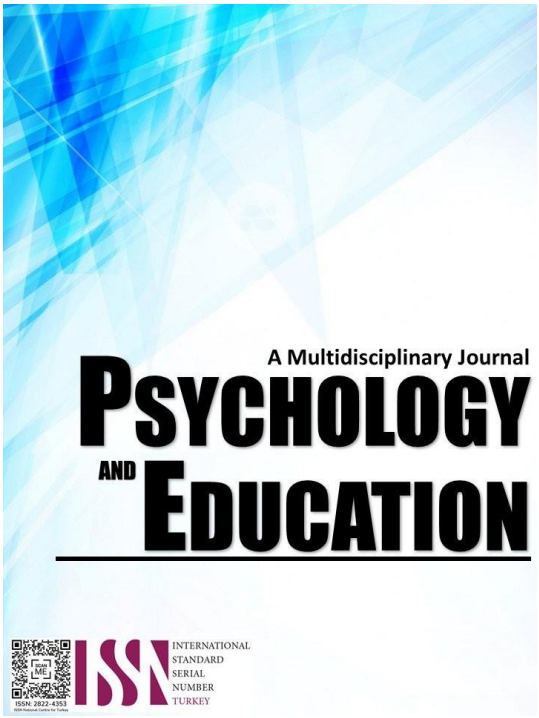
PLAY-BASED ACTIVITIES AS STRATEGIES TO MEANINGFUL LEARNING OF KINDERGARTEN LEARNERS



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Research Article

Play-Based Activities as Strategies to Meaningful Learning of Kindergarten Learners

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Abstract

Early Childhood Education is essential in establishing the groundwork for a child's lifelong experience. The incorporation of play-based activities has surfaced as an effective method to facilitate significant learning in kindergarten learners. Hence, this study aimed to determine the level of implementation of play-based activities implemented by kindergarten teachers in terms of type of play-based learning activities, duration and frequency of play-based, integration of play-based learning with curriculum and teacher facilitation of play-based in the Division of Malaybalay during the academy time 2024 - 2025. The data was gathered by using an adapted questionnaire from Taylor and Boyer by applying the descriptive-correlational research design. Grounded on the data gathered, the major findings are the following. There was a high level of implementation of play-based learning activities in terms of type of play-based learning activities, duration and frequency of play-based, integration of play-based learning with curriculum and teacher facilitation of play-based which means that teachers can employ well play-based activities inside the classroom setting. Grounded on the findings and conclusions, the ensuing recommendations. Teachers may assess regularly the level of implementation of play-based learning practices that were implemented and reflect on how they can be improved. This involves gathering feedback from teachers, children and parents, observing children during play and analyzing outcomes. Continuous evaluation and refinement can ensure that play-based learning remains a power tool for supporting children's development.

Keywords: *early childhood education, play-based learning, learners' development*

Introduction

Early childhood education prepares children for lifelong learning. Play-based activities help kindergarteners learn. Play is joyful and engaging, capturing youth and fostering cognitive, social, and emotional development. Understanding how play-based activities affect learning and child development is essential to using them in education.

Despite the growing recognition of play-based methods in early childhood education, little is known about how play might improve kindergarten students' learning experiences. The best play-based activities, their alignment with curriculum goals, and their long-term benefits on education are still debated. It is also essential to examine educators' roles in play-based learning, the resources needed to implement it, and the assessment methods used to evaluate play's impact on holistic development.

Many legal frameworks and academic literature encourage play-based activities in early childhood education. The Philippine Early Childhood Care and Development (ECCD) Act of 2000 emphasizes developmentally appropriate learning experiences for young children and promotes play-based education. Recent research has examined play-based learning and child development. Structured play promotes empathy, conflict resolution, and emotional control in youngsters, according to Bailey et al. (2021). These findings show that play-based learning can significantly affect children's socio-emotional development. Piaget's 1952 theory of cognitive development and Vygotsky's 1978 sociocultural theory emphasize play's role in children's mental and social development. Hirsh-Pasek et al. (2020) and Bodrova and Leong (2013) found that play-based activities improve language acquisition, problem-solving, and educational outcomes in early childhood education, providing a strong theoretical and empirical foundation for investigating play as a facilitator of meaningful learning for kindergarteners.

