

# Play Way as a Kindergarten Pedagogy: Perceived Effectiveness of Pre-Primary Level Teachers

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## ABSTRACT

**Aim of the Study:** The current study was designed to investigate the teachers' perceived effectiveness of play way method. Objectives of the study were to find out the effectiveness of play-way method as a method of teaching at primary level.

**Methodology:** The present study was descriptive in nature. Keeping in view the main objective of the research, quantitative tool was used for data collection and data analysis. The questionnaire was used to collect data from teachers from different schools including both private and Govt. sectors. 5X form were also used for some of the items. The questionnaire was developed after analyzing the intense literature review. The population consisted on both male and female teachers of primary schools of district Multan. Total 66 schools were randomly selected out of 940 from Multan district. Thus, total sample of teachers was three hundred and sixty (n=360). The quantitative data was analyzed through statistical package for social sciences. Different statistical techniques were computed. Variance simple mean and percentages were. Data analysis mainly focused to answer the research questions.

**Findings:** It was drawn from the study that majority of the teachers were strongly agreed that play way method focalize holistic development of students along with emotional development and amusement. The similar findings of this research were merged and differences were minutely studied. Afterwards the results of present study were compared to official documents and previous researches to maintain coherence.

**Keywords:** Pre-Primary Level, Teaching Method, Play-Way, Activity Based.

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## Introduction

Education is the process by which the personality of a child is groomed. It is not a word; it's a system and platform. The main purpose of education is attaining the happiness and religious discipline. It promotes the desirable change into the human's behavior effectively. According to Plato, everything is necessary for development and progress of the body and soul and that is the core purpose of education. It is the root of world. It is taken from the Latin word "Educate" which means to ring up. The English word for education is "Educatum" which means act or training. Horace Mann was the father and founder of education. In general, it is the process to gain the knowledge about the world. It is the process and the training that enables a man to achieve his aim and develop the knowledge and mind skills. It is a learning

process which can be continued throughout life from birth to death. It is the process of growth and development. It is important to make a man a perfect person and it nourishes the child mind (David, 2000).

It describes the teaching methodologies as they are the combination of human's nature and the material resources provided by the trainer to enable an effective teaching and the learning. We basically take the term Education as knowledge in various fields of practical life that can be later adopted as professions and the teaching strategies are to make that knowledge to be learned through effective learning processes. Childhood is a most important phase of life for any person. It is a physical and mental developing phase in which a child is tend to learn more and new things around him/her either by using his/her own cognitive abilities or by providing a natural effective environment to enable the children's natural instincts to get indulge in learning process. (Looppes, 2006). It means the consequences of play-way and also favoured that narration of long prose in an interesting manner or story telling helps in the emotional development of preschool children. They explored some reasoned outcomes for projective doll play tactics and methodologies applied on pre-school children. Woolgar's findings revealed that doll play and narrating story techniques are powerful tools for evoking preschool children's representations about the family and their social and moral understanding

Parker (2018) stressed upon the play-way method of children's learning that it is so important for child's optimal development that it has been recognized by the United Nations for Human Rights as a right for every child. Play is necessary in learning process for the better development because it contributes to the cognitive, physical, social and emotional well-being. Preschool teachers should emphasize on play-way methods in the classroom because it enhances children's learning processes and interest towards learning languages. Sarah Plain (2009) narrated that at the early stages of children, they have more competence and capableness that they can learn in an hour through some practical source or play than through a long narration or conversation which ends in a year.

Lynch (2015) concluded that the teachers he took for his research were agreed that children in primary level are mostly shy and nervous. Therefore the use of play way method and demonstration method at this stage of learning plays a vital role for the better learning of children. A teacher can facilitate the learning environment though fun activities which includes educational elements. Lynch compared all the children in a class and analyzed the different capabilities of children in a classroom performance. In different articles and thesis researchers had same point of view, what Lyches found for the research same curriculum and same teaching methods were used in class room but the results of children learning were different. This methodology includes the curriculum and teaching method for the learning in such a way to provoke the use of cognitive mind. The academic performance shows the teacher abilities that how they can involve the learners into the learning process. This method shows the positive effects for the children needs and the positive interaction of both teacher and students. The teachers can perceive effectiveness of play way method only by experimenting play activities. The relationship between free play and disruptive behaviors as an outcome of the play-way method of teaching is also examined by Heinen (2015).

Effects of Play on Affective Social Competence (ASC) primarily achieved the educational goals through physical play. Mostly researchers do not brief the (ASC) in the same way because of the variation in the nature of their study. Some researchers show a broader idea to the conceptual and include all the skills like social emotional physical and the behavioral. These are important need for a children development to be successful in his/her educational field and in life. In a broad sense, childhood education encompasses the years from birth to 11 years.

