve problems and be creative as they work with these materials.

2.3.3.6 Art play

Art materials are important for children to express their internal feelings and emotions. Children are eager to draw visual pictures even they cannot draw the exact image of things because of their age. Feeney, Christensen, & Moravcik (1987) art materials provide opportunities for creative expression, problem solving, and physical and sensory development. A good selection of art materials should include paint, crayons, and dough, glue, clay, and collage materials.

McDonald & Simons (1989) cited in Brewer A. (2007) they stated that, children enjoy a wide variety of songs about animals, themselves, or their friends, and some nonsense rhymes and jingles. Songs should be repetitions, both in melody and rhythmic patterns.

According to Gilbert (1981) we consider the following points when choosing songs to teach:

- The song should appeal to the children. It may be the tune itself or the rhythm that is attractive; if the children like the songs and can remember it easily, they will enjoy signing it.
- The song should not be too long and, in general, the younger the child the greater the need for repetition.
- Song with a chorus encourages even shy children to join in.
- Songs which lend themselves to movement often have greater potential with young children.
- Avoid tunes with very high notes or difficult leaps.
- Choose songs with words that the children understand.

Play for children is self-directed, open-ended, voluntary, enjoyable, flexible, motivating, dynamic and lifelong process. Play based pedagogy is important for children because through play children learn different concepts and these concepts are not easily forgettable. They learn with exploration and practical situations of objects. When children engage with play they are doing learning to play and playing to learn.

The Power of Play (IPPA, The Early Childhood Organization, 2004) cited in Margaret Kernan (2007), suggests that the following are children's key priorities in pre-schools:

- Construction play: especially when children are provided with a variety of open-ended materials
- Creating small spaces
- Transporting
- Playing with water
- Engaging with 'real' work, using real tools often engaging whole body movement
- Re-enacting social, and culturally valued activities through role play
- Being actively involved in story-telling
- Being creative when provided with a wide range of open-ended materials and
- Having a sensitive adult close by who values play and who can offer support at key moments.

As to Beatty (1995) child focused paradigm of instruction were introduced in the seventeenth century. Rousseau advised children to grow by cultivating and keeping their natural behavior. In similar way, Montessori believed that children should engaged in various naturally formed play tasks and they should involve in contact of different materials in order to be familiar with different character of their properties such as weight, color, shape and size (saracho & spodek, 1995)

2.4 Methods of play-based Learning

Pre-school education should be design in such a way that it should accommodate all children as they come to school with variety of competence (Haile, 2010).

A method is a description of the way that information or behavior is carried forward or consolidated during the instructional time. It is an overall plan or is a way of something is done, no part of which contradict, and all of which is based up on, the selected approach mean that a systematic way of doing something. And it helps a teacher to accomplish the set

objectives because different objectives require specific methods that can help to implement them. In line with these Pedagogy is not ultimately about free play, instruction, or placing the child in carefully chosen stimulating environments.

There may have two approaches of teaching methods in preschool: teacher centered and student centered. Teacher centered approach emphasize the dominance of teacher rather than students in each classroom activities (Carnine et al., 2004). Teacher-directed instruction may use sometimes appropriately in accordance with the content; but it should not be the prominent method especially for children in preschools. Children should involve in parent directed and self-directed play based activities in order to be active participant for the process (Iowa department of human services, 2006:63). If teacher centered method is dominant in children teaching, children may lose what they have like their interests and experiences (kagan, 1990).

The other instruction approach is student-centered, in which the focus is the student not the teacher. In student-centered classrooms, students are highly encouraged to be the power vested of the class (Iowa core Brif, 2010). Words like active learning and cooperative learning are mostly go with student centered classrooms. In student centered classrooms, the teacher is the guider of student's learning. Student centered learning is an approach which goes vis-a-vis with constructivism theory. So, constructivists like Piaget, Dewey, and Vygotsky are proponents of student-centered teaching-learning approach (Rallis 1995). Piaget believed that knowledge can be constructed from the human mind; Dewey explored how learners interact with the environment; and Vygotsky theorized the role of socio cultural for learning (Rallis, 1995). Based on Piaget, Dewey, and Vygotsky, the best method of children's learning is student centered through which they become creative, critical thinker and foster confidence (Bickart et al, 2010).

Contemporary research works assured that play-based instruction is taken as granted for children learning. For instance, Gopnik (2011) confirmed that in case of student-centered teaching method the teacher may give immediate answer for children questions which may invite them not to be discoverer of the environment. Instead, as to Gopnik, play-based instruction creates opportunity for children to discover and explore the environment by themselves which is very profound for them to be independent thinker and to develop investigation of new things by their own.

Play-based instruction is best alternative of student-centered instruction; but, play based is an instruction method which is best fit for the nature of children learning. In play-based instruction, the teacher, the child and children's peers are involved in the process; but they have their own unique role. Children are directly involved in learning process; cooperative learning with their peers is operant; the role of the teacher is accommodation of learning. According to Rousseau cited in Krogh & Slentz (2001), children best learn via their senses and so the teacher should take role of facilitation to happen learning not directly teach them. In play-based classroom, children are always given priority to be immersed in the main interaction of learning-teaching process.

The challenged task in play based instruction is identifying a play which is best suit to a content of learning and maintaining natural character of the play. In relation to this, Saracho & Spodek (1995) noted that Play for instruction is selected based on two criteria: power of enjoyment (involvement) and effectiveness to achieve lesson objectives. A play for instruction should be relating to learning goals. Research also revealed that children involved in planned play instruction better achieved than children instructed without play. For instant, Montie, Xiang & Schweinhart (2006) found that a four year child involved and engaged in play activities with different playing materials highly excel a seven year child who did not have such opportunities.

Vygotsky cited in Moller (2015) noted that play has prominent role in child learning and what children visualize in the process of playing is much important to enhance their creative skills. Effectiveness of play based instruction is also dependent on the belief of teachers. Research affirmed that teachers who understand the pedagogical advantage of play and who have positive believe on the importance of play have more tendencies to practice play in the classroom (Sandberg, Samuelsson, and Pramling, 2003). A similar study by Jacoby (1993) identified that teachers who didn't have knowledge and importance of play diminished some strategies of play based instructions from their preschools classrooms. However, after teachers taken workshop on the importance of indoors and outdoors play materials, they realized the role of play for children holistic development and then started to implement and practice different types of play in the classroom and children learning became highly developed. This study showed that students' interest to play is energized by teachers thinking for the importance of play and their guiding role in the learning process.

Even though, many professionals in the field of childhood education considered Play-based instruction as profound method of children's learning, there are also others who stand on the opposite view (Lynch, 2015). Lynch's (2015) study on play assured that some teachers in preschool acknowledged play-based instruction for children development. However, although they find play valuable, these teachers usually influenced by outsiders to achieve preset prescribed academic issue standards and they show a tendency to emphasis on and check it by standardized test (Bowdon, 2015). They argued that it is difficult to achieve preschool curriculum standards as children learning time is wasted by play (Lynch, 2015).

The public also has forced preschools to give emphasis on the academic side of students (Bowden, 2015). As a result, play-based instruction practice has minimized in the preschool classrooms. Budget allocation of school districts also move in line with giving priorities for buying materials that they think of important for academic development instead of buying materials that facilitate playing (Bowdon, 2015) because interest of teachers and administrators in preschool is to make students academically competent.

Theories and studies at recent time equalized play as learning. Play makes children to be involved in an interactive way that promotes the development of language, thinking, creativity, and social proficiency. That is, learning in play way is more efficient in creating conducive environment for learning than teacher-centered instruction (Bowdon, 2015).

As to Aggarwall (2006), play is the source of all goodwill for children. It is an activity which can offer the child happiness, autonomy, gratification, and internal peace in the surrounding. Therefore, scholars in the field argued that play is the highly preferable method of children's learning in pre-school (Saracho, 1993; Curtis, 1998; Bruce, 1991; Wall, 1975 cited in Haile 2010).

Accordingly, Froebel understand and respected the nature of young children; he accepted and believed that children learn best through active involvement, so, he designed special play materials and introduced the idea of associating action with singing songs. Froebel's contribution to the evolution of kindergarten, as we know it today has been extremely significant (Edigar, 1998 cited in Haile, 2010:11).Therefore, pre-school education from its beginning (in the time Froebel) employed active learning teaching methods in its practice

and the implementers used this method of teaching. Some of the educational principles and practices found in today's kindergarten are outgrowths of Froebel's thinking and teaching supporting this idea, Bruce (1991) described that Froebel's emphasis on learning through play is strongly supported music, stories and games have continued to be significant component of kindergarten programming.

Accordingly, Jean Piaget's (1896-1980) work demonstrated that children in kindergarten learn through manipulation of their physical world, are perceptually-oriented, and make judgments on the basis of the way things look to them. It also provided the basis of the identification and description of a developmental growth sequence in children where each stage is characterized by special modes of thinking about and responding to the environment. Because concepts are developed from sensing and acting up on the environment, proceeds from the concrete to the symbolic, then it should follow that curricula be structured to move from the concrete to the symbolic. Since teachers understand the progression of logical thought, they are in a position to provide activities that are appropriately challenging for the child's developmental level (Whitbread, 1996 cited in Haile, 2010:12).

Accordingly, Maria Montessori 1870-1952 was a pediatric doctor thus a specialist in the training of disadvantaged children and those with special needs. She has done many studies on the development of childhood education through her life. After she left engineering discipline, Montessori studied medicine and work in hospitals for children. In 1897 Montessori has revelation. "I felt that mental deficiency presented chiefly a pedagogical, rather than a medical problem". (Montessori, 1870-1952, Early life in Italy). Then she wanted to train children in preschool. Given her new insights, she began to transfer her time towards perfecting education. She wanted to use nature in the school in order to meet the real needs of children. She developed educational theory, which combined ideas of scholar Froebel, anthropologist Givseooe serge, French physician Jean Itard and Eduard segueing. She was often heard saying. "I studied my children, and they taught me how to teach them." Montessori, (1870-1956, Early life in Italy) She believed that the learning environment was just as important as the learning itself. The optimal conditions around children allow for and support their true natural development. All materials are displayed on open shelving and freely available, independent use to stimulate their natural instincts and interest for self-directing (Montessori, 1870-1952, Early life in Italy).