The researcher believes it is essential to examine how teachers use play-based activities to help kindergarten learners learn meaningfully in all districts of Malaybalay City, School Year 2024-2025.

Research Questions

This study was conducted to examine the level of play-based activities implemented by teachers as strategies to meaningful learning of kindergarten learners in the entire Division of Malaybalay City, School Year 2024-2025.

Specifically, this study aimed to answer the following questions:

1. What is the level of implementation of play-based activities by the teachers in terms of Type of Play-based Learning, Duration and Frequency of Play-based Learning, Integration of Play-based Learning with Curriculum, and Teacher Facilitation of Play-based Learning?
2. What is the level of kindergarten learners' development?
3. Is there a significant relationship between the level of play-based activities implemented by the teachers and the development of kindergarten learners?

Methodology

Research Design

This study was performed by applying descriptive-correlational research design. It delved into the level of implementation of play-based activities by teachers as strategies to meaningfully learn kindergarten learners in the entire Division of Malaybalay City, School Year 2024-2025.

The level of implementation of play-based activities by the teachers was gathered using the adapted questionnaire from Taylor and Boyer (2019) and interpreted using statistical tools such as Mean, standard deviation, percentage, frequency, and Pearson r Product Moment Correlation Coefficient.

Respondents

This research was conducted in the 2024-2025 school year in Malaybalay City Division. First-class component city Malaybalay is the capital of Bukidnon province in the Philippines. The 2020 census counted 190,712. Middle Bukidnon is home to Malaybalay, the capital. The municipality of Cabanglasan and the Pantaron Range divide Bukidnon from Agusan del Sur and Davao del Norte to the east, Lantapan and Mount Kitanglad to the west, Impasugong to the north, and Valencia City and San Fernando to the south.

One of Mindanao's few surviving forested areas is the eastern and southeastern boundary between Agusan del Sur and Davao del Norte, which is covered in steep, dense forests. The nearest seaports and airports are in Cagayan de Oro, 91 kilometers away. As the "South Summer Capital of the Philippines," the city borders Impasugong to the north, Lantapan to the west, Valencia and San Fernando to the south, and Cabanglasan and Agusan del Sur to the east.

In the late 19th century, it was a Misamis Oriental municipal district. Malaybalay became Bukidnon's capital in 1907 when the special province of Agusan (now Agusan del Norte and Sur) and its sub-province were created. Republic Act 8490 made it a city on February 11, 1998, after it was established as a municipality on October 19, 1907. Kaamulan Festival is held in Malaybalay City from mid-February to March 10. Administratively, Malaybalay has 46 barangays. Some barrios have sitios and puroks.

The barangays are systematically categorized into five geographical districts: Poblacion District, North Highway District, South Highway District, Basakan District, and Upper Pulangi District, but the Division of Malaybalay City was divided into 10 Districts. Notable educational schools within Malaybalay include District I Capitan Angel IS, Dalwangan ES, Damitan ES, Kalasungay CS, New Ilocos ES and Patpat ES. District II Baganao ES, Can-ayan IS, Candiisan ES, Incalbog ES, Kibalabag IS, Kilap-again IS, Manalog IS, Sumpong CS, Tag-Milano ES and Tintinaan ES. District III Imbayao ES and Sta. Ana ES. District IV BCT ES, Barangay 9 ES and Malaybalay City CES. District V Airport Village ES, Casisang CS, Mabuhay IS, Natid-asan ES, Panamucan ES, and San Jose ES. District VI Aglayan CS, Balangbang ES, Bendolan ES, Cabangahan ES, Lagunitas ES, Magsaysay IS and Mapayag IS. District VII Bangcud CS, Binalbagan ES, Calawag ES, Dapulan ES, Macote ES, Padersnal ES and Simaya ES. District VIII Isabela Ayala Gonzales ES, Lalawan ES, Linabo CS, Paiwaig ES, San Martin-Sinanglan ES, San Roque ES and Sawaga ES. District IX Bagong Silang ES, Dumayas ES, Langasihan ES, Lunokan ES, Maligaya ES, Managok CS, Matangpatang ES and Miglamin ES. Lastly is the District X Busdi IS, Caburacanan ES, Indalasa ES, Kibalabag ES, Kulaman ES, Mapulo ES, Pighalugan ES, Pigpamulahan IS, Silae ES, St. Peter ES, Tuburan IS and Zamboanguita CS.