- Early childhood 0 to 5 years
- Mid childhood 6 to 8 years
- Late childhood 9 to 11 years

At these levels children need more attention because all these years their lives happen to be their formative or creative years. It found that pioneers of early childhood education like Fredric Froebel and John Dewey, all believed that the pre-school curriculum should be based on play-way. Basically learning through play is a term that is often used in education and psychology to demonstrate that how children make sense, use their cognitive mind to understand the things around them. Thus children develop social and cognitive skills through play which is group activity outside the classroom. It found that play offers informal and free atmosphere for the beginners to learn and sense out world around them. He described that visual materials used in play- way enhanced the young one's learning about art and nature (Maheshwari, 2013).

The research in Germany and Hong Kong has showed that the early education of children is considered as the social construction of their well-being and pedagogical institutions act as producers of standard education for the children. But all these institutes should apply quality methodologies of teaching by the skilled teachers as well as administration of an institute to enable the best learning habits in children. Ginsburg (2007) is of the view that Kindergarten is the early development house of the children where they are prepared for the further post-primary schooling to develop more enhancing education skills. After kindergarten learning children are considered "ready to learn" for the professional education. Other authors, in this regard have said that early childhood educational institutions act as the forums in our social structure where children learn lifelong skill. Plain (2009) has highlighted its advantages as its outcomes: imparting knowledge, enjoyment, freedom of expression enhance skills: logical, physical, aesthetic, creative reflective, the motor expression which is learned by doing as against learn by rote, open and close space or the area in which a pupil learns directly affect the learning outcomes.

Lindsey and Colwell (2013) narrated that emotional regulation is the driving force behind the positive outcome of social play-way method while the fantasy play allows the children to befall for themselves in their imagination where things are created fictionally by their thoughts and mind but in fact those fantasized things are always the imitation of the reality. The study of 73 Portuguese pre- level pupils in order to ascertain the better developing social competence by doing comparison between two different types of play. It was just activity based learning research in which the teacher observes the time duration. All these observations were constituted by the way of activity (Howlett, 2019). For example freely play and boundary way play etc. One or two plays were further categorized into five types for example: Fantasy play, Role play, Exercise play, Rough-and-tumble play and the last one was taken as "Other" which means if child bemuse or get enwrap in some other activities for example constructing a model or drawing etc. The results for this superintend research were quite striking and positive. Radio-frequency identification devices (RFID) were wearing by the students to aid the researcher's results in order to identify the number of behavioral gestures and interlink between pupils, the total number of pupils were divided into groups. The pupils were grouped by the teachers for ASC. On the basis of Strengths and the problem of Questionnaire (SDQ). They found all the pupils who spent more interlinked time with their peers. Those pupils were rated more competent as compared to those who spent their time playing alone (Raimundo et al., 2013).

### ***Play Way Method as a Teaching Strategy***

Play way method is a student-centered strategy of teaching. If it is compared with another strategy of teaching named demonstration method then a researcher can analyze that at pre-primary level students need more physical indulging with the environment as compared to single display and audio resource. Play is a language skill for the early education learners who have natural instinct to understand it (Parker ,2018). There is a term named pretend play which allows the children to build their learning on the root. It helps children to enhance their existing knowledge and abilities. They believed that through pretend play children can scaffold themselves Teacher plays a significant role in the learning of children through perceiving the students' physical involvement in the classroom's play activities because Instead of relying on the tools used in play and leaving the children to learn on their own a teacher should facilitates different ways for students' acquisitions. According to Vygotsky, mental tools should be used during play

activities because absence of mental tools causes long term consequences for learning. These tools influence the level of abstract thinking and learning at early stage of education. Many teachers in Russia and US have reported that by applying his approaches they have seen visible changes in children's thinking and learning abilities (Maheshwari, 2013 quoted Vygotsky, 1926).

Maria Montessori (1907) According to national policy of education, if an education system does not have quality teachers then that education system cannot go rise above to prove itself be a good education system. Because a quality teacher is one who use the various teaching strategies in imparting knowledge and skills in determining the success of preprimary education. It'll be right to say, what the teachers do not have they cannot give to their students (NPE, 2004). For an effective educational system it is a necessary part that the teachers should be highly qualified to implement good teaching strategies upon the students in order to get positive outcomes. A competent and a veteran teacher always tend to use one or more or the mixture of teaching strategies and various methods to facilitate advance learning of the children at every level of education. The success of every teaching strategy lies in the professional experience of the teacher in the teaching field as well as caliber of the teacher that how he enables stress free effective learning environment for the students to learn. Pre-primary level is considered as the foundation of learning and development for the children therefore good choice of teaching methods at this level facilitate learning achievements to a large extent (National Policy on Education, 2004).