Montessori believed that education ought to be developmentally oriented and each child should develop in self-discipline and self-direction. Montessori trained a number of teachers how to teach children all over the world. The teacher's role is to observe children engaged in activities that follow their own interest. The teacher determines when a child is ready for a new challenge which is followed by a lesson or presentation. She also explained that children make mistakes, they may spill something or drop food unintentionally, etc.

there is no need to raise your voice. Instead calmly recognize the mistake. There is no need to blatantly point out child's mistake; there is a way to make them realize it (Montessori, 1870-1952, Early life in Italy).

From the above mentioned concepts, it is possible to say that each country has its own unique historical background about the concept and importance of early childhood education. But most of the them, even the current preschool education or Kindergarten education system is highly influenced by the then pioneers' of different methodologies of educating children.

2.5 Ethiopian ECCE Curriculum on Play

The Ethiopian government had not giving much emphasis in the curriculum about the importance of play for children's development rather gives much emphasis on teaching-learning process at classroom. Ministry of Education (2006) preschools setting should include sand box, flower place, hide play area, physical exercising materials, and playground and recreational areas.

Ministry of Education (2001) stated that, at preschools there is child-initiated and teacher initiated play. The standard stated that every preschool should fulfill the following play materials in their setting:

- Building blocks made from clay, plastic, wood, etc.
- Toys made from clothes, plastic
- Different types of cups made from plastic, clay, woods, etc.
- Shopping materials example birr note, cents, etc. made from plastic, metal
- Science kits made from paper, plastic, woods, soil etc.
- Different pictures of clothes made from clothe, paper
- Different language materials example pictures, magazines, child books

- Mathematics materials example counting numbers, signs made from plastic, wood, paper etc.
- Music materials such as cultural music materials made from woods, leather
- Art materials made from clothes, woods, clay etc.
- Tires (10), swing (2), seesaw (2), ski (2), sand box (2), ladder (2), baby toy vortex (2), balls (10) –one ball for four children’s.

But the Ethiopian government ECCE curriculum does not said anything about how much time needed for play in preschools.

Therefore, play-based instruction is domineering that to be conducted efficiently to determine the children’s all-round developments are needed. Thus, conducting continuous research on the areas of children development has a tremendous effect in order to have an improved citizen. This is the rationale behind this study.

CHAPTER THREE

3. RESEARCH METHODS

3.1 Research Design

The main purpose of this research is to assess the implementation of play-based instruction in some preschools of Bahir Dar city. The study focuses mainly on describing, recording, analyzing and interpreting the conditions that exist in the relation to implementation of play-based instructions of preschools in Bahir Dar city. The study has taken a form of descriptive survey method in that it is appropriate to gather several data related to the problem under the study. As of Creswell (2012) mixed methods design is that combination of both forms of data provides a better understanding of a research problem than either quantitative and qualitative data by itself.

3.2 Source of Data

Primary and secondary sources of data were utilized for the purpose of this study. Preschool teachers, principals, ECCE educational experts were the primary source of data; whereas relevant documents like daily lesson plans, weekly programs, annual plans, ECCE policy & other documents at all levels of the administrative hierarchy were consulted and used as secondary sources of data. Teachers were used as a source of quantitative data and the qualitative ones.

3.3 Sample Size and Sampling Techniques

Bahir Dar city administration has a total of 53 preschools (4 Government & 49 private KG). Out of 49 private preschools, four preschools were taken by random sampling technique. In case of government preschools, as they were small in numbers (only four), they are taken directly by purposive sampling technique in order to get enough representative government preschool in the sample. Thus, eight preschools (four private and four governments) were selected as a final sample. The rationale of administering this technique is according to Geoffrey (2005). So, Participants of the current study were all teachers and school principals in the selected sample preschools; and pre-primary education experts from AREB and Bahir Dar ZED (purposively selected).

Table-1 Sample preschools and their location

City	Sub City	Keble	No	Name Of The Preschools	Owner Of the preschools
Bahir Dar	Tana	13	1	Catholic academy	Private
		16	2	Eshit Academy	Private
	Belay Zeleke	10	3	Shum Abo	Government
		7	4	Belay Zeleke	Government
	Atsi Tewodross	11	5	Kidus Mikeal	Private
	Fassilo	15	6	Fassilo	Government
	Seffene Selam	01	7	Gish Abay	Government
	Dagmawi Menilek	14	8	Somma Academy	Private

3.4 Instruments & Procedures of Data Collection

Questionnaires, interviews, and observation checklist were employed to collect relevant data for this study. Use of multiple data collection tools, helps to triangulate data. Hence, questionnaire, interview, and observation were used to collect primary data and documents were used to synthesize data. In order to have detailed understanding, interview, observations, and document analysis were used for complementing as well as triangulate the data that were collected by means of the questionnaire from teachers, ECCE experts and principals regarding the topic under study.

3.4.1 Questionnaire

Questionnaire was one of the data collecting instruments employed in the study. The questionnaire has two parts: demographic information and main part of the questionnaire. The main part of the questionnaire has both open and closed-ended items which were crafted to collect data from teachers in the selected preschools. Items in the closed-ended were prepared in form of in Likert with five rating scales. Open-ended questions were prepared to give respondents freedom in providing their views. Questionnaire was decided to be used in

collecting the data because the numbers of respondents in the groups were large. Questionnaire is appropriate instrument to collect large quantitative data from several numbers of people (Creswell, 2007). And it enabled to get adequate quantifiable information at a time and it is a tool for mixed behavioral survey study approach. Information was collected from 8 preschool & 47 teachers. The questionnaires were developed by the researcher based on existing current guidelines and standards for ECCE in Ethiopia. The questionnaires for teachers are consisted of three parts.

The first part of the questionnaires is about background information of the respondent such as sex, age, and the like. The close-ended questions are found from part two, the questionnaires are related to in and out classroom implementation of play based instruction, ECCE Curriculum, & Learning Environment of the preschool. The open-ended questions are found at the end of the questionnaire. Responses from participants were captured by a questionnaire designed in Likert scale and respondents provided their degree of agreement by rating on the scale. The open-ended questions are used to collect additional information from respondents' comments and suggestions or recommendations about the preschools.

The questionnaires were translated into Amharic language so as to alleviate any unnecessary complication in translation and responding to the items. To address the issue of reliability, the pre-testing of all instruments were made. Three experts from REB were provided important comments on the survey questionnaire, and a pilot test were carried out in 2 selected preschool. Then, the items were carefully examined to see if there is suggestion and modification to determine whether the questionnaires lead to certain conclusions for significant purpose of the study.

3.4.2 Interview

The central way in which a researcher achieves to perceive the understanding, feeling, and knowledge of people in a certain programs is through interview (Best and Kahn, 1993 cited in Frehiwot, 2016). To gather the qualitative data Interviews were used. Hence, data using interview were collected from preschools' principals, AREB & Bahir Dar town ZED experts. These people were selected as main source of the study due to their positions. The interview questions were talk about hindering factors and opportunities of ECCE implementation of play based instruction. The interview questionnaire was conducted directly by the investigator.

3.4.3 Observation

Observation was selected as one instrument for this study as observation is the systematic description of events and behaviors; it enabled the researcher to describe the existing situations that is happening especially in the classroom (Spradley cited in Cresswell, 2012). Observations were carried out before administering questionnaires and conducting interviews. There as on was that if the teachers were made to respond to the questionnaires prior to the observation sessions, they might attempt to associate what they was teaching with the responses that they had already given to the interview or questionnaires. As a result, the researcher would not have opportunity to observe the real happenings that took place in classrooms. Observation is performed based on predefined checklists. The purpose of using checklists during the periods of observation was to easily identify play based related activities that were performed and not performed. As a result, having identified them a jar attention area of the observation scheme, the researcher developed 35observation check-list items which helped him as guiding frame work while he was following each of the activities taking place in classrooms. Accordingly, the researcher randomly selected 1-2classes at each preschool and observed when the teaching/learning processes were going on. The researcher spent 3-5 days observing in each teacher in their assigned classes. During the observation sessions, the researcher observed performed daily lesson plan, use of methods or approaches, participation of students, organization of classrooms, supply materials, curriculum, and their arrangements and implementation of play based instruction were the main emphasis during observation session in the study. In all sampled preschools, outdoor play materials, playground, supply and utilization of play equipment were also in focus in time of observation.

3.4.4 Document Analysis

Document analysis is the other essential data collecting tool in this study. Various documents including, the education and training policy (1994), ECCE framework, guide lines and Preschool standard(2005), preschool syllabus(2001), preschool Curriculums and documents that are found in the preschools such as educational plans like, Daily lesson plan, Assessment check list and teachers' portfolio etc. and documents were reviewed to obtain deep information and data about the Early Childhood Care and Education implementation of play based instruction in preschools. And it is believed that the data obtained from these documents are used to validate and verify the information gathered by the questionnaire, interview and classroom observation checklist.

3.5 Pilot Test

A pilot study is a small scale implementation of a larger study or of part of the larger study. It can be used to examine potential concerns before launching the main study and to determine whether the full study can be accomplished (Given, 2008). To test the reliability of the questionnaire in the current study, pilot- test was conducted on 17 preschool teachers found out of the study target. The aim the pre-test was to know the measuring ability of the questionnaire. The data was analyzed by SPSS V 21 software and the reliability of the questionnaire by Cronbach Alpha was found to be 0.85 which showed high reliability of the instrument. Based on the information found from the trial test, ambiguous or defected items were modified or removed to increase the consistency of the instrument to measure the intended variables.