The study's respondents were the kindergarten teachers of the entire Division of Malaybalay City, SY 2024-2025. They were 116 teachers, both male and female, serving in public schools. There were 348 kindergarten learners who were included as respondents.

Table 1 presents the distribution of respondents by district.

Table 1. *Distribution of Respondents by District*

District	*Number of Kindergarten Teachers as Respondents*	*Number of Kindergarten Learners as Respondents*
District I	13	39
District II	14	42
District III	2	6
District IV	15	45
District V	14	42
District VI	13	39
District VII	10	30
District VIII	11	33
District IX	10	30
District X	14	42
Total	116	348

Instrument

The researcher used an adapted questionnaire from Taylor and Boyer (2019) as the instrument of this study. It is a survey-questionnaire which is composed of two parts.

Part I was about the level of implementation of play-based activities implemented by the teachers in terms of type of play-based learning, duration and frequency of play-based learning, integration of play-based learning with curriculum and teacher facilitation of play-based.

Part II was on kindergarten learners' development. Since the kindergarten curriculum does not have the numerical grading system, it utilized an ECCD checklist in order to track and show the learners' progression. The teacher rated his/her learners whether the learners can perform the developmental domains or can't.

Procedure

This study was conducted in accordance with the Standard Operating Procedure (SOP) at Valencia Colleges (Buk.) Incorporated. The researcher first secured the approval and endorsement letter from the Dean of the Graduate School. Thereafter, it was submitted to the Schools Division Superintendent of Malaybalay City Division. After obtaining the necessary approval, the researcher requested authorization from the Public Schools District Supervisor of District X, Malaybalay City. Thereafter, the administrators of the chosen schools were approached and secured permission for conducting a study on their grounds. The questionnaires was distributed to all the respondents.

Results and Discussion

This chapter contains the presentation, analysis, and interpretation of data gathered from the respondents. The order of the presentation is based on the order of specific problems in the statement of the problem.

It covers the level of implementation of play-based activities implemented by the teachers in terms of type of play-based learning activities, duration and frequency of play-based learning, integration of play-based learning with curriculum and teacher facilitation of play-based learning The test of a significant relationship between the level of implementation of play-based activities implemented by the teachers and kindergarten learners' development in the Division of Malaybalay City during the School Year 2024-2025 is also included.

Table 2 presents the kindergarten teachers' implementation of play-based learning activities in terms of type of play-based learning activities. The table presents the mean (average) and standard deviation (SD) for several key indicators, along with their qualitative interpretation.

Table 2. *Kindergarten teachers' implementation of play-based learning activities in terms of type of play-based learning activities*

Indicator	Mean	SD	Interpretation
As a teacher, I implement…			
Play-based learning activities that encourage problem-solving, critical thinking, and collaboration among students.	3.94	0.813	High Level
Play-based learning activities that incorporate opportunities for children to represent their understanding through multiple modes (e.g., drawing, writing, building, dramatizing).	3.81	0.656	High Level
Hands-on, interactive, and exploratory play-based learning activities are incorporated (e.g., science experiments, building/construction, dramatic play, sensory exploration, etc.).	3.74	0.709	High Level
Play-based learning activities that align with and support the learning objectives and content of the curriculum.	3.62	0.763	High Level
Play-based learning activities that provide opportunities for open-ended discovery and student-directed learning.	3.50	0.703	High Level
Overall	3.72	0.483	High Level