Raimundo et al. (2013) made a systematic examination and inquiry for the effectiveness of play method while using it in five kindergartens in Melaka, Malaysia. She selected considerably a large data consisted of 25 teachers and 810 students. As per data, her findings revealed that kindergarten teachers were deficient in knowledge on the play method and they found it difficult to implement the play method in the teaching and learning processes.

### ***Criticism against Play-Way***

There are many researchers and educators who favor the play-way method of learning for the better development of children but there are some disagreements too about the explicitness and particularity of play. Mitchell and Mason (1948) provided the number of brief explanation in

their research work with regard to the drawbacks of play- way method. Spencer (1873) described that learning through play is the supererogatory and redundant actions which take place automatically and spontaneously in the absence of real actions. According to him, activities designed in play way learning are basically performed for an immediate contentedness and pleasure without regard for the beyond or ulterior benefits. He claimed that play is an aimless exertion or effort of buoyant and gamesome energy. He defined play as an ambiguous idea of learning in which children seek gay to fantasize their imagination.

### ***Why this Topic was Chosen?***

We have chosen this topic because the play way method of teaching is one of the newest trends in the field of education. It refers to the wholesome progress of a child. Basically this method of teaching concentrates on subjective as well as emotional development of a child. Its whole methodology is driven by the technique that moves around activity based learning. This methodology teaches a great deal to the children as well as teachers. Within a classroom, while operating play based activities teachers also learn to be patient and they mold themselves according to the moods, imaginations, behavior and wishes of the children.

In this article, the readers will learn about the various characteristics of the play way method and its advantages and disadvantages. One can easily get that how effective this methodology is and whether it has any benefit for the pre-learners or not.

### ***Statement of the Problem***

After the study of previous researches, many factors and aspects of play way method have been found. We compared our topic from different researches but my topic would be valid to get the better learning outcomes in children at pre-primary level.

### ***Objectives of the Study***

- To identify the perception of private pre-primary school teachers regarding the effectiveness of play way method
- To compare the differences of responses of male and female school teachers about play way method.

### ***Hypothesis***

It is hypothesized that play way as a method of teaching has an impact on the achievement of students at preprimary level teaching.

### ***Research Questions***

RQ 1: Is play way method effective for the children of preprimary level?

RQ 2: How teachers perceive effectiveness of play way method for carrying out teaching learning activities through play?

RQ 3: What is the difference of responses of male and female pre-primary school teachers about play way method

### ***Material and Methods***

#### ***Population***

In the population of this study, all male and female teachers of private primary schools of District Multan were included.

#### ***Sample and Sampling Technique***

The study covered stratified randomly selected 66 schools out of 940 primary schools of Multan district. Only male and female primary schools and its teachers of Multan district were included in this study.

Selected schools = 66

Selected Teachers = 360 (male teachers=170, female teachers=190)

A Likert - type scale based on the Teachers' perceived effectiveness of play way method at primary level' was developed. 5X form was also used for some of the items. In this Likert scale, the options were strongly agreed, agree unsure, disagree, and strongly disagree. The questionnaire has 36 items. The questionnaire was physically distributed by the first author to 360 male and female primary school teachers in the Multan region. There was a 100 percent response rate.

#### ***Statistical Techniques***

As far as the Statistical treatment is concerned, percentages, frequency, mean score and t-test were computed in descriptive statistics and standard regression was used to differentiate the responses.

Table 1 shows the demographics of respondents. 14.4 % teachers were falling in the age group of 20 to 25 year while maximum percentage of respondents fall in the age group of 26 to 30 years. As far as the professional qualification of respondents was concerned 74.2 % teachers were having B.Ed. degrees and in case of teaching experience. Maximum teachers (55.6 %) were having 2 to 4 year teaching experience.

Table 1: *Demographics of respondents*

AGEWISE	%	PROFESSIONAL QUALIFICATION	%	EXPERIENCE WISE	%
20 To 25	14.4	M.Ed	25.8	2-4 years	55.6
26 To 30	61.7	B.ED	74.2	5-7 years	35.0
31 To 35	23.9			8-10 years	9.4
<b>TOTAL</b>	<b>100</b>		<b>100</b>		<b>100</b>

## Results

The following results were drawn from the findings of the study.

Table 2 shows the responses of teachers regarding effectiveness of play way as a method of teaching at preprimary level which was the main objective of the study. The finding shows that p value is = .50 which is  $< 0.05$ . it means that there is significant impact of play way as a method of teaching on students' achievement.