3.6 Method of Data Analysis

Both quantitative and qualitative techniques were used to analyze data collected from the study. The quantitative data gathered by the questionnaires were analyzed using descriptive and inferential statistics such as mean, standard deviation and one sample t-test. Tables were used to tabulate and to describe data in simple and observable form. Interview that was collected from selected subjects, results from the observation and data from documents were analyzed qualitatively i.e., using narrations integrated with the quantitative data but in its appropriate place.

3.7 Ethical Consideration

All over study procedure was made based on ethical consideration. Primarily, the legality of the study was secured by a letter of support written from Addis Ababa University Department of Educational and Behavioral Studies Center of Early Childhood Care and Education. The researcher showed this letter for every participant and institution in case of any contact because of the study. Accordingly, data collection permission was been granted from Bahir Dar town Education Department. Teachers, principals and experts who participated in the study were performed with their consent. The objective of the study was made to be clear for the respondents. As the same time, every response given by respondents was utilized only for the purpose of the study and this notion of confidentiality was made clear for any participant of the study. Any questions raised by respondents were replied by the researcher and necessary dialogues were performed until consensus and till they understand every point of the questionnaire.

CHAPTER FOUR

4. ANALYSIS AND INTERPRETATION OF DATA

4.1 Data Presentation and Analysis.

In this chapter, data collected through questionnaires, observations, interviews and document analysis were presented, analyzed and discussed. The data collected through close-ended and open-ended questionnaires from the teachers, principal, REB & ZED Expert were presented in tables for each case, and analyzed using t-test followed by relevant discussions.

The data presentation and analysis are organized under three major themes. All the themes begin with a general description of them a jar issues to be addressed. Furthermore in all the sections of the themes, the information gathered trough questionnaires, interviews, observation and documents are fully integrated to address the basic research questions.

This is the main section of the thesis where data from the subjects of the study were presented and analyzed quantitatively (using statistical tools) and qualitatively (using narration). All the presentations of data and the analysis have been successively made table by table (or for specific basic question first) before jumping to the next table or question.

4.2. The Extent of Preschool Curriculum in Including Play-Based Pedagogy

One of the major purposes of this study was to investigate to what extent play-based Pedagogy was included in preschool curriculum. Therefore, the following table, Table 1, presents the responses of teachers in this regard using one sample t-test.

Table 1: Inclusion of Play based pedagogy in preschool curriculum (N=47).

Variable	N ^o of items	Observed mean	Std Dev	Minimum mean score	Expected mean	Maximum mean score	t	Sig.	df
Play based pedagogy in the curriculum	7	29.57	4.66	7	21	35	12.61*	0.00	46

*P<0.05

Table-1 displays the one sample t-test result of the extent in which Play based pedagogy was incorporated in preschool curriculum. The result showed that the mean of the sample (29.57) was greater than the mean of the population (21) with respect to the view of teachers regarding the extent of preschool curriculum includes play based pedagogy. Table -1 further indicates that most teachers perceived positively what the preschool curriculum inculcated play based pedagogy which was significant at 0.05 levels.

In addition to the Likert scale questionnaire, the researcher designed one item that required yes/no response and followed by open ended question. The question was “Do you believe that the kindergarten curriculum has an opportunity for children to learn through play?” Based on this question, 72% teachers replied “yes” and the rest 28% replied “no”. To investigate further, teachers were asked to write their rational why they said “yes” or “no”. Teachers who agreed on the idea stated that the preschool curriculum was designed in such a way that it can able to cultivate children holistically: mentally, physically, and emotionally. The curriculum can best support children’s development through play and allocates ample time for it. It is designed attractively and inculcates different games, songs, poems and poetries so that children can enjoy. Teachers also confirmed that, the curriculum focuses on specific cognitive skills such as children’s ability to recognize letters, developing language and understanding the sequence of stories by looking at pictures. The curriculum also encourages children to keep healthy habits through different games and songs, for them to understand their body parts, and how to care for it. Moreover, teachers stated that the curriculum encourages teachers to engage children in dialogue about their home life, friends at school, how their parents treat them, basic views about their community and environment and initiates motherhood relation

between the teacher and the children.

On the other hand, some teachers disagree with the idea that the curriculum promotes learning through play. They said that the curriculum is stuffed with contents like adult curriculum; it didn't give ample time for games and sometimes children became boring.

As the researcher observation, the sample of non-government preschools have not been using text books prepared by Ministry of Education rather they use their own books, they said that there were no text books available from the education office allocated for them .

4.3. The Extent of Preschool Teachers in Using Play-Based Instruction

In connection with the play-based instruction usage of teachers, the study made an attempt to examine how much teachers have practiced. Accordingly, ideas that shows play based instruction such as environment that stimulates growth of children and items that symbolized play based learning methods are analyzed using one sample t-test, under here.

Table _2: Play based instruction usage of teachers (N=47).

Variable	N ^o of items	Observed mean	Std Dev	Minimum mean score	Expected mean	Maximum mean score	T	Sig.	df
An environment that stimulates the growth of children	6	13.51	3.41	6	18	30	-9.02*	0.00	46
Applied learning methods in play	19	53.64	11.35	19	57	95	-2.03	0.048	46

*P<0.05

The results indicated in Table 2, show that the means of the sample (13.51, and 53.64) were less than the means of the population (18, and 57) with respect to play based instruction usage of teachers regarding for both variables: convenient environment for children learning and application of play-based learning methods of teachers. Table 2 further indicates that most teachers perceived negatively the practicing of play-based instruction which was significant at

0.05 levels. Specifically, creating an environment which is convenient for children growth was found to be low.

In relation to play based instruction usage of teachers, the researcher observed sample schools based on predefined observation checklist (Appendix C). The area of emphasis was related to outdoor and indoor games and instructional methods.

In association to outdoor play way, the researchers need to know that learning doesn't stop when children go outside. The outdoors offers an array of learning opportunities. That is why all of our children go outside every day, weather permitting. In addition to the running, jumping and game playing, teachers create outdoor learning environments where children of all ages can create art, play music or explore science or create a theatre if they wish to. All of our playgrounds are equipped with age appropriate equipment and checked regularly to ensure the safety of every child.

In addition, the outdoor learning environment offers a sense of freedom for children. Children are able to play freely with peers, expand their imagination beyond the restraints of indoor activities, release energy, and explore their sense of touch, smell, taste and their sense of motion. The teachers are in a unique position to utilize the outdoor environment to promote development and learning. The Division requires that children in licensed child care programs spend time outdoors every day, weather permitting. "Children will be smarter, better able to get along with others, healthier and happier when they have regular opportunities for free and unstructured play in the out-of-doors" (Burdette & Whitaker,2005). In the preschool environment, creating rich, playful spaces for children inspires them to play in more purposeful, meaningful ways; to learn through those play experiences; to value what they have; to help maintain the space in an organized way; and inspire them who they become what they are (Burnett, Christie,2011).

The key features of an outdoor play space include developmentally appropriate play areas that promote a range of experiences for children. With manipulative equipment like balls children have even more flexibility in their outdoor play. Adding simple toys and building materials lets children have varied movement opportunities and the chance to partake in construction play and develop fine motor skills. Children display the highest levels of physical activity on playgrounds that have a combination of manufactured equipment and

natural materials. All the materials and equipment in the play space should be age appropriate for the children who use it, to ensure safety and maximum skill development (Spencer and Wright, 2014:29).

Play spaces should be clean, friendly, and inviting, with appropriate storage so that materials are organized and easily used by staff and children. Consider the outdoor play space as an extension of the classroom, and create a physical and social environment where children feel similarly welcomed, trusted, and respected. Here, they are more apt to engage in prosaically behaviors and take risks in learning across developmental domains (Spencer and Wright, 2014:29).

When the researcher observed the actual usage of the outdoor play way in the preschools majority of preschools have not safe and had very small playground which couldn't enough to accommodate whole children in the compound to play. Some others have a playground with full of dust, lots of stairs and stones. Playgrounds for most of private preschools have been cemented and are not safe for the children when they fail down. It is also observed that there was no adequate play material in the preschool compound; in most cases only one or two. Play materials were not free to use by children unless the teachers permitted to do so because they were scarce and the children may fail down through pushing each other. The physical environment of preschool is one of the major issues that play a significant role in children development. Children need safety and enough space in the preschools but not considered & the researchers cannot observe natural and manmade objects create things themselves and the like. However, the availability of space and play materials were not to the standard for free play of children in the observed schools. So that, it affects the implementations of the outdoor play way.

Concerning indoor games and classroom instruction, the researcher observed classrooms occupied with different learning and teaching materials prepared by both students and teachers. Classrooms were full of colored picture, drawings, numbers, and letters. This showed that teachers were devoted to make classrooms attractive for students' learning. However, most of the materials were simple works that did not show three dimensional matters. Sand papers, clay made objects were not prepared by children. Children's book, toys, construction and investigative materials were not ample in all the sample preschools. In addition, there were no a variety of stimulating play & learning materials such as puzzles, guessing games, stories & fairytale in the classroom. Moreover, there was no accessible play area in the classroom as well as the class didn't organize learning corners: constructive play area & dramatic play/art corner and the like. Of course, the class size even didn't permit to do so. The preschool standard urged the teacher-child ratio to be less than 1:30; but the researcher observed up to 1:60 in the sample schools and he didn't find a class size compatible to the required standard.