Scale	Range	Indicator	Description
5	4.20-5.00	Very High Level	Implementation is observed 9-10 times out of ten situations
4	3.40-4.19	High Level	Implementation is observed 7-8 times out of ten situations
3	2.60-3.39	Moderate Level	Implementation is observed 5-6 times out of ten situations
2	1.80-2.59	Low Level	Implementation is observed 3-4 times out of ten situations
1	1.00-1.79	Very Low Level	Implementation is observed 0-2 times out of ten situations

"Play-based learning activities that encourage problem-solving, critical thinking, and collaboration among students" has a high mean of 3.94 and a standard deviation of 0.813. These activities build social-emotional skills including cooperation, self-regulation, and empathy and physical and motor skills through active involvement and discovery. These learning approaches help kindergarteners develop a wide range of critical skills that will set them up for academic and personal success by providing free play, planned activities, and guided discovery.

The lowest-rated indicator, "Play-based learning activities that provide opportunities for open-ended discovery and student-directed learning" Mean is 3.50, Standard Deviation of 0.703, suggests that while teachers value student-led exploration, it may be harder to implement than structured activities aligned with curriculum objectives. Kindergarten instructors may need more assistance and training to allow open-ended, student-directed play-based learning. Professional development could focus on teaching creativity,

problem-solving, and autonomous investigation. Creating flexible, exploratory learning settings and tools in schools may also be important.

Teachers implemented play-based learning activities with a mean of 3.72 and standard deviation of 0.483. The table shows excellent teacher implementation. This supports Taylor and Boyer (2019), who found that kindergarten instructors who used a variety of play-based learning activities, including organized and open-ended ones, saw improved social-emotional and physical development in their pupils. This also confirms Yong et al. (2023)'s results that play-based learning in early childhood education improved long-term abilities. These pupils had better problem-solving, teamwork, and self-regulation. This implies that a balanced play-based learning strategy with teacher-directed and student-led activities can help young children develop holistically. All metrics in the table are "High Level," indicating consistent and impressive teacher implementation.

Table 2. *Kindergarten teachers' implementation of play-based learning activities in terms of type of play-based learning activities*

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Table 3. *Kindergarten teachers' implementation of play-based learning activities in terms of duration and frequency of play-based learning*

Indicator	*Mean*	*SD*	*Interpretation*
As a teacher, I implement…			
Frequency of incorporating play-based learning activities within the overall instructional framework, such as daily or several times per week.	3.91	0.765	High Level
Opportunities for open-ended, student-directed learning within the play-based activities to enable children to actively construct their own knowledge.	3.87	0.595	High Level
Duration of individual play-based learning activities, which can range from 45-60 minutes to provide ample time for hands-on exploration, experimentation, and collaborative discovery.	3.64	0.663	High Level
Strategic integration of play-based learning experiences with the established curriculum to ensure alignment with learning objectives and content.	3.59	0.721	High Level
The level of teacher facilitation and scaffolding provided during the play-based learning activities to guide and support student learning.	3.58	0.710	High Level
Overall	3.72	0.494	High Level

Scale	Range	Indicator	Description
5	4.20-5.00	Very High Level	Implementation is observed 9-10 times out of ten situations
4	3.40-4.19	High Level	Implementation is observed 7-8 times out of ten situations
3	2.60-3.39	Moderate Level	Implementation is observed 5-6 times out of ten situations
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1	1.00-1.79	Very Low Level	Implementation is observed 0-2 times out of ten situations

The highest mean is "Frequency of incorporating play-based learning activities within the overall instructional framework, such as daily or several times per week". the Mean 3.91, Standard Deviation 0.765, which is high, suggests that teachers routinely include

play-based activities to improve learning. This has major consequences for how schools and districts may help kindergarten teachers use play-based methods. It emphasizes the need to give young kids enough time in the curriculum and instructional schedule for hands-on, exploratory learning that encourages creative problem-solving, cooperation, and multimodal expression. Giving instructors the freedom and resources to implement play-based activities can help pupils develop holistically.

