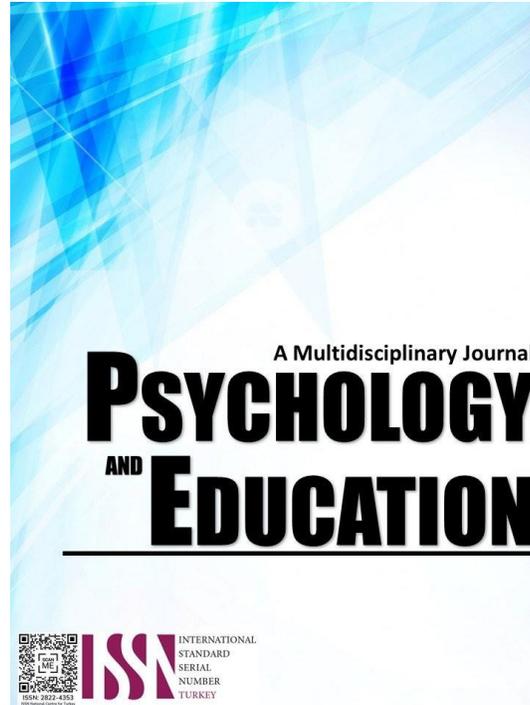


THE UTILIZATION OF PLAY-BASED INNOVATIVE TEACHING STRATEGY AMONG KINDERGARTEN PUPILS: ANALYSIS OF IMPLEMENTATION AND OUTCOMES



PSYCHOLOGY AND EDUCATION: A MULTIDISCIPLINARY JOURNAL

Volume: 18

Issue 9

Pages: 885-893

Document ID: 2024PEMJ1723

DOI: 10.5281/zenodo.10971964

Manuscript Accepted: 04-04-2024

The Utilization of Play-Based Innovative Teaching Strategy Among Kindergarten Pupils: Analysis of Implementation and Outcomes

Roxan B. Sta Ana*

For affiliations and correspondence, see the last page.

Abstract

This study delves into the utilization of play-based innovative teaching strategies among kindergarten pupils in public elementary schools within District 6 of the Department of Education in Malolos City. Employing a quasi-experimental design, the study investigates the implementation and outcomes of these strategies, utilizing methods such as surveys and correlation studies. Data was gathered through structured questionnaires administered to 80 kindergarten pupils across three selected schools and eight kindergarten teachers within District 6. Findings suggest that teachers effectively implemented play-based strategies, providing proper guidance and instruction during activities, albeit room for improvement in their knowledge and training was identified. Moreover, teachers demonstrated confidence in employing play-based teaching, with pupils exhibiting improved post-test performance. However, no significant differences were observed in the social environment. Recommendations include encouraging daily utilization of play-based teaching, enhancing teacher training in this area, and emphasizing the importance of socialization skills development through play in early childhood education. These findings underscore the efficacy of play-based strategies in enhancing learning outcomes and highlight the importance of continued professional development for educators to optimize their implementation.

Keywords: *play-based innovative teaching strategy, kindergarten pupils, implementation, outcomes*

Introduction

The biggest challenge any teacher faces is capturing the students' attention, and putting across ideas in such a way that this stays with them long after they have left the classroom. For this to happen, classroom experience should be redefined and innovative ideas that make teaching methods more effective should be implemented (Edsys, 2015). Play, as well as learning, is natural components of children's everyday lives. When children are asked what they like to do best, the answers are unanimous: to play. On the other hand, education for children is, on the whole, organised to promote learning rather than play. However, while school is traditionally seen as a place of learning and not of play, preschool is more often associated with play rather than learning, from the child's perspective (Pramling et al. 2015).

In the Philippines, the Kindergarten Curriculum Framework (KCF) draws from the goals of the K to 12 Philippine Basic Education Curriculum Framework and adopts the general principles of the National Early Learning Framework (NELF). Kindergarten learners need to have a smooth transition to the content based curriculum of Grades 1 to 12. The theoretical bases for teaching-learning in the early years, which are founded on constructivism, integrative, thematic, collaborative, inquiry-based, and reflective teaching in play-based approaches with application of the Developmentally Appropriate Practices (DAP); these support the principles of child growth and development, and the learning program development and assessment.