Based on the observation of the researcher, all sample preschools' classroom periods were arranged in rigged way similar to that of the adult learning system. Lesson plans were prepared like that of the formal school system; play based instruction was not promoted in appropriate way. The lesson plans were prepared in such a way that it given emphasis on academic issues like reading, numeracy and literacy. Cooperation learning was not found at expected position standard and children were compelled to be independent learner without necessary interaction with their peers. Children were frequently ordered to sit quietly, to hold hands on the chest and to listen what the teacher says. Unless, the teacher commanded the children to sing a song in between lessons, they should sit being quiet. The learning environment wasn't child friendly. The children didn't have freedom to choose what to do or play. The teaching process was dominated by the position of the teacher talk and chalk. The more often a child involved in an interaction, the more the learning is performed or "what a child does, a child learns" principle seemed a dead sure phenomena in the preschool classroom. Even, most of the time the teachers were writing orally practicing exercises on the blackboard. As a result of this, the students could not get sufficient time for discussions and developing the required skills. Furthermore, as this kind of presentation is traditional, it does not encourage creativity and autonomous learning. But, when children start school with different background, setting and at various stages of growth to provide each children the best possible start from their ability and it is necessary that pre-schools give a different method of learning through play. The other point is that giving feedback to children's work was unquestionably indispensable;

but it was frequently observed that the feedback was given at end of students' work and the style of providing feedback was not as such enjoyable (not through play). Scholars believe that students bring about substantial progress on their learning when positive feedback is provided to them not at the end of their work but at each stage in the process.

4.4 Factors Affecting the Implementation of Play-Based Instruction

4.4.1 Curriculum Related Problems

From the observation and interviewed data confirmed that the preschool curriculum is not uniformly performed in the preschool education. Government preschools use the curriculum of Regional Education Bureau, whereas private preschools use a curriculum prepared by them without approval of the education Bureau. Some private pre-schools consider English language as an exceptional and a profound aim of education. Even, they have given the English translated version of subjects like mathematics and science as supplementary by allotted formal periods. This has created a big burden for children in the pre-schools. Most preschools specially the non-government one gave emphasis for the quantity of contents rather than providing the relevance lessons interactively with play. The education office did not supervise preschools curriculum implementation, and hence some preschools, especially the private ones, copy and use foreign curricula. Thus, children's development is in problematic especially in relation to aspiration of the nation's cultural values and norms.

4.4.2 Problems Related to Teachers' Competence

As confirmed by interviewed directors in the sample preschools, large numbers of the preschool teachers were unqualified or have insufficient training. There are also teachers who have qualifications in unrelated disciplines out of education. Short term refresher in-service training hasn't been frequently arranged for preschool teachers. Director said that to teach children at this stage is scientifically challenged and needs competent teachers but no emphasis is given for empowering teachers. Moreover, unattractive salary of pre-school teachers has led to high turnover of preschool teachers.

4.4.3 Scarcity of Preschool Related Inputs

Teachers noted that unavailability of necessary equipment's and materials hindered the preschool teaching-learning process. For instance, indoor and outdoor games, convenient playground, technology games, musical instruments could be mentioned as unavailable materials. Teachers expressed that children were not learnt subjects like art and music appropriately and attractively

because of material shortage. They further elaborated that often children became boring when they learn only contents repeatedly without interactive games. Interviewed directors said that, since there is no enough playing equipment, they are forced to allow children to play one class at a time. This has created to do different schedule for each class. In the break time, students are forced to play only in front of their class with assigned teachers who kept children not to go far. Directors also said that since there are many children, the playing equipment, classroom and playing ground are not safe, functional, adequate as well as clean. Recently more children are coming to ECCE centers as much as possible the school doesn't send back children even if classrooms are full. This has created a lot of problem and stress, for the child, the other children in the classroom and the teacher. The researcher also found a preschool with 420 children and can imagine how they play in a limited playground and outdoor play games. The interviewed regional and zonal education experts accepted problems appeared in preschools. They justified that lack of text books availability, shortage of teaching aid materials, inadequate playing space and playing equipment are common problems of almost all preschools. They said that the bureau/education department tried to correct the problems in different time by supportive supervision, by linkage non-government organization to invest in the program and the like. However, as it needs huge capital, trained man power and positive attitude of stakeholders, the problems still exist and cannot combat it. The interviewed experts also recommended that preschool investment should not be free open for anyone who has money as it needs highly professionals; the sector has to be given for who specialized in the discipline.

4.5 Discussion & Findings

The purpose of this study was to investigate in how the preschool teachers perform the implementation of play-based instruction and what factors affect in & outside the classroom.

Accordingly theories and current research show that play by itself is equal to learning. Learning by play is more efficient for outcome of children than teacher-centered instruction.”(Bowdon, 2015)

As to Aggarwall (2006), play is the source of all goodwill for children. It is an activity which can offer the child happiness, autonomy, gratification, and internal peace in the world. On the issue of this idea, preschool teachers and Educational experts agree as the researcher observation. But most of preschool teachers doesn't implement on practically in & outside of the classroom in the observed preschools. The reason why says the limitation of resource & luck of skills.

Accordingly, Maria Montessori (1870-1952) she wanted to train children in preschool. She wanted to use nature in the school in order to meet the real needs of children. She believed that the learning

environment was just as important as the learning itself. The optimal conditions around children allow for and support their true natural development. All materials are displayed on open shelving and freely available, independent use to stimulate their natural instincts and interest for self-directing.

Also she believed that children should have access to real materials that are sized appropriately to them and the children should be able to choose their resources as and when they need them. Environments should be neat, aesthetically pleasing, organized and not overwhelming with multitudes of toys. She suggests free flow learning between the indoor and outdoor environments.

Based on Montessori's idea the school environment can fulfill appropriate indoor and outdoor play materials which help the overall developmental aspects such their creativity, imagination and thinking abilities.

The teacher's role is to observe children engaged in activities that follow their own interest. The teacher determines when a child is ready for a new challenge which is followed by a lesson or presentation. She also explained that children make mistakes, they may spill something or drop food unintentionally, etc. there is no need to raise your voice. Instead calmly recognize the mistake. There is no need to blatantly point out child's mistake; there is a way to make them realize it.

Accordingly the researcher observes in preschools, there are no enough indoor and outdoor play materials. In the school children simply play with their peers without any types of play materials. The teacher said that the school playground is not well organized and appropriate for children. Simply children play themselves with each other like songs. The teacher /facilitator/ also said that in the preschool there is no art material without crayons.

Another concern was the number of child per class. As per the standard 40 student per class is allowed, however in most of the schools this standard is met. However, teachers feel that to teach 40 students is challenging especially with the limited material and time required. OECD (2013) study showed that lower child-staff ratio leads to better performance in children. During the visits in the selected preschools, in most of them the classrooms were generally crowded. There was no ample space for sitting and also the play corners. In some of them, walls helves and racks are used to keep the playing materials so as to accommodate the sitting space for the children. In most of the classroom, visual teaching materials are posted on the walls. However, the dedicated areas/corners are not present in all schools. This was mostly because of space and play material shortage.

Overall in this study teachers strictly follow the curriculum, and hence prepare their monthly, weekly and daily lesson plans but in the Classroom there was no accessible play area in the classroom as well as the class didn't organize learning corners: - constructive play area & dramatic play/art corner and the like. Of course, the class size even didn't permit to do so.

Feeney, Christensen, and Moravcik (1987) art materials provide opportunities for creative expression, problem solving, and physical and sensory development. A good selection of art materials should include paint, crayons, and dough, glue, clay, and collage materials and Ministry of Education (2001) art materials are important for preschool children's. But based on the researcher observation children's have not the opportunity to practice art activities except drawing different pictures on their exercising books. This indicates preschools administrators & teachers either have not awareness about the importance of art activities for children to express their feeling and emotions with development of their creativity or they don't want to fulfill art materials to minimize their costs.

Feeney, Christensen, and Moravcik (1987) materials like puzzles, beads, and pegboards are designed to give children practice in hand-eye coordination and to help develop the small muscles of their fingers and hands. These experiences are important preparation for writing, and they expose children to such concepts as color, size, and shape which help in the ability to recognize letters and words. But on the researcher observation, even preschools have puzzles in classroom teacher does not allow the children to catch and explore puzzles. They simply put on the shelves to use for aiding materials at teaching-learning process.

According to Pellegrini, (2009) cited in E. White R. (2012) physical play involves physical activity in a playful context such as kicking, running, jumping, chasing and climbing in preschools to foster children's physical development but the researcher observation in preschools have only climbing materials and teachers were not encourage children to kick, run with other children, jump and chasing different things and children's does not have schedule to practice exercises.

Based on the researcher observation most of preschools have not water; sand and clay play materials in their setting but Feeney, Christensen, and Moravcik (1987) they stated that, sand, water, clay and other natural materials provide children with rich sensory experiences and an opportunity to learn about mathematical concepts like volume and measurement. Children learn about the properties of substances through pouring, feeling, and mixing. So preschool principals and teachers should give emphasis to fulfill these important natural materials. Ethiopian National

Early childhood education Inspection guide (2006) preschools setting should include sand box material.

The Ethiopian National Early childhood education Inspection guide (2006) preschools setting should include flower place, play ground and recreational areas. But on the researcher observation preschools have not enough play ground and recreational areas for children to play outdoor games and to refresh their mind.

Ministry of Education (2001) stated that, at preschools there is child-initiated and teacher initiated play. But based on the researcher observation, preschool teachers should not encourage and keep children's feeling to play outdoor and indoor games when they feel tired in teaching-learning process rather telling story. This indicates that, children can play different types of play based on teachers initiated play.

Based on the researcher observation in most preschools teachers encourage children to sing a song daily and teachers in most preschools have experience of telling story for children's when children feel tire in teaching-learning process to develop children's language development and memorization. McDonald and Simons (1989) cited in Brewer A. (2007) also they stated that, children enjoy a wide variety of songs about animals, themselves, or their friends, and some nonsense rhymes and jingles. Songs should be repetitions, both in melody and rhythmic patterns.