Although high, "The level of teacher facilitation and scaffolding provided during play-based learning activities to guide and support student learning" has the lowest rating. The mean is 3.58, SD 0.710. This may indicate that teachers balance structured help and independent learning while acknowledging the need for guidance. This suggests that kindergarten instructors may need training and tools to confidently facilitate and scaffold play-based activities. Provide teachers with techniques to gradually release responsibility and cultivate student autonomy while also providing focused support to maximize play-based learning experiences for holistic student development.

With a mean of 3.72 and standard deviation of 0.494, teachers performed play-based learning activities of various durations and frequencies. Teachers feel the frequency and duration of play-based learning activities are vital to creating an engaging and effective learning environment for young learners. This supports Ceha et al. (2021), who found that greater play-based learning in the classroom improves self-regulation, problem-solving, and academic achievement in young children. All indications in the chart are "High Level," indicating that educators may assist young learners' holistic development and future success by giving them time and freedom to engage in hands-on exploration, collaborative problem-solving, and multimodal expression.

Table 4. *Kindergarten teachers' implementation of play-based learning activities in terms of integration of play-based learning with curriculum*

Indicator	*Mean*	*SD*	*Interpretation*
As a teacher, I…			
Ensure flexibility for student-directed exploration so that ample room for students to exercise agency, initiate their own lines of inquiry, and actively construct their understanding.	3.99	0.549	High Level
Seamlessly integrate within the instructional framework to strategically incorporate into the overall lesson plans and curriculum, rather than treated as isolated or supplemental activities.	3.87	0.737	High Level
Align play-based activities with learning objectives and content standards to support the achievement of specific curricular goals and student learning outcomes.	3.71	0.631	High Level
Provide opportunities for multidisciplinary connections to facilitate the integration of content from various subject areas, enabling students to make meaningful connections across the curriculum.	3.68	0.739	High Level
Reinforce core concepts and skills that the play-based learning activities can provide such as opportunities for students to explore, practice, and consolidate the essential knowledge and skills outlined in the curriculum.	3.64	0.701	High Level
Overall	3.78	0.485	High Level

Scale	Range	Indicator	Description
5	4.20-5.00	Very High Level	Implementation is observed 9-10 times out of ten situations
4	3.40-4.19	High Level	Implementation is observed 7-8 times out of ten situations
3	2.60-3.39	Moderate Level	Implementation is observed 5-6 times out of ten situations
2	1.80-2.59	Low Level	Implementation is observed 3-4 times out of ten situations
1	1.00-1.79	Very Low Level	Implementation is observed 0-2 times out of ten situations

The indicator with the highest mean is "Ensure Flexibility for student-directed exploration so that ample room for students to exercise agency, initiate their own lines of inquiry and actively construct their understanding" mean is 3.99, Standard Deviation of 0.549, indicating high level. In play-based learning, open-ended, self-directed exploration is crucial for young learners. This allows instructors to promote creativity, critical thinking, and problem-solving.

While still high, "Reinforce core concepts and skills that the play-based learning activities can provide such as opportunities for students to explore, practice, and consolidate the essential knowledge and skills outlined in the curriculum" has the lowest rating with a Mean 3.64, Standard Deviation of 0.701. This suggests that kindergarten teachers recognize the value of play-based learning to reinforce core concepts and skills, but they may find other aspects, such as flexibility for student-directed exploration or aligning activities with learning objectives, more effective.

Teachers integrated play-based learning into the curriculum with a mean of 3.78 and a standard deviation of 0.485. The table shows excellent teacher implementation. This supports Smith's (2021) finding that kindergarten teachers firmly feel play-based learning may give meaningful learning experiences that meet academic goals. A balanced strategy that seamlessly combines play-based activities into the curriculum improves young learners' holistic development and academic success, according to teachers.