On the other hand, signify the system of how Kindergarten Education is to be employed. The interlocked ellipses represent the learning domains that have to be nurtured and equally imparted to holistically develop children. It has been crafted using the thematic or integrative approach to curriculum development in a spiralling learning process. This approach employs integrative and interactive teaching-learning strategies as well as child-centered learning experiences (DepEd Kindergarten Curriculum 2016). Developmental Domains (and what to expect in each) "developmental domains" refers to specific aspects of growth and changes in children. These are represented by the ellipses to show interconnectedness in the holistic development of children. The contents of each developmental domain are defined by learning expectations, as follows:

Socio-Emotional Development (Pagpapaunlad ng Sosyo-Emosyunal at Kakayahang Makipamuhay) - Children are expected to develop emotional skills, basic concepts pertaining to her/himself, how to relate well with other people in his/her immediate environment, demonstrate awareness of one's social identity, and appreciate cultural diversity among the school, community, and other people. Values Development (Kagandahang Asal) - Children are expected to show positive attitudes, self-concept, respect, concern for self and others, behave appropriately in various situations and places, manifest love of God, country, and fellowmen. Physical Health & Motor Development (Kalusugang Pisikal at Pagpapaunlad sa Kakayahang Motor) - Children are expected to develop both their fine and gross motor skills to be efficient and effective movers when engaging in wholesome physical and health activities. They are also expected to acquire an understanding of good health habits and develop their awareness about the importance of safety and how they can prevent danger at home, in school, and in public places.

Aesthetic/Creative Development (Sining) – Children are expected to develop their aesthetic sense and creative expression through drawing, painting, and manipulative activities. Aesthetic development involves the love and pursuit of beauty in art, music, and movement, and creates opportunities for the creative expression of emotions, thoughts, feelings, and ideas. Mathematics - Children are expected to understand and demonstrate knowledge, thinking skills, and insights into patterns of mathematics, concepts of numbers, length, capacity,

mass, and time through the use of concrete objects or materials, and to apply these meaningfully in their daily experiences.

Children are provided with varied manipulative activities to help them see relationships and interconnections in math and enable them to deal flexibly with mathematical ideas and concepts. Understanding of the Physical and Natural Environment - Children are expected to demonstrate a basic understanding of concepts pertaining to living and nonliving things, including weather, and use these in categorizing things in his/her environment. They are also expected to acquire the essential skills and sustain their natural curiosity in their immediate environment through exploration, discovery, observation, and relate their everyday experiences using their senses (touch, sight, smell, taste, and hearing).

Language, Literacy, and Communication - This domain provides opportunities on early literacy learning for self-expression through language using the mother tongue or the child's first language. Children are expected to develop communicative skills in their first language. They are also expected to develop more positive attitudes toward reading, writing, and to view themselves as effective users and learners of language (K to 12 Kindergarten Curriculum Guide May 2016).

In line with this, Kindergarten teachers in the Department of Education are using the revised curriculum which was only adopted this year 2017, with the theoretical bases for teaching which are founded on constructivism, integrative, thematic, collaborative, inquiry-based, and reflective teaching in play-based approaches.

In the revised curriculum, the new teacher's guide, topics and blocks of time in daily activities have developed. Teachers' strategy and how they utilize play-based innovative teaching in the classroom becomes a question. In addition, in the results of Early Childhood Checklist Development which was conducted during the first quarter of the year, there were still pupils who have resulted as below average. In this study therefore, the researcher will focus on the utilization of play-based innovative teaching strategy among Kindergarten pupils, to determine how it is being implemented by the teachers in the classroom and its outcome to Kindergarten pupils.

Research Questions

The major problem of this study was to assess the utilization of play-based innovative teaching strategy among kindergarten pupils of public elementary school in District 6 under Department of Education, Malolos City. Specifically, the study aimed to answer the following questions:

1. How do teachers implement play-based innovative teaching strategy in the classroom?
2. How may the performance of the Kindergarten pupils be described in terms of the following learning areas of developmental domains:
 - 2.1 language development;
 - 2.2 cognitive/intellectual development;
 - 2.3 numeracy;
 - 2.4 sensory perceptual;
 - 2.5 social environment;
 - 2.6 physical environment;
 - 2.7 physical health, well being and motor development;
 - 2.8 socio emotional development; and
 - 2.9 character and values development?
3. How does play-based innovative teaching strategy affect the Kindergarten pupils' performance?
4. What are the pedagogical implications of the study?

Methodology

This section presents the research methods and procedures were used in the conduct of the study. It includes the respondents of the study, the data gathering and the instruments used to gather the data. It also describes the statistical treatments applied to analyze the research problem.

Research Design

The study applied the quasi-experimental design. Quasi-experiment includes selection of groups, upon which a variable is tested, without any random pre-selection processes. The methods involved range from the survey which describes the status quo, the correlation study which investigates the relationship between variables, to developmental studies which seek to determine changes over time (Posinasetti, 2014). It involves an analysis from the assessment conducted in the study to determine the outcomes of play-based innovative teaching strategy. Under the descriptive research method, the technique used is survey method in a form of structured questionnaires for the analysis of play-based teaching strategy implementation.