Ministry of Education (2001) stated that, in every preschool Tyres (10), swing (2), seesaw (2), ski (2), sand box (2), ladder (2), baby toy vortex (2), balls (10) –one ball for four children's should be fulfilled. But based on my observation, most preschools have only baby toy vortex (1), ski (1), swing (1) and seesaw (1) play materials to foster children's physical development. This indicates that, it is limited in type, number and not enough for children.

Goldstein (2011), and Fischer and Gillespie (2003) stated that technology games require children to make decisions, present increasingly difficult challenges, and encourage exploration, experimentation, and creativity in problem solving. But based on my observation, preschools do not fulfill such services and children's have not got the access of technology in ECCE centers.

Based on my observation of Ethiopian ECCE standard and different preschools practice of play activities, play has not given much emphasis and have not scheduled in their entire program. This

indicates that, children's holistic development not encouraged and may lead them to developmental delay in later development.

Based on researcher observation, teachers do not ask children's such as what, where, who, when, why and how questions about their play activities in all preschools to develop children's self-reflect and encourage their thinking skills.

From the above mentioned concepts, it is possible to say that each country has its own unique historical background about the concept and importance of early childhood education. But most of the them, even the current preschool education or Kindergarten education system is highly influenced by the then pioneers' of different methodologies of educating children

CHAPTER FIVE

5 MAJOR FINDINGS, CONCLUSION AND RECOMMENDATION

This section discusses the major findings, conclusion arrived at by reviewing the results discussed in chapter four. Subsequently recommends possible way forward that might help improve the implementation of play based instruction in & out classroom of ECCE services.

5.1 Major Findings

The main purpose of this study was to investigate implementation of play-based instruction in some preschools of Bahir Dar City. To this effect, the study attempted to explore the international, national, and regional policy issues on Early Childhood Care and Education. The study also tried to examine the current status of preschool education in implementation of play-based instruction and its limitations. Furthermore, the study endeavors to identify ways for the improvement of the preschool policy implementation on the issue of play-based pedagogy.

Therefore, the study particularly focused on addressing the following research questions:

1. To what extent does the preschool curriculum include play-based pedagogy?
2. To what extent do teachers use of play-based instruction in Bahir Dar city some pre-schools?
3. What are the factors affecting the implementation of play-based instruction in Bahir Dar city some pre-schools?

In light of the above research questions, both quantities and qualitative methods of research were employed in this study.

The major findings of the study have been presented below in the form of answers given to the basic question:

1. To what extent does the preschool curriculum include play-based pedagogy?

- The extent of play based pedagogy in preschool curriculum was positively perceived by most teachers which was statistically significant. Teachers also confirmed that the curriculum can best support children's development through play. But, it was recognized that preschools didn't use similar curriculum for the teaching learning process. Private

owned preschools use curriculum which are prepared by them. Here, it can be concluded that the positive feeling of teachers towards the curriculum may arise from the feeling of ownership and thus further research could be conducted to clarify this issue.

2. To what extent do teachers use of play-based instruction in Bahir Dar city pre-schools?

- Most preschool teachers perceived negatively the practicing of play-based instruction which was statistically significant.
- In the majority of the observed private and government preschool much emphasis was given to the development of numeric and literacy with little or no attention to other aspects of development, and also almost all observed private pre schools and some of government preschools gave more emphasis for English language.
- Results from observation shows, there was no learning by doing teaching method in almost of the sample preschools. Teachers have made maximum effort to make their classroom environment stimulating, but there were no objects that children can work with. Access to these materials for children was also another problem. Children should learn through hands-on interaction with materials.
- majority preschools were giving subject wise education with chalk-talk method in fixed manner like that of the formal school system, which did not give equal opportunity for the children to be involved.
- To give each child the best possible start, it is essential that pre-school programs provide a variety of method of teaching and instructional experiences. (MoE, 2010)
- Finally all private & government preschools The way lesson plans were prepared and classroom sitting arrangements did not promote play-based instruction.

3. What are the factors affecting the implementation of play-based instruction in Bahir Dar city pre-schools?

- Majority of preschool have not safe playground for the children to play. Some preschool had very small playground which couldn't enough to accommodate whole children in the compound to play. There was no adequate play material in the preschool compound and play materials were not free to use by children. Thus, insufficient playing area, available of classrooms (teaching materials and equipments, tables, chairs and shelves) and large class size of students in a preschool were the problem for preschools.

- Most of the preschool teachers were untrained or have very limited training which is a major impact in the teaching and learning process. Current training opportunities are also inadequate. Thus, teachers in the preschool were incompetent to learn children through play-based instructions.

5.2 Conclusion

Children's development is fostered by different types of play materials. We cannot think children development without significance of play. Every aspects of children's development is associated with the role of play for children's development. Children's physical, social, cognitive and emotional well-being can be maintained with different play materials.

There are different types of play which are important for children's development. Some of them are physical play, social play, object play, media play, pretend play, natural play materials, manipulative play, and art play materials. Each types of play are important for different aspects of children's development. When children engaged in play, they are doing learning to play and playing to learn. Children learn when they touch, seeing, hearing, smelling, tasting, moving and doing of play. Play is children's work.

The Ethiopian government does not give much emphasis about the significance of play for children's development. In ECCE standard, play materials were limited in types and numbers. The standard does not indicates how much time needed in daily, weekly, monthly and yearly for play in ECCE settings. Preschools also had not established specified time for children's play activities rather focused on the teaching-learning process. The only good practice in ECCE centers were, teachers frequently tell different stories and encouraged children's to sing a song at classroom and outside classroom. But in some songs and stories contents lead children's to develop extreme fear towards specific situations or things.

Generally, preschool owners, directors, teachers and even the government had not given enough attention for the importance of play materials to the development of children's holistic aspects. The reason may need further research on the area. But in my opinion and observation, most teachers' qualification is not related to the area and had not enough awareness towards the role of play for children's development. Private preschool directors and owners also have lack of knowledge towards the issue and they only focus on cost minimization. Government preschools have not adequate budget to fulfill different play materials. Finally, the government

does not trained qualified human power on area and not given enough attention and proper expectation on early childhood period.

5.3 Recommendation

Since early childhood has a positive influence on the educational development of the children in later life, it is therefore important that it should be based on sound foundations. On the basis of the conclusion made above the researcher forwards the following suggestions:

- Regional Education Bureau & under government structures have to make preschool textbooks available for all preschool (including private) and should conduct continuous supportive supervision in order to be sure all preschools use the official curriculum similarly.
- Teachers are the most important factors in implementing training to implement play based instruction. Universities and college of teacher education should jointly work to train preschool teachers and government & non-government bodies should work coordinating stakeholders in the process of capacitating preschool teachers. Further, teachers' incentives and commitment should be strengthened to use their maximum effort.
- The arrangement of preschool classrooms, outdoor and indoor play materials, play based instruction in each content, authentic assessment are core points in supporting children to build their holistic competencies. Therefore, the preschools have to fulfilled instructional materials in the classroom & the outdoor play area. To this end, preparing low cost and locally made materials are commendable to fulfill the deficits.
- Bahir Dar town administration education department needs to arrange fixed program for sharing experience among preschools so that teachers' instructional methodology through different play, skills to prepare locally available materials, way of classroom arrangements and the like will be enhanced.
- Bahir Dar town administration department of education should oblige its responsibility in respecting preschool standards and have to follow consistently classroom implementation of teachers.
- Finally, the researcher would like to recommend that a more comprehensive and a relatively detailed research should be conducted on the topic to thoroughly examine the problems by entertaining variables that could affect play based instruction. Moreover, an in-depth study should be conducted to investigate usage of preschool curriculum and how it promotes play based instruction.

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Appendix I: - Questionnaire

ADDIS ABABA UNIVERSITY

School of Graduate Studies College of Education and Behavioral Studies

Center of Early Childhood Care & Education Questionnaire to Be

Filled By Pre-School Teachers

The purpose of this questionnaire is to collect information in related to implementation of play-based instruction in pre-schools of Bahir Dar city. Hence, you are kindly requested to respond frankly and thoughtfully. The success of the study depends on your genuine information. The data that you are provided will be used only for research value and kept in secret. For Your openness and genuine responses will be highly respected. No need of writing your name.

I thank you in advance for your sincere cooperation.

Direction: please, indicate your choice by using tick (✓) mark except those that require written answers in each of the following sentences.

Part I: Back Ground Information

1. School name -----
2. Type of the pre-school: - Government private
3. Keble -----
4. Sub city-----
5. sex: male female
6. Qualification : - ----- field of study -----
7. age : 20-25 26-35 36-45 above 45
8. work experience ≤ 1 year 2-5 year 6-9 year >9 year

Part II: questionnaire related to preschool curriculum and its implementation of play-based instruction.

Direction: Based on the following rating scale rate the items by putting tick mark (✓) in the boxes below.

1. Very low 2. Low 3. Average 4. High 5. Very high

No	Item	1	2	3	4	5
	The preschool curriculum					
1	The curriculum is encouraging children to learn through play					
2	The curriculum is designed to enable children communicate and develop positive relationships through play.					
3	The curriculum has a division of time that is aligned with free play and planned activities					
4	Daily learning plans that are planned for the daily learning process are designed and implemented for children.					
5	The curriculum is a way for children explore themselves through play.					
6	The curriculum initiate children to enable them creative by play based strategies.					
7	The curriculum emphasizes stories, poems, songs & physical games, etc.					