Table 5. *Kindergarten teachers' implementation of play-based learning activities in terms of teacher facilitation of play-based*

Indicator	*Mean*	*SD*	*Interpretation*
Foster collaborative learning opportunities that structure the play-based activities to promote peer-to-peer interaction, shared exploration, and collaborative problem-solving.	4.09	0.743	High Level
Encourage active engagement and problem-solving by designing play-based experiences that challenge students to actively engage, think critically, and apply problem-solving skills.	3.95	0.628	High Level
Provide appropriate scaffolding and guidance to offer just-in-time support to help students navigate the play-based activities, while still allowing for exploration and discovery.	3.68	0.729	High Level
Incorporate opportunities for reflection and sense-making for students in reflecting on their play-based experiences, making connections to the curriculum, and solidifying their understanding.	3.56	0.622	High Level
Adapt and differentiate based on student needs that responsive to the diverse learning needs and developmental trajectories of students, adjusting the play-based activities as necessary to ensure equitable access and meaningful learning for all.	3.44	0.688	High Level
Overall	3.74	0.521	High Level

Scale	Range	Indicator	Description
5	4.20-5.00	Very High Level	Implementation is observed 9-10 times out of ten situations
4	3.40-4.19	High Level	Implementation is observed 7-8 times out of ten situations
3	2.60-3.39	Moderate Level	Implementation is observed 5-6 times out of ten situations
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The top score is "Foster collaborative learning opportunities that structure the play-based activities to promote peer-to-peer interaction, shared exploration, and collaborative problem-solving" The Mean is 4.09, Standard Deviation 0.743 is high. This suggests that teachers should promote play-based learning that encourages student collaboration and problem-solving. This strategy can help young learners acquire 21st-century skills like communication, teamwork, and critical thinking, which are necessary for academic and personal success.

While still high, "Adapt and differentiate based on student needs and responsive to the diverse learning needs and developmental trajectories of students, adjusting the play-based activities as necessary to ensure equitable access and meaningful learning for all" has the lowest rating. Standard Deviation 0.688, Mean 3.44.

Overall, teachers facilitate play-based learning with a mean of 3.74 and standard deviation of 0.521. The table shows excellent teacher implementation. These findings support Yu (2024), who found that teacher-guided play-based activities improved critical thinking and problem-solving more than free-play.

Table 6. *Summary of the kindergarten teachers' level of implementation of the play-based learning activities*

Play-based Learning Activities	*Mean*	*SD*	*Interpretation*
Type of play-based learning activities	3.72	0.483	High Level
Duration and frequency of play-based learning activities	3.72	0.494	High Level
Integration of play-based learning with curriculum	3.78	0.485	High Level
Teacher facilitation of play-based learning	3.74	0.521	High Level
Overall	3.74	0.496	High Level

Scale	Range	Indicator	Description
5	4.20-5.00	Very High Level	Implementation is observed 9-10 times out of ten situations
4	3.40-4.19	High Level	Implementation is observed 7-8 times out of ten situations
3	2.60-3.39	Moderate Level	Implementation is observed 5-6 times out of ten situations
2	1.80-2.59	Low Level	Implementation is observed 3-4 times out of ten situations
1	1.00-1.79	Very Low Level	Implementation is observed 0-2 times out of ten situations

Table 6 presents the Summary of the kindergarten teachers' level of implementation of play-based learning activities implemented by teachers which was rated as High Level overall is Mean is 3.74 and Standard Deviation is 0.496. This indicates that teachers recognize the value of a balanced approach that integrates both teacher-directed and student-directed play-based activities to support the comprehensive development and academic success of young learners. By empowering children to take an active role in their own learning and exploration, while also providing appropriate guidance and differentiation.

Table 7. *Level of Development of the Kindergarten Learners*

Score	*f*	*%*	*Qualitative Interpretation*
130 and Above	16	4.6	Suggest Highly Advanced Development
120 - 129	34	9.8	Suggest Slightly Advanced Development
80 - 119	263	75.3	Average Overall Development
70 – 79	28	8.2	Suggest Slight Delay in Overall Development

69 and Below	7	2.1	Suggest Significant Delay in Overall Development
Total	348	100.0	

Scale	Range	Indicator	Description
5	4.20-5.00	Very High Level	Implementation is observed 9-10 times out of ten situations
4	3.40-4.19	High Level	Implementation is observed 7-8 times out of ten situations
3	2.60-3.39	Moderate Level	Implementation is observed 5-6 times out of ten situations
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This data demonstrated that most kindergarteners had average development, with 263 and 75.3% of respondents falling within the 80–119 score range. A smaller but significant number of learners scored 120–129 with f = 34 and 9.8%, indicating slightly advanced development. Some kindergarten learners scored 130 or higher with f as 16 and 4.6%. Learners scoring 70–79 had a modest delay in overall development with f as 28 and 8.2%, whereas those scoring 69 and below had a large delay with f as 7 and 2.1%. These data from 348 kindergarteners show that most develop holistically, while a tiny percentage need special care.