Participants

The participants in this study were Kindergarten pupils from public elementary schools under district 6 particularly, San Juan Elementary

School, Sto. Cristo Elementary School and City of Malolos Integrated School with a total number of 80 pupils; and 8 kindergarten teachers from district 6. Three (3) schools under district 6 were selected with a total of 80 Kindergarten pupils. CMIS (City of Malolos Integrated School) - 6 sections, San Juan Elementary School - 1 section and Sto Cristo Elementary School – 1 section. All the Kindergarten teachers under district 6 were also the respondents in the study. There are 8 kindergarten teachers in total under district 6.

Instruments

Since the study aimed to analyze the implementation and outcomes of play-based innovative teaching strategy among Kindergarten pupils, the researcher will utilized (a) ‘School Readiness Year-End Assessment Tools (SReYA) for the pupils while (b) questionnaires will be given to teachers for the analysis of teachers’ implementation.

SReYa or the ‘School Readiness Year-End Assessment Tools. This assessment tool will be used to check on their pre-schooling progress with the end-view of providing them with specific learning intervention.

Also, to assess the performance level of all kinder pupils DepEd came up with School Readiness Year-end Assessment (SReYA). The selected Kindergarten pupils will be assessed across the different developmental domains that include physical health and well-being, motor development, mathematics, language and literacy, sensory perceptual, physical and social environment, character and values development and socio-emotional development.

According to Br. Armin A. Luistro, “Kinder education and the school readiness assessment are vital for the holistic development of a Filipino child,” This instrument will support the main objective of the study particularly in assessing the outcomes of play-based teaching strategy on pupils. The researcher will give same level of assessment (SREya) to measure the pupils’ response and learning.

Teachers’ Questionnaires. The researcher prepared a structured questionnaire as a main tool used by this study to in data gathering on teacher’s implementation of play-based innovative teaching in the classroom.

A questionnaire is a research instrument consisting of series of items and other prompts for the purpose of gathering information from the respondents. Structured questionnaire used as a survey technique where specific answers are anticipated (LLP 2016). This includes the indicators and rating scales which can be analyze statistically.

Procedure

To synthesize the data gathering procedures, the researcher carried out the following procedures:

Informed the principal of San Juan Elementary School and City of Malolos Integrated School (CMIS) for the conduct of assessment for pupils and questionnaires for teachers. A letter explaining the purposes and details of the study to be conducted with the approval of both school heads.

SReYA (School Ready Year-End Assessment). The teacher, one of the study respondents, was requested to aid in the preparation of assessment tools and materials. These included the School Ready Year-End Assessment tools comprising 30 items categorized into 7 developmental domains. Before the test, the necessary materials such as the assessment tool, pupil scoring sheet (Form 1), and test materials were readied. Clear instructions, outlined in the manual, were given to the children, allowing a brief time for response before moving on to the next item if necessary. After the assessment, scoring and reporting were conducted, with each item’s result recorded on the Pupil Scoring Sheet based on predetermined criteria (SReYA Administration Procedures, 2016).

Questionnaire. The researcher utilized a structured questionnaire, comprising 15 indicators, to assess the implementation of play-based innovative teaching in classrooms. This questionnaire employed a rating scale ranging from 1 to 4, indicating levels of satisfaction. With permission from school heads, the researcher distributed these questionnaires to 8 kindergarten teachers within district 6, who individually completed and returned them. Upon collection, the completed questionnaires were analyzed by calculating the sum scores of each response. These results were then interpreted to address the main research question.

Data Analysis

The researcher collected the data needed which were analyzed with the help of statistical tools. The following are the statistical tools used in this study:

School Readiness Year-End Assessment was consolidated in the scoring sheet. Using the Paired T-Test, pre-test and post-test, each was measured twice using School Readiness Year-End Assessment resulting in pairs of observations. For the survey questionnaire, the indicators were interpreted by using the Likert scale.

Rating Scale	Range	Verbal Interpretation
4	3.50-4.49	Very Satisfactory
3	2.50-3.49	Satisfactory
2	1.50-2.49	Fairly Satisfactory
1	1.00 – 1.49	Unsatisfactory

Likert scale is a measurement device that is used to gauge attitudes, values, and opinions. It functions by having a person complete a

questionnaire that requires them to indicate the extent to which they agree or disagree with a series of statements. The Likert scale is named after its creator, Rensis Likert, who developed it in 1932. In survey research, Likert scales are the most commonly used type of scale. In the example earlier, those who completed Jake's survey had five different options to choose from to indicate the extent to which they agree with each statement (Williams, 2017).

Results and Discussion

This section processes, analysis and interpret the data gathered from the Kindergarten teachers in Deped Malolos, District 6 for the implementation of play-based innovative teaching. Also, the results of the data from the pre-test and post test with the used of SREYA (School Readiness Year-End Assessment).

The Implementation of Play-based Innovative Teaching Strategy in the Classroom

The public school kindergarten curriculum focused on play-based teaching where children learned through play. Teachers integrated play in their blocks of time or classroom routine, daily activities and in setting up the learning environment. This promoted children's socialization and communication skills. Thus, how teachers implemented play-based innovative teaching strategy in the classroom was analyzed.