Direction: Based on the following rating scale rate the items by putting tick mark (√) in the boxes

1. Never, 2. Rarely, 3. Sometimes, 4. Usually, 5. Always

	An environment that stimulates the growth of children	1	2	3	4	5
8	There are opportunities for cooperative and positive interactions between children and teachers					
9	The classroom environment is stimulating and encouraging for children to play, explore and create					
10	opportunities are available for children to participate in indoor and outdoor games					
11	Outdoors and playground equipment are ideal for a variety of activities					
12	In the classroom there is a process where children interact with objects to make their own toys.					
13	Outside the classroom there is a process where children interact to make their own toys.					
	Applied learning methods in play					
14	Kids are happy with the lessons they learn through play					
15	The instruction happens superlatively when students engaged in play rather than direct instruction.					
16	The instructional activities are guided by students' curiosity.					
17	In the school day students have a chance at least an hour of unremitting free play time.					
18	Conditions are optimized for students to learn from their own learning experiences with play.					
19	Learning happens best when students play cooperatively with their peers.					
20	Learning happens best through play based in small-group and individualized instruction.					

21	The best learning environment must promote discovery and exploration.					
22	Teachers provide Enough Time for children's to play?					
23	The learning materials in the classroom are easy to use, stimulate and play with children.					
24	Do the teacher encouraging students by telling story?					
25	In what extent the teacher apply learning through free & facilitated play? Like, sport, dance, music, visual Arts & role-play.					
26	Teachers have created favorable conditions for children to implement educational games in the classroom.					
27	Teachers create ideal situations for children's to make building games in the classrooms.					
28	There is a daily program for children to play in different settings.					
29	Teachers have the process of circulating, monitoring, asking about what their students play.					
30	Drawing, Scratching, and Syncing has been created with the use of children's playground & workspace.					
31	There is a process of encouraging and informing teachers about child taking advantage.					
32	There is a process of encouraging children to play using technology.					

Part III: The curriculum of preschools and factors affecting implementation of play-based instruction.

1. Do you believe that the kindergarten curriculum has an opportunity for children to learn through play? A) Yes B) No

If you say yes, list the reasons

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-
-

If you say that it is No an opportunity, mention the reasons why it is not

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2. List the ideas that you would think would provide an opportunity if you could include a solution if you say the curriculum is not a chance to teach children in play?

1.
2.
3.
4.

3. List the challenges/barriers/ that hinders you not to teach students through play?

1.
2.
3.
4.
5.

4. List any possible solutions to the problems mentioned in step 3?

1.
2.
3.
4.

Appendices II: Observation Checklist

ADDIS ABABA UNIVERSITY

School of Graduate Studies College of Education And Behavioral
Studies

Center of Early Childhood Care & Education

This Check list will be used to observe relevant incidences occurring in and out of the class room in Bahir Dar town selected preschools.

The purpose of this observation check list is to gather first-hand information to assess preschools practice of play types and contents and implementing play based pedagogy /instructions/ in their settings.

No	Items/checklists /related to implementation of play based instructions.	Yes	No	Remark
i.	Related to outdoor play materials (equipment)			
1	Be well maintained, clean & Developmentally Appropriate?			
2	Provide ample opportunity for creativity & development of different skills?			
3	Be arranged in an organized way to allow for accident-free play?			
4	Are the outdoor playing materials comfortable for children?			
5	Is there adequate playing space (playground)?			
6	Are there adequate playing materials according to standard? For example, slides, seesaw, swings, climbing frames, sand boxes, balls & merry go round.			
ii.	Related to Classroom environment & indoor playing games(materials)			
7	Is a daily schedule of activities should well prepared & displayed in the classroom?			
8	Is there an area for displaying the children's creative work?			
9	Is there a variety of stimulating play & learning materials? For			

	example puzzles, guessing games, stories & fairytale.			
10	Is the classroom rich in color, texture & shape on the walls?			
11	Is there an accessible learning material in the classroom?			
12	Is the learning environment child friendly?			
13	Is the class size manageable?			
14	Is the teacher-child ratio in the preschool is 1:30?			
15	Is there accessible play area /ground/ in the classroom?			
16	Are the preschools having locally prepared play materials?			
17	Are their ample age-appropriate play materials in the classroom?			
18	Is the preschool class organized by learning corners like, constructive play area & dramatic play/art etc.?			
19	Are the children having access to play in the technology games?			
iii.	Related to Teaching & learning methodology			
20	Are the teachers carefully planning their daily learning plan with a clear understanding of children's learning needs?			
21	Is the preschool & teachers having a daily program for children to play in different settings?			
22	Are the children actively engaging & participating in different daily activities through play-based learning?			
23	Does the teacher offer activities for the child to do through role-playing methods?			
24	Children's can having opportunities to explore, manipulate, combine & transform the materials?			
25	Do the children have freedom to choose what to do or play?			
26	Is the children encouraging/ motivating/ by the teachers (adults) to talk, produce speech & interact?			
27	Do the teacher encouraging the children to sing a song in the classroom?			
28	Does the teacher love & respect the children by listening attentively, making eye contact & treating children?			

29	Do children interact with other children while doing activities?			
30	Are the teachers set up & make music & dance program for children's?			
31	Do children enjoy learning in the form of play way?			
32	Does the teacher telling stories for children's?			
33	Is there enough space in the classroom children's to round & play with each other?			
34	Are the teachers rounding in the class & give constructive feedback to children's about their playing way games?			
35	Are the teachers using proper teaching aids (play materials) for teaching & learning process?			

Appendix III: Interview Questions

ADDIS ABABA UNIVERSITY

School of Graduate Studies College of Education and Behavioral Studies

Center of Early Childhood Care & Education

The tools are interview for EccE curriculum experts at regional level, Zonal EccE experts and pre-school Directors.

Dear interviewee: the intention of this interview is to gather information on the fulfillment of inputs to realization of the implementation of play-based instructions in preschools in Bahir Dar. Hence you are thoughtfully requested to respond cordially. Accordingly your genuine information the study will succeed & the gathering data will use only for research purpose. For your frankness & responses I would like to say thank you!!!

The following questions will serve as a basis for the interview guide:

Background Information

1. Sex?
2. What is your responsibility and how long have you been in your position?
3. What Is Your Highest Qualification & Teaching Back Ground?

Main interview questions

4. What are the focus points of your support to preschools?
5. Do you encourage preschool teachers to use play-based instruction?
6. What does implementation of play based instruction mean to you?
7. How would you describe the role of play-based learning in kindergarten in & out side classrooms?
8. To what extent do you think the preschool curriculum includes play-based pedagogy?
9. To what extent do you think teachers implement play-based instructions in preschools?
10. What are factors affecting in related to implementation of play-based learning in pre-schools?
11. What differences do you observe between government and nongovernment pre-schools towards the implementation of play-based instructions?
12. Any other issue you want to tell me related to implementation of play based instruction?

ክፍል II:- ከዚህ በታች የተዘረዘሩትን አረፍተ-ነገሮች ከመጠይቁ ነባራዊ ሁኔታ ጋር በማዛመድ በተቀመጡት የልኬታ ደረጃዎች ላይ ምርጫዎን የጭረት /ሰረዘ/(✓) ምልክት ያድርጉ።

1. እጁን በጣም ዝቅተኛ, 2. ዝቅተኛ, 3. መካከለኛ, 4. ከፍተኛ, 5. እጁን በጣም ከፍተኛ

ተራ. ቁጥር	መጠይቆች	1	2	3	4	5
1.	ከመዋለ-ሀፃናት ትምህርት ሥርዓተ-ትምህርት ጋር የተዛመደ መጠይቆች					
1	ሥርዓተ ትምህርቱ ልጆች በጨዋታ እንዲማሩ ያበረታታል					
2	ሥርዓተ ትምህርቱ ልጆች በጨዋታ አማካይነት መግባባት እንዲችሉ እና ጥሩ ግንኙነቶችን እንዲያዳብሩ ለማስቻል የተዘጋጀ ነው።					
3	ስርዓተ ትምህርቱ በነጻ ጨዋታና በታቀደ ተግባር የተጣጣመ የጊዜ(የሰዓት) ክፍፍል አለው					
4	ለዕለታዊ የመማር ማስተማር ሂደት የሚታቀዱ ዕለታዊ የትምህርት ዕቅዶች ህጻናትን በጨዋታ እንዲማሩ ታስበው የሚዘጋጁና የሚተገበሩ ናቸው					
5	ስርዓተ ትምህርቱ ልጆች በጨዋታ ራሳቸውን በራሳቸው መመርመር የሚያስችል ስለመሆኑ					
6	ሥርዓተ-ትምህርቱ ልጆችን በጨዋታ ላይ በተመሰረቱ ስልቶች የፈጠራ ዝንባሌያቸውን ያነሳሳል					
7	ስርዓተ ትምህርቱ ተረቶችን፣ ግጥሞችን፣ መዝሙሮችን፣ አካላዊ ጭወወዎችን ወዘተ. የሚያጠናክር ነው					