Table 2: *Standard regression model showing impact of play-way as a method of teaching on students achievement at preprimary level (N=360)*

	Model	B	Std. Error	Beta	t	Sig.
1	(Constant)	2.538	.146		17.434	.5000
	Effectiveness of Play way and students achievement	.018	.004	.242	4.840	.5000

$R^2=.059$ , Adjusted  $R^2=.056$ , P-value=. 5000

Table 3 shows the overall sample responses on five point Likert scale .For the third objective of the study which was to identify the difference of responses between male and female primary school teachers in view of play way method effectiveness t-test was applied. Total number of female respondents was 190 and their mean value is 36.5. The value of standard deviation and SE mean is 0.76.The total number of male primary school teachers was 170 and their Mean value is 36.2. The value of standard deviation is 15.0 and SE means value is 0.81. The value of standard deviation and Se mean of male sample group is greater than the values of female sample group. The p-value is 0.86, which is greater than 0.05. It shows there is no difference between male and female responses

Table 3: *Two-Sample t-test and CI: total-Likert-type Scale, gender wise*

Gender	N	MEAN	STDEV	SE MEAN
Female	190	36.5	14.4	0.76
Male	170	36.2	15.0	0.81

Difference =  $\mu$  (Female) -  $\mu$

(Male) Estimate for difference: 0.27

95% CI for difference: (-1.91, 2.46)

T-Test of difference = 0 (vs. not =): T-Value = 0.25 P-Value = 0.806 DF = 6921

Table 4 shows that from the first statement to 9th statement the mean value are above 4, thus they are indicating higher level of agreement on the part of teachers while others statements have also mean score higher than 3.00 as it was the norm of acceptance or rejection of the statements.

Table 4: *Mean scores depicting teachers attitudes towards play way method as a method of teaching*

Sr.No	Statements	Means
1	It provides an enjoyable environment for learning.	4.59
2	A teacher should be on child's eye level during play.	4.58
3	Play way suits the needs of the child.	4.55

4	Children need a large area for playing.	4.47
5	It focalizes holistic development.	4.41
6	Children tend to get excited if learning has fun elements.	4.26
7	I learning though play should be formal.	4.20
8	It helps to create bond between teacher and student.	4.05
9	It focuses on subjective and emotional development.	4.04
10	It is a unique method of learning.	3.93
11	It is not a subjectively motivate activity.	3.85
12	A classroom boundary is not enough for a child to learn effectively.	3.81
13	Play way helps children to express themselves.	3.80
14	Teacher cannot customize play way accordingly.	3.76
15	It is often interrupted as in game.	3.74

## Discussion

Study of different researches has shown that early childhood educators had good attitudes regarding the use of play as a teaching tool. The finding reveals that teacher' perceptions about play as a teaching tool had a beneficial impact on kids. This indicates that teachers have favourable options regarding the use of play as a teaching tool. Teachers may also employ play as a teaching strategy, depending on children attitudes and their behavioral response towards it. This finding implies that their perceptions may influence their use of play as a teaching tool in either a positive or negative way. The learning outcomes are mostly determined by the type of teaching methods used by the teacher. Teachers play a critical role in enabling students' learning, particularly at the pre-primary school level, where students place a high value on their teachers. Teachers are able to transfer significant knowledge despite the fact that teaching at this level requires individual attention.

## Conclusion

The play way approach is proven to be more effective than any other method of teaching e.g., demonstration and conventional methods of teaching because play way method implies instructional variety keeping in view the level and age group of children. Through this method way, children learn best through play.

## Recommendations

The findings of the study have fair reaching implications for educational practice.

1. It is suggested that pre-primary school heads and inspectors encourage pre- primary teachers to adopt ways that facilitate learning, such as play manner and demonstration methods.
2. The use of experienced female teachers in pre-primary schools must be maintained, along with retraining in modern knowledge and abilities in dealing with children at this level.
3. To make teaching and learning more efficient, additional instructional resources, uniform curriculum, seats and tables, as well as classroom space and trained teachers, are required.
4. In addition, the government should train and employ more early childhood educators to facilitate successful teaching and learning in pre-primary schools, in order to build a solid basis for primary education, as stated in the National Policy on Education's goal.
5. Head teachers should encourage early childhood teachers to have a favorable attitude toward play as a teaching strategy through in-service training. This may make it easier for them to continue to use play as a teaching method.
6. Effective teaching style may be used at primary level and it helps the student learning process. It can be adopted at primary level and teaching style may get changed.

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Authors have no conflict of interest.

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