Table 1 showed that the highest mean under teacher's implementation of play-based in terms of blocks of time was 3.88. This is under the introductory or preparatory activities for the day with the interpretation of very satisfactory, while the lowest mean was 3.00, satisfactory, under the utilization of play-based in period of individual, peer or group exploration of the different play areas or activity centers in the classroom while waiting for the other children to arrive and when children work in small groups, in pairs, or individually on either teacher-assigned or child-initiated activities through brainstorming sessions. Therefore, the overall weighted average was 3.40, satisfactory, where teachers implemented play-based in terms of blocks of time.

Table 1. *Teachers Implement Play-Based in term of Blocks of Time*

Indicators	Mean	Interpretation
Utilize a period of individual, peer or group exploration of the different play areas or activity centers in the classroom while waiting for the other children to arrive.	3.00	Satisfactory
Do introductory or preparatory activities for the day which include: <ul style="list-style-type: none"> • Class circle for teacher-guided recitation (e.g. prayer, songs, etc) • Teacher-led physical exercises 	3.88	Very Satisfactory
Children work in small groups, in pairs, or individually on either teacher-assigned or child-initiated activities through brainstorming sessions	3.00	Satisfactory
Reads interactive read-aloud activity for stories, rhymes, poems or songs	3.50	
Prepares activities include sports, simple athletic movement activities and outdoor games	3.25	Satisfactory
Prepares daily lesson plan and follows the time table accordingly	3.75	Very Satisfactory
Average	3.40	Satisfactory

Table 2 showed that the highest mean was 3.75 with an interpretation of very satisfactory. This was evident when the teachers allowed children to show their outputs with peers during the group sharing and they offered suggestions and encouraged children to learn from each other. The lowest mean was 3.00, satisfactory, where teachers created an unhurried environment where children have time to explore and extend their investigations. Thus, the overall average was 3.29 where teachers implemented play-based in daily activities and its result was satisfactory.

Table 2. *Teachers Implement Play-Based in term of Daily Activities*

Indicators	Mean	Interpretation
Encourage children to explore where they are free to move around the designed area for play, without restriction as to the activity he/she wants to carry out	3.13	Satisfactory
Prepares creative activities that will engage the learners and have fun at the same time	3.38	Satisfactory
Allow children to play blocks, puzzles, and playdough activities	3.13	Satisfactory
Allows the children to show their outputs with peers during the group sharing	3.75	Very Satisfactory
Creates inviting play areas with open-minded materials	3.13	Satisfactory
Creates an unhurried environment where children have time to explore and extend their investigations	3.00	Satisfactory
Modify play areas as children's interest change	3.13	Satisfactory
Offers suggestions and encourage children to learn from each other	3.75	Very Satisfactory
Responsive to children's cues and the way they use the environment and materials	3.25	Satisfactory
Average	3.29	Satisfactory

Table 3 showed that the highest mean is 3.50 with an interpretation of very satisfactory where in the teachers' materials were organized, complete and updated according to theme.

The lowest mean was 3.13, satisfactory, in recreating learning areas such as art, library/listening/writing activities, blocks, dramatic play, science/discovery activities, and manipulative/mathematics/games. Therefore the result or the weighted average for teachers' implementation of play-based in terms of learning environment was 3.33, satisfactory.

Table 3. *Teachers Implement Play-based in term of Learning Environment*

<i>Indicators</i>	<i>Mean</i>	<i>Interpretation</i>
Recreating learning areas such as art, library/listening/writing activities, blocks, dramatic play, science/discovery activities, and manipulative/mathematics/games	3.13	Satisfactory
Age-appropriate play materials/equipment and furniture for the lesson	3.25	Satisfactory
The classroom environment is well-decorated, fun and engaging with easy access to story books, blocks and other play equipment's	3.38	Satisfactory
Conducive for learning classroom environment, free from harm and other danger	3.38	Satisfactory
The materials are organized, complete and updated according to theme	3.50	Very Satisfactory
Average	3.33	Satisfactory

As revealed in the data, the overall implications under teachers' implementation of play-based innovative teaching in the classroom were interpreted as satisfactory. It means that all eight teachers were able to utilize play-based teaching in their specific classes particularly in blocks of time, daily activities and learning environment.

Performance of Kindergarten Pupils in terms of the Different Learning Areas of Developmental Domains

Play has been considered as the center of a child's heart. This influenced children in so many ways by which all areas of development were included in the learning process. Play offered children to develop their self-confidence towards their peers and the environment. When children played, they built vital knowledge which took place in many developmental domains. In the public kindergarten schools, the different developmental domains were indirectly cover in the classroom, but showed in the different activities they do such as language development, cognitive/intellectual development, numeracy, sensory perceptual, social environment, physical environment, physical health, well being and motor development, social development and character and values development. The tables below described the pupils' performance in the classroom in terms of the different learning areas of development.