በሚከተለው የደረጃ አሰጣጥ ልኬት መሠረት ነጥቦቹን ምልክት በማድረግ (√) ደረጃ ይስጡ

1. በጭራሽ, 2. አልፎ አልፎ, 3. አንዳንድ ጊዜ, 4. በአብዛኛው, 5. ሁልጊዜ

II.	የህጻናትን እድገት የሚያነቃቃ አካባቢና ሁኔታን በተመለከተ	1	2	3	4	5
8	በህጻናትና መምህራን መካከል ተደጋጋሚና አዎንታዊ መስተጋብር የሚፈጥሩ እድሎች አሉ					
9	የክፍል ውስጥ አካባቢው ህጻናት እንዲጫወቱ፣ እንዲመራመሩና እንዲፈጥረው የሚያነቃቃና የሚያበረታታ ነው					
10	ህጻናት በክፍል ውስጥና ውጭ ጨዋታዎች እንዲሳተፉ በቂና ተስማሚ መጫወቻዎች አሉ					
11	ክፍል ውጭ ያለው ቦታና የመጫወቻ ቁሳቁሶች የተለያዩ እንቅስቃሴዎችን ለማድረግ ምቹ ናቸው					
12	የክፍል ውስጥ አካባቢው ህጻናት በራሳቸው መጫወቻዎችን ፣ የሚሰሩባቸውን ቁሶችን የያዘና የሚጨዋውቱበት ሂደት አለ					
13	የክፍል ውጭ አካባቢው ህጻናት በራሳቸው መጫወቻዎችን የሚሰሩባቸውን ቁሶች የያዘና የሚጨዋውቱበት ሂደት አለ					
III.	በጨዋታ የመማሪያ መንገዶች አተገባበርን በተመለከተ					
14	ህጻናት በጨዋታ አማካኝነት በመማራቸው ደስተኛ ናቸው					
15	መዋለ ህጻናት ተማሪዎችን መምህር ተኮር በሆነ የመማር ማስተማር ከማስተማር ይልቅ ተማሪዎችን በጨዋታና በተግባር እንዲሳተፉ እድሎች አሉ					
16	ህጻናትን በፍላጎታቸው መሰረት እንዲማሩ በትምህርት ቤታችሁ ምቹ ሁኔታዎች አሉ					
17	በትምህርት ቤቱ ህጻናት ተማሪዎች በትምህርት ቀናት ውስጥ ቢያንስ አንድ ሰዓት ያልተቋረጠ ነፃ የጨዋታ ጊዜ የማግኘት					

	እድል ይሰጣቸዋል					
18	ተማሪዎች ከራሳቸው የመማር ልምዶች ተነስተው በጨዋታ መልኩ እንዲማሩ ሁኔታዎች የተመቻቹ ስለመሆናቸው					
19	ተማሪዎች ከእኩዮቻቸው ጋር በትብብር እንዲሰሩ/እንዲጨዋውቱ/ መምህራን ምቹ ሁኔታ ይፈጥራሉ					
20	ተማሪዎች በአነስተኛ ቡድን እና በግል በጨዋታ እንዲማሩ ሁኔታዎች የተመቻቹ ናቸው					
21	ተማሪዎች አዳዲስ ግኝቶችን እንዲመራመሩና እንዲፈጥሩ መምህራን በጨዋታ መልኩ ያበረታታሉ					
22	ልጆች እንዲጫወቱና እየተዘናኑ እንዲማሩ መምህራን በቂ ጊዜን ይሰጣሉ					
23	በመማሪያ ክፍሉ ውስጥ ያሉ የትምህርት መሣሪያዎች ልጆች በቀላሉ ሊያንቀሳቅሷቸው፣ ሊያነሷቸውና በጨዋታ መልኩ ሊጠቀሟቸው የሚችሉ ናቸው					
24	መምህራን ለህፃናት ታሪኮችን በተከታታይ በመናገር ህጻናትን ያበረታታሉ					
25	መምህራን ህፃናትን በመዝሙር፣ በሙዚቃና ቲያትራዊ ጨዋታዎችን በመተግበር የማስተማር ሂደት አለ					
26	መምህራን ህጻናት ትምህርታዊ ጨዋታዎችን በክፍል ውስጥ እንዲተገብሩ ምቹ ሁኔታዎችን ይፈጥራሉ					
27	መምህራን ህጻናት የግንባታ ጨዋታዎችን በክፍል ውስጥ እንዲተገብሩ ምቹ ሁኔታዎች ተፈጥረዋል					
28	ልጆች በተለያዩ ቅንብሮች ውስጥ የሚጫወቱበት ዕለታዊ ፕሮግራም አለ					
29	መምህራን ተማሪዎቻቸው ስለሚጫወቱት ጨዋታ በመዘዋወር፣ የመከታተል፣ የመጠየቅ ልምድና ሂደት አለ					
30	በህጻናት የመጫወቻ፣ የመስሪያ ክፍል ውስጥ ህጻናት ወረቀት፣ ክለር እርሳስ ወዘተ. በመጠቀም በተግባር					

	የመሳል፣ የመግነጫጨርና የማስመር ሁኔታ አለ					
31	የልጆችን ጭወወት መምህራን የማበረታታና እወቅና የመስጠት ሂደት አለ					
32	ህጻናት የቴክኖሎጂ ወጤቶችን በመጠቀም እንዲጫወቱ የማበረታታት ሂደት አለ					

ክፍል III:- የመዋለ ሕጻናት ትምህርት ቤቶች ሥርዓተ-ትምህርት እና በጨዋታ ላይ የተመሠረተ ትምህርት ተግባራዊ እንዳይሆን ተግዳሮት ሊሆኑ የሚችሉ ጉዳዮችን የሚመለከቱ መረጃ መሰብሰቢያ መሳሪያ ::

1. የመዋለ ህጻናት ስርዓተ ትምህርት ህጻናት በጨዋታ እንዲማሩ እድል ሰጭ ነዉ? ሀ.

አዎ ለ. አይደለም

አዎ እድል ሰጭ ነዉ ካሉ ምክንያቶቹን ዘርዝሩ

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እድል ሰጪ አይደለም ካሉ ያልሆነበትን ምክንያቶች ጥቀሱ

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2. ህጻናትን በጨዋታ ለማስተማር ስርዓተ ትምህርቱ እድል ሰጪ አይደለም ካልን

በመፍትሄነት ቢካተቱ እድል ይሰጣል የምትሉትን ሀሳብ በደረጃ ይዘርዝሩ?

1. -----

- 2. -----
- 3. -----
- 4. -----

3. ተማሪዎችን በጨዋታ እንዳያስተምሩ እንቅፋት /ተግዳሮቶች / የሚሆኑብዎትን ይዘርዝሩ

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- 1. -----
- 2. -----
- 3. -----
- 4. -----
- 5. -----

4. በተራ ቁጥር 3 ላይ የተጠቀሱ ችግሮችን ለመፍታት መፍታሄ ሊሆኑ ይችላሉ የሚሉትን ሀሳብ ይዘርዝሩ?

- 1. -----
- 2. -----
- 3. -----
- 4. -----
- 5. -----

Appendices II: የምልከታ መረጃ መሰብሰቢያ ቼክሊስት

በአዲስ አበባ ዩኒቨርሲቲ የትምህርት እና ስነህራ ድህረ ምረቃ

ኮሌጅ

የቀዳማይ ልጅነት እንክብካቤና ትምህርት ፕሮግራም.

የቅድመ መደበኛ ትምህርት ቤቶች ህጻናትን በጨዋታ የማስተማር ሂደትና አተገባበር ላይ የትምህርት ቤቶች እንቅስቃሴን ማለትም የጨዋታ አይነቶች፣ የይዘቶች ልምምድ ለመገምገም እና በቅንብሮች ውስጥ በጨዋታ ላይ የተመሠረተ ትምህርት አሰጣጥን ለመገምገም የተዘጋጀ መመዘኛ ቼክ ሊስት።

የዚህ መመዘኛ ቼክሊስት ዋና ዓላማ በቀጥታ በቅድመ መደበኛ ትምህርት ቤቶች ላይ በመገኘት ህጻናትን በጨዋታ የማስተማር ሂደትና አተገባበር ምን እንደሚመስል በክፍልና ውጭ በመገኘት በተዘረዘሩ መለኪያ መስፈርት መሰረት መገምገም/መመዘን/ መቻል።

ተ.ቁ	ህጻናትን በጨዋታ እያጫወቱ ከማስተማር ልምምድ/አተገባበር/ ጋር ተያይዞ ተዘጋጁ መመዘኛ ጥያቄዎች	አወ	አይ ደለ ም	ማስታ ወሻ
i.	ከመማሪያ ክፍል ውጭ ካሉ መጫወቻ ቁሳቁሶች (መሣሪያዎች) ጋር የተዛመዱ መጠይቆች			
1	ከመማሪያ ክፍል ውጭ ያሉ የህጻናት መጫወቻ ቁሳቁሶች በጥሩ ሁኔታ የተጠበቁ ፣ ንጹህ እና ከህጻናት እድገት ጋር የተጣጣሙ ናቸው ወይ?			
2	ከመማሪያ ክፍል ውጭ ያሉ የህጻናት መጫወቻ ቁሳቁሶች የተለያዩ የህጻናትን ችሎታዎችን ለማዳበር እና የመፍጠር/ፈጠራ/ ስራን የሚያሳድጉ ናቸው ወይ?			
3	ከመማሪያ ክፍል ውጭ ያሉ የህጻናት መጫወቻ ቁሳቁሶች ከአደጋ-ነጻ ጨዋታ ህጻናት እንዲጫወቱ ሆነው የተደራጁ ናቸው ወይ?			
4	ከመማሪያ ክፍል ውጭ ያሉ የህጻናት መጫወቻ ቁሳቁሶች ለልጆች			