Table 8. *Test significant relationship between the kindergarten teachers' level of implementation of play-based learning activities and level of the kindergarten learners' development*

Variable	*r*	*p-value*	*Interpretation*
Type of play-based learning activities	-.051	.588	Not Significant
Duration and frequency of play-based learning activities	.109	.241	Not Significant
Integration of play-based learning with curriculum	.127	.171	Not Significant
Teacher facilitation of play-based learning	.001	.998	Not Significant
Overall	.072	.439	Not Significant

Scale	Range	Indicator	Description
5	4.20-5.00	Very High Level	Implementation is observed 9-10 times out of ten situations
4	3.40-4.19	High Level	Implementation is observed 7-8 times out of ten situations
3	2.60-3.39	Moderate Level	Implementation is observed 5-6 times out of ten situations
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1	1.00-1.79	Very Low Level	Implementation is observed 0-2 times out of ten situations

Table 8 revealed that the results indicate that there is no significant relationship between most aspects of play-based learning of kindergarten learners. Specifically, the type of play-based learning activities r is -0.051, p-value is 0.588, duration and frequency of play-based learning activities r is 0.109, p-value is 0.241, integration of play-based learning with the curriculum r is 0.127, p-value is 0.171, and teacher facilitation of play-based learning r is 0.001, p-value is 0.998. All yielded p-values greater than the conventional significance level $p < 0.05$, suggesting that these factors individually do not significantly impact on the development of kindergarten learners.

However, the overall relationship between play-based learning activities and kindergarten learners' development was found to be not significant with r as 0.072 and p-value as 0.439. This finding implies that there were still factors which were not included that kindergarten teachers can always use to help the developmental domains of the kindergarten learners. Therefore, the null hypothesis was not rejected.

Conclusion

This study explored the level of implementation of play-based learning activities by kindergarten teachers in the Division of Malaybalay City during the academic year 2024–2025. The research examined four key dimensions of play-based learning: types of activities, duration and frequency, curriculum integration, and teacher facilitation. The primary focus was to determine how these elements influenced kindergarten learners' development. A total of 116 public elementary school teachers and 348 kindergarten learners participated in the study. Using a descriptive-correlational design, the researchers employed statistical tools such as mean, standard deviation, percentage, frequency, and Pearson's correlation to analyze the relationship between the teachers' implementation of play-based learning and learners' developmental outcomes.

The study found that the implementation of play-based learning activities was generally high across all measured dimensions. Teachers reported frequent use of diverse play-based strategies, integrated well into the curriculum, with active teacher involvement. In terms of outcomes, most kindergarten learners demonstrated an average level of overall development. Despite the strong implementation of play-based learning, the study revealed no statistically significant relationship between the level of implementation and learners' developmental outcomes. This suggests that while play-based learning is widely practiced, it may not directly correlate with measurable differences in learner development within the scope of the study.

From these findings, the researchers concluded that teachers in the Division of Malaybalay City are effectively implementing play-based learning across multiple dimensions. However, the learners' developmental progress remains at an average level, indicating that while play-based learning is beneficial, its impact on development might be influenced by other factors not examined in the study.

The study recommended that teachers continue emphasizing holistic and integrated play-based learning practices. A comprehensive approach that combines various play methods, proper scheduling, and seamless curriculum integration should remain a priority. Furthermore, educators are encouraged to involve parents by informing them of the value of play-based learning and suggesting ways to support this approach at home. Finally, regular assessment and reflection on the implementation of play-based strategies—through

feedback and outcome evaluation—can help ensure continuous improvement and relevance of these activities in supporting children's development.

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