Table 4. *Performance of the Kindergarten Pupils in terms of Socio-Emotional Development*

<i>Indicators</i>	<i>Mean</i>	<i>Interpretation</i>
Regulate one's own behavior and emotions	2.75	Satisfactory
Develop healthy relationships with adults and other children	2.88	Satisfactory
Create a positive personal identity	2.88	Satisfactory
Develop executive function skills, including inhibitory control, working memory, cognitive flexibility, curiosity, and persistence	2.75	Satisfactory
Participate and engage in learning	3.00	Satisfactory
Average	2.85	Satisfactory

Table 4 showed that the average of kindergarten pupils' performance in terms of social-emotional development was satisfactory with a mean of 2.85. Specifically, the highest mean was 3.00 as satisfactory, when pupils participated and engaged in learning. The lowest mean was 2.75 where in pupils were able to regulate one's own behavior and emotions; and also when they developed executive function skills, including inhibitory control, working memory, cognitive flexibility, curiosity, and persistence as both satisfactory.

Table 5. *Performance of the Kindergarten Pupils in terms of Values Development*

<i>Indicators</i>	<i>Mean</i>	<i>Interpretation</i>
Knowing the difference between right and wrong	3.25	Satisfactory
Respecting oneself includes respecting others and all that is in the world around us	3.25	Satisfactory
Praying with respect and attention	3.25	Satisfactory
Average	3.25	Satisfactory

Table 5 showed that the average of kindergarten pupils' performance in terms of values development was 3.25 as satisfactory. Specifically, all the results of mean on each criterion was 3.25 as satisfactory.

Table 6 showed that the average for kindergarten pupils' performance in terms of physical health and motor development was 2.85 as satisfactory.

The highest mean was 3.13 as satisfactory on pupils' muscle control, balance and coordination; and also their body awareness, while the lowest mean was 2.63 where pupils were able to use large muscles, through activities such as running, climbing and swinging on playground equipment and also in terms of self-help skills, such as dressing, brushing teeth, washing hands, and feeding. There were both interpreted as satisfactory.

Table 6. *Performance of the Kindergarten Pupils in terms of Physical Health and Motor Development*

<i>Indicators</i>	<i>Mean</i>	<i>Interpretation</i>
Use large muscles, through activities such as running, climbing and swinging on playground equipment	2.63	Satisfactory
Muscle control, balance and coordination	2.75	Satisfactory
Body awareness	3.13	Satisfactory
Wellness, rest, exercise health and nutrition	3.13	Satisfactory
Self-help skills, such as dressing, brushing teeth, washing hands, and feeding	2.63	Satisfactory



Average	2.85	Satisfactory
---------	------	--------------

Table 7. Performance of the Kindergarten Pupils in terms of Aesthetic Development

Indicators	Mean	Interpretation
Children’s drawing or paintings	2.75	Satisfactory
Structures are created with blocks, legos, and other materials	2.75	Satisfactory
Pretend play/Sociodramatic play/Playing roles in pretend play	2.63	Satisfactory
Using props in play/ using one object to stand for another in pretend play/ pretend with imaginary objects/ creating props to use in pretend play	2.63	Satisfactory
Play-doh creation/creations made with art supplies	2.75	Satisfactory
Child tells imaginative story/acting out stories with dolls, animals or other toys/using language for creating and sustaining plots/ story reenactment	2.63	Satisfactory
Average	2.69	Satisfactory

Table 7 showed that the performance of kindergarten pupils in terms of aesthetic development was 2.69 as satisfactory. Specifically, the highest mean was 2.75 as satisfactory on three particular criteria such as children’s drawing or paintings, structures were created with blocks, legos, and other materials; and play-doh creation/creations made with art supplies.

On the other hand, the lowest mean was 2.63 as satisfactory on both pretend play/sociodramatic play/playing roles in pretend play and using props in play/using one object to stand for another in pretend play/pretend with imaginary objects/creating props to use in pretend play.

Table 8 showed that the result performance of kindergarten pupils in terms of Mathematics was 2.77 as satisfactory.

Specifically, the highest mean was 3.00 as satisfactory on both comparing – identify and examine specific properties of different objects or ideas and then make judgments about how they were different; and comparing causes a person to look at details and specifics instead of generalities.