	ምቹ ናቸው?			
5	ከመማሪያ ክፍል ውጭ ለህጻናት በቂ የመጫወቻ ስፍራ አለ ወይ?			
6	ከመማሪያ ክፍል ውጭ በስታንዳርዱ መሰረት የህጻናት የመጫወቻ ቁሳቁሶች ተሟልተዋል ወይ? ለምሳሌ :- መንሸራተቻ ፣ ሚዛን መጫወቻ ጣወላ፣ ጎረቤት ፣ መወጣጫና መወረጃ ቁሳቁሶች፣ የአሸዋ ሳጥኖች ፣ ኪሶች እና እሽክርክሪቶች።			
ii.	መማሪያ ክፍል ውስጥ ካለው መስተጋብርና የህጻናት መጫወቻ ቁሳቁሶች ጋር የተዛመደ መጠይቅ			
7	መምህራንና ተማሪዎች ዕለት በዕለት ሊያከናውኗቸው የሚገቡ ተግባራት በጥሩ ሁኔታ ተዘጋጅተዋል በክፍል ውስጥ ተለጥፈዋል ወይ?			
8	የልጆችን የፈጠራ ሥራ ለማሳየት የሚያስችል ቦታ አለ?			
9	ህጻናትን የሚያነቃቁ የተለያዩ የጨዋታ እና የመማሪያ ቁሳቁሶች በክፍል ውስጥ ኖረው ይተገበራሉ ወይ? ለምሳሌ:- እንቅስቃሴ ፣ ግምታዊ ጨዋታዎች ፣ ታሪኮችን መንገር እና ተረት ተረት መጨመራት።			
10	የመማሪያ ክፍሉ ግድግዳው በተለያዩ ህብረ- ቀለማት ፣ ስራት እና ቅርፅ የበለፀገ ነው?			
11	በክፍል ውስጥ ተደራሽ(የተለያዩ) የመማሪያ ቁሳቁሶች አሉ ወይ?			
12	የክፍል ውስጥ የመማሪያ አካባቢው ለልጆች ተስማሚና ተግባራትን የሚፈጥር ነው?			
13	የመማሪያ ክፍሉ በክፍል ውስጥ ያሉ ህጻናትን ማስተናገድ ይችላል ወይ?			
14	በትምህርት ቤቱ ውስጥ ያለው የመምህራን-ሕፃናት ጥምርታ 1:30 ነው ወይ?			
15	በክፍል ውስጥ ተደራሽ የመጫወቻ ስፍራ / ቦታ / አለ ወይ?			
16	ትምህርት ቤቶች አካባቢያዊ ቁሳቁሶች የተዘጋጁ የመጫወቻ			

	ቁሳቁሶች አዘጋጅተዋል ወይ?			
17	በክፍል ውስጥ ከህጻናት የዕድሜ ደረጃ ጋር የሚጣጣሙ የመጫዎቻቸው ቁሳቁሶች አሉ ወይ ?			
18	የመዋለ ሕጻናት መማሪያ ክፍሎች በተለያዩ የመማሪያ ማዕዘኖች የተደራጁ ናቸው ወይ? ለምሳሌ :-በድራማ ና በሚና ጨዋታ መጫዎቻቸው::			
19	ልጆች የቴክኖሎጂ ቁሳቁሶችን በመጠቀም ጨዋታ የመጫወት ዕድል አላቸው ወይ?			
iii.	ከመግር ማስተማር እና ትምህርት ዘዴ ጋር የተዛመዱ መጠይቆች			
20	አስተማሪዎች የልጆችን ትምህርት ፍላጎቶች በግልፅ በመረዳት የዕለት ተዕለት ትምህርቱን እቅድ በጥንቃቄ እያቀዱ ነውን?			
21	በመዋለ ሕጻናት ት/ቤቶች ልጆች በተለያዩ ቅንብሮች ውስጥ የሚጫወቱበት ዕለታዊ ፕሮግራም አላቸው ወይ?			
22	ልጆች በጨዋታ ላይ የተመሠረተ ትምህርት/ተግባር/ በመጥመድ በልዩ ልዩ ዕለታዊ እንቅስቃሴዎች ላይ በንቃት እየተሳተፉ ነው ወይ?			
23	መምህራን በሚና ጨዋታ መልኩ ልጆች የተለያዩ ተግባራትን እንዲሰሩ እድሎችን ያመቻቻሉ ወይ?			
24	ልጆች በክፍል ውስጥ የተለያዩ ቁሳቁሶችን በመጠቀም መመራመር ፣ መፍጠር ፣ ማቀናጀት እና ትክክለኛውን ስራት ለመፍጠር እድል ይሰጣቸዋል ወይ?			
25	ልጆች መስራት ወይም መጫወት የሚፈልጉትን ተግባር የመምረጥ ነፃነት አላቸውን?			
26	ልጆች መናገር ፣ ሀሳብ ማፍለቅ እና መወያየት እንዲችሉ መምህራን ልጆችን ያበረታታሉ ወይ?			
27	ልጆች በክፍል ውስጥ መዘመር እንዲዘምሩ መምህራን እድል በመስጠት ያበረታታሉ ወይ?			

28	መምህራን ተማሪዎችን በመወደድና በማክበር ህጻናትን በጥሞና ማዳመጥ ፣ በእይታ መከታተል ፣ መደገፍ ችለዋል ወይ?			
29	ልጆች የክፍል ውስጥ ተግባር በሚሰሩበት ጊዜ ክሌሎች ልጆች ጋር እየተንቀሳቀሱ የሀሳብ ልወወጥ ያደርጋሉ ወይ?			
30	መምህራን ለልጆች የሙዚቃ እና የዳንስ ፕሮግራም በማዘጋጀት እንዲጫወቱ ያደርጋሉ ወይ?			
31	ልጆች በመጫወቻ መልኩ እየተዘናኑ እንዲማሩ ይደረጋል ወይ?			
32	መምህራን ለልጆች ታሪኮችን እንዲያወቁ በተከታታይ ይነግሯቸዋል ወይ?			
33	በክፍል ውስጥ ልጆች መወያየትና መጫወት የሚችሉበት በቂ ቦታ አለ ወይ?			
34	መምህራን በክፍል ውስጥ እየተዘዋወሩ ልጆች በጨዋታ መልኩ ለሚያከናውኗቸው ተግባራት ገንቢ ግብረ መልስ ይሰጣሉ ወይ?			
35	መምህራን ለመማር ማስተማር ሂደቱ ተገቢ የመርጃ መሳሪያዎችን (የመጫወቻ ቁሳቁሶችን) ይጠቀማሉ ወይ?			

Appendix III: የቃለ መጠይቅ ጥያቄዎች

ለቀዳማይ ትምህርት ባለሙያዎች እና ለቅ/መደበኛ ትምህርት ቤት ርዕሰ መምህራን የቀረበ ቃለ-መጠይቅ

የተከበራችሁ ቃለ-መጠይቅ ሰጪዎች የመጠይቁ ዋና ዓላማ በባህርዳር ከተማ አስተዳደር ትምህርት መምሪያ ስር በሚገኙ ቅ/መደበኛ ትምህርት ቤቶች ህጻናትን በጨዋታ የማስተማር ሂደትና አተገባበሩ ምን ይመስላል? ለሚል ጥናታዊ ምርምር ጽሁፍ መነሻ ግብዓት የሚሆን መረጃ ማግኘት በመሆኑ ለቀረቡልዎት መጠይቆች በፍጹም ትህትና ማብራሪያዎ ምላሽ እንዲሰጡኝ ከልብ እጠይቃለሁ። የዚህ ጥናትና ምርምር ስኬታማነት እርሶዎ በሚሰጡት መረጃ ላይ የተመሰረተ ነው። የሚሰጡት መረጃ ለዚህ ጥናትና ምርምር ዋና ዓላማ የሚወልድ ሚስጥራዊነቱም የተጠበቀ ነው። ለነበረን ቃለ ምልልስ ከልብ አመሰግናለሁ።

ክፍል አንድ:- መነሻ ጥያቄዎች

1. ጾታ.....?
2. አሁን ላይ ያለዎት ኃላፊነትና ባለብት የስራ ኃላፊነት ምን ያህል ጊዜ አገልግለዋል?
3. የትምህርት ደረጃዎና በአጠቃላይ በማስተማር ሙያ ለምን ያክል ጊዜ አስተምረዋል?

ክፍል ሁለት:- ለቅድመ መደበኛ ትምህርት ባለሙያዎችና ርዕሰ መምህራን የሚቀርብ ዋና ቃለ-መጠይቅ

4. የመዋለ-ሕፃናት ትምህርት ቤቶችን ሲደግፉ የድጋፍዎ የትኩረት ነጥቦች ምን ምን ላይ ያተኩራሉ?
5. የመዋለ-ሕፃናት ትምህርት ቤት አስተማሪዎች በጨዋታ ላይ የተመሠረተ ትምህርት እንዲያስተምሩ ያበረታታሉ?
6. የመዋለ ህጻናት ተማሪዎችን በጨዋታ መማርና ማስተማር ትግበራ ማለት ለአንተ/አንቺ ምን ማለት ነው?
7. በመዋለ ሕጻናት ትምህርት ቤቶች መማሪያ ክፍል ውስጥ እና ውጪ በጨዋታ ላይ የተመሠረተ ትምህርት እንዴት ይገልጹታል?
8. የቅድመ መደበኛ ትምህርት ቤት ሥርዓተ-ትምህርት በጨዋታ ላይ የተመሠረተ የመማር ማስተማርን ሂደትን ያካተተ ነው ብለው ያምናሉ?
9. መምህራን በጨዋታ ላይ የተመሰረቱ የመማር ማስተማር ሂደትን ምን ያክል ተግባራዊ

ያደርጋሉ?

10. በመዋለ ሕፃናት ትምህርት ቤቶች ውስጥ በጨዋታ ላይ የተመሠረተ ትምህርት ከመተግበር ጋር በተያያዘ የሚገጥሙ ችግሮች /ፈታኝ/ ሁኔታዎች አሉ ብለው ያስባሉ?
11. በመንግስትና በግል የቅድመ-መደበኛ ትምህርት ቤቶች መካከል ህጻናትን በጨዋታ በመማርና በማስተማር ሂደት የሚታዩ ልዩነቶች ምን አስተዋለዋል?
12. ህጻናትን በጨዋታ በመማርና በማስተማር መተግበር ሂደት ጋር የተዛመደ ሊነግሩኝ የሚችሉት ሌላ ማንኛውም ጉዳይ ካለ?