Table 8. Performance of the Kindergarten Pupils in terms of Mathematics

Indicators	Mean	Interpretation
Pattern – ability to discover and recognize patterns that helps us understand how our world works in logical and predictable ways	2.75	Satisfactory
Sequence – begin to recognize the sequencing of their day and are able to predict what may happen next	2.50	Satisfactory
Seriation – organizing or ordering things in a logical way	2.63	Satisfactory
Spatial relationship – the games and interactions that comprise play become aware of their body parts and develop a sense of their physical self. Such exploration helps them to know where they are in relation to their world	2.75	Satisfactory
Sorting – things with like attributes are grouped together	3.00	Satisfactory
Comparing – identify and examine specific properties of different objects or ideas and then make judgments about how they are different. Comparing causes a person to look at details and specifics instead of generalities	3.00	Satisfactory
Average	2.77	Satisfactory

The lowest mean was 2.50 as satisfactory when pupils were able to sequence – begin to recognize the sequencing of their day and are able to predict what may happen next.

Table 9. Performance of the Kindergarten Pupils in terms of Physical and Natural Environment

Indicators	Mean	Interpretation
Explore and develop a relationship with the natural environment	2.75	Satisfactory
Gain a sense of freedom	3.00	Satisfactory
Explore and learn the skills required to manage self-risk	2.75	Satisfactory
Digging patches where children can use garden equipment a range of planting to encourage a variety of modes of play such as playing with gum nuts, small branches, flowers, stones and bark	2.25	Fairly Satisfactory
Small pits of pebbles, gravel, coarse sand and smooth river rocks for fine motor and imaginative play	2.38	Fairly Satisfactory
Average	2.63	Satisfactory

Table 9 shows that the result of kindergarten pupils’ performance in terms of physical and natural environment was 2.63 as satisfactory. Particularly, the highest mean was 3.00 as satisfactory when pupils were able to gain a sense of freedom, while the lowest mean was 2.25 as fairly satisfactory for digging patches where children could use garden equipment a range of planting to encourage a variety of modes of play such as playing with gum nuts, small branches, flowers, stones and bark.

Table 10 showed that the performance of kindergarten pupils in terms of language, literacy and communication was 2.92 as satisfactory. Particularly, the highest mean was 3.00 as satisfactory for reading included the foundational concepts of print, phonemic awareness, phonics, and fluency; and reading and comprehension skills for informational and literacy texts, while the lowest mean was 2.88 as satisfactory on both criteria such as writing included developmentally appropriate drawing, dictating, and writing to explain, express an opinion, or to tell story; and in speaking and listening includes participating in conversations, asking and answering questions, describing



information, speaking audibly, with a command of the English language as appropriate.

Table 10. Performance of the Kindergarten Pupils in terms of Language, Literacy and Communication

Indicators	Mean	Interpretation
Reading includes the foundational concepts of print, phonemic awareness, phonics, and fluency; and reading and comprehension skills for informational and literacy texts	3.00	Satisfactory
Writing includes developmentally appropriate drawing, dictating, and writing to explain, express an opinion, or to tell story	2.88	Satisfactory
Speaking and listening includes participating in conversations, asking and answering questions, describing information, speaking audibly, with a command of the English language as appropriate	2.88	Satisfactory
Average	2.92	Satisfactory

Outcomes of Play-based Innovative Teaching Strategy to Kindergarten pupils’ Performance

In kindergarten, pupils were being assessed in the classroom based from their performance in class. Teachers used different kinds of assessment tools like checklist, anecdotal record, observations, running record and more. Specifically, one of these examples that public schools use to measure pupils’ performance is SREya or School Readiness Year-End Assessment. It was given twice a year together with the Early Childhood Checklist or ECD.

In this study, the researcher used School Readiness Year-End Assessment to see the outcomes of teachers’ implementation of play-based innovative teaching in the classroom and if there were any changes with their performance before and after play-based was utilized in class.

Table 11 showed the compared mean of play-based innovative teaching and kindergarten pupil’s performance in a specific developmental domain.

In language development, the School Readiness Year-End Assessment results were 39-pretest and 59-posttest w with a T-value of 3.499 and P-value of 0.013. This was evident that based from the result there was a significant difference in kindergarten pupils’ performance in terms of language development before and after the implementation of play-based innovative teaching in the classroom.

In cognitive development, the School Readiness Year-End Assessment results were 10-pretest and 20-post-test with a T-value of 21.166 and P-value of 0.002. This was apparent that based from the result there was a significant difference in kindergarten pupils’ performance in terms of cognitive development before and after the utilization of play-based innovative teaching in the classroom.

In numeracy, the School Readiness Year-End Assessment results were 22-pretest and 45-posttest with a T-value of 23.5 and a P-value of 0.00. This was apparent that based from the results there was a significant difference in kindergarten pupils’ performance in terms of numeracy before and after the utilization of play-based innovative teaching in the classroom. In sensory perceptual, the School Readiness Year-End Assessment resulted according to findings were 32-pretest and 35-posttest with a T-value of 7.07 and P-value of 0.006. This showed that based from the findings there was a significant difference in kindergarten pupils’ performance in terms of sensory perceptual before and after the utilization of play-based innovative teaching in the classroom.

In social environment, the School Readiness Year-End Assessment results according to findings were 8-Pretest and 13-Posttest with a T-value of 3.667 and a P-value of 0.17. It was evident that based from the findings that there was no significant difference in kindergarten pupils’ performance in terms of social environment before and after the utilization of play-based innovative teaching in the classroom.

In physical environment, the School Readiness Year-End Assessment results according to findings were 14-Pretest and 17-Posttest with a T-value of 13 and P-value of 0.049. It was proven based from the findings that there was a significant difference in kindergarten pupils’ performance in terms of physical environment before and after the utilization of play-based innovative teaching in the classroom.

In physical health, well-being and motor development, the School Readiness Year-End Assessment resulted according to findings were 11-pretest and 17-posttest with a T-value of 63 and a P-value of 0.01. This was evident based from the findings that there was a significant difference in kindergarten pupils’ performance in terms of physical health, well-being and motor development before and after the utilization of play-based innovative teaching in the classroom.

In socio-emotional, the School Readiness Year-End Assessment resulted from the date gathered were 8-Pretest and 14-Posttest with a T-value of 23 and a P-value of 0.028. This was evident based from the findings that there was a significant difference in kindergarten pupils’ performance in terms of socio-emotional before and after the utilization of play-based innovative teaching in the classroom.

Table 11. Compared mean of Played-Based Innovative Teaching and Kindergartens Pupils’ Performance

Domains	Pretest	Posttest	T value	p-value	Interpretation
Language Development	39	59	3.499	0.013	Significant difference
Cognitive	10	20	21.166	0.002	Significant difference
Numeracy	22	45	23.5	0.00	Significant difference
Sensory Perceptual	32	35	7.07	0.006	Significant difference
Social Environment	8	13	3.667	0.17	Non-significant difference
Physical Environment	14	17	13	0.049	Significant difference

Physical Health, Well Being & Motor Development	11	17	63	0.01	Significant difference
Socio Emotional	8	14	23	0.028	Significant difference
Character & Value Development	13	17	53	0.012	Significant difference

In character and value development, the School Readiness Year-End Assessment resulted according to findings were 13-Pretest and 17-Posttest with a T-value of 53 and a P-value of 0.012. In this domain, this was also evident that there was a significant difference in kindergarten pupils' performance before and after the utilization of play-based innovative teaching in the classroom.

Therefore, based from the data gathered and findings of School Readiness Year-End Assessment resulted in pupils' pre-test and post-test, this implied that there was a significant relationship between kindergarten pupils' performance and teachers' implementation of play-based innovative teaching strategy in the classroom. Specifically, out of 9 developmental domains, only 1 showed a non-significant difference which was the social environment with a T-value of 3.667 and a P-value of 0.17. A total of 8 domains out of 9 where evidently showed a significant difference between pupils performance and play-based innovative teaching strategy. These domains were language development, cognitive, numeracy, sensory perceptual, physical environment, physical health, well-being and motor development, socio-emotional and character and value development.

There were significant effects on kindergarten pupils' performance when play-based teaching strategy has already implemented in the classroom, based from the findings, particularly in response with the different developmental domains. The results of post-test were higher than the results of pre-test or before the play-based innovative teaching have applied by the teachers. The significant difference of the results proved that pupils performed better when play-based teaching was integrated in the classroom instruction especially in blocks of time, daily activities and learning environment.

The Pedagogical Implications of the Study

The study helped to analyze that pupils may perform better when teachers know how to utilize play-based teaching in the classroom. This was also a great opportunity for teachers to adapt play-based teaching as they could see the progress of pupils' performance in the different developmental domains. Early childhood in present has evolved from different theories and practices.

Thus, with this study, teachers became more aware and equipped of the importance of play in children's lives; and with the modernization pupils in terms of technology nowadays, socialization is significant and this was attained when play had implemented in the classroom as an innovative teaching strategy.

Conclusion

Based from the findings and discussions of the current study, the researcher therefore concluded that: (1) The play-based innovative teaching strategy was implemented by the teachers during their daily activities, blocks of time and learning environment. Teachers gave proper instructions to pupils during the activities. (2) Kindergarten teachers were knowledgeable and trained when this came to play-based instruction; however this could still improve. (3) Teachers' responses on survey questionnaires showed their level of confidence on play-based teaching. As mentioned, based from the findings the results were satisfactory. (4) Kindergarten pupils showed improvement in post-test when teachers used play-based teaching strategy. Therefore, the effectiveness of play-based strategy was evident. (5) The play-based strategy conducted by the teachers did not show difference with the social environment. Thus, socialization should be the focus in early childhood.

Based from the study, analysis and conclusion discussed, the researcher suggested the following recommendations: (1) Teachers' utilization of play-based teaching should be evident in a daily basis. Allow pupils to explore by reducing detailed instructions during activities. (2) Attend more trainings related to play-based teaching to be more equipped of the different strategies on how to integrated play in the lessons and activities. (3) As mentioned, teachers could attend trainings and to continue upgrading themselves to become more confident in utilizing play-based teaching in the classroom. (4) Teachers should continue using play-based innovative teaching strategy for continues positive effects to learners. (5) Dealing with the social environment is important in pre-school education. Thus, promoting play in class will help to improve their socialization skills with peers, adults and teachers.

References

- Amey, J., & Brown, D. F. (2021). *Breaking out of the box: Interdisciplinary collaboration and faculty work*. Greenwich, CT: Information Age Publishing.
- Brainard, J. & Wrubel, D.H. (2021). *Literature-based science activities: An integrated approach, grade K-3*. New York: Scholastic Professional Book.
- Breault, R. A. (2004). Dissonant themes in preservice portfolio development. *Teaching and Teacher Education*, 20(8), 847-859.
- Benedict, E. A., Horner, R. H., & Squires, J. K. (2020). Assessment and implementation of positive behavior support in preschools. *Topics for Early Childhood Special Education*, 27(3), 174–192. doi: 10.1177/02711214070270030801.
- Bredenkamp, S., & Copple, C. (2022). *Developmentally appropriate practice in early childhood programs (Rev ed.)*. Washington, DC:

National Association for the Education of Young Children.

Carr, E. G. Dunlap, G., Horner, R. H., Koegel, R. L., Turnbull, A. P., & Sailor, W. (2002). Positive behavior support: Evolution of an applied science. *Journal of Positive Behavior Interventions*, 4, 4–16.

Cobem, W. & Loving, C. (2022). Investigation of preservice elementary teachers' thinking about science. *Journal of Research in Science Teaching*. 39(10), 1016-1031.

Edwards, Susan & Mckenzie, Amy Cutter. Environmentalising early childhood education Curriculum through pedagogies of play. Retrieved from <http://web.b.ebscohost.com/ehost/pdfviewer/pdfviewer?vid=1&sid=e8c46c2d-f2f7-40bb-9af1-a15bf37a6256%40sessionmgr120>

Evans, Sheila & Swan, Malcolm. Developing students' strategies for problem solving in mathematics. Retrieved from <http://www.educationaldesigner.org/ed/volume/issue/7/article25/>

Finn, J. D., & Pannozzo, G. M. (2004). Classroom organization and student behavior in kindergarten. *The Journal of Educational Research*, 98(2), 79–92 doi:10.3200/JOER.98.2.79-93.

Gunter, P. L., Callicot, K., Denny, R. K., & Gerber, B. L. (2003). Finding a place for data collection in classrooms for students with emotional/behavioral disorders. *Preventing School Failure*, 48(1), 4–8. *Early Childhood Today*. (2001, May). *Pioneers in our Field: Loris Malaguzzi -Founder of the Reggio Emilia Approach*.

Hastings, R. P., & Bham, M. S. (2003). The relationship between child behavior patterns and teacher burnout. *School Psychology International*, 24 (1), 115–127.

Paul Brookes (2009)., *Early childhood inclusion: Focus on change* (pp. 481–502). Baltimore, MD: Paul Brookes. Guskey, T. R., & Yoon, K. S (2009). What works in professional development? *Phi Delta Kappan*, 90, 495–500.

Paul H. Brookes Publishing Co. Stormont, M., & Stebbins, M. (2001). The Head Start debates (pp. 143–160). Baltimore: *Preschool teachers' accommodation preferences for children with AD/HD*. *Psychology in the Schools*, 38, 259–268.

Phillips, D. A., & White, S. H. (2004). New possibilities for research for Head Start. In E. Zeigler, & S. J. Styfco (Eds.), *Are we failing the children most at risk? 53 of Americas leading experts weigh in*. The Head Start debates (pp. 263–278). Baltimore: Paul H. Brookes Publishing Co.

Sandall, S., McLean, M., & Smith, B. (2000). *DEC recommended practices in early intervention/early childhood special education*. Longmont: Sopris West.

Sjoerdsma, Sarah. *Importance of Play: Play-Based Instruction Within a Preschool Learning Environment*. Retrieved from cgi/viewcontent.cgi?referer=https://www.google.com.ph/&httpsredir=1&article=1102&context=med_theses

Trister-Dodge, D., Colker, L., & Heroman, C. (2003). *The creative curriculum for preschool* (4th ed.). Washington, DC: Teaching Strategies Inc.

Weikert, D. P. (2004). Head Start and evidence-based educational models. In E. Zeigler, & S. J. Styfco (Eds.), *Are we failing the children most at risk? 53 of Americas leading experts weigh in*.

Affiliations and Corresponding Information

Roxan B. Sta Ana, LPT, MAEd
Immaculate Conception I-College
College of Arts and Technology – Philippines