



A study on implementation of play in kindergarten at tampoi and skudai, johor.

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ABSTRACT

Current perspectives on the early childhood curriculum stress the need for a play-based program for children. Although the status of play has been given due to emphasis in the Malaysian Preschool National Curriculum, the implementation of play in the daily practice may not be consistent with the curriculum guidelines. Therefore, this study set out to examine the preschool teachers' perception on the implementation of play in the private preschools. This study adopts the survey method, involving 105 teachers from 35 private preschools in Tampoi and Skudai, Johor. The questionnaire comprised of 46 items modified based on the CIPP model with the focus on the Input and Process constructs. Data were analyzed using descriptive analysis (mean, rank and standard deviation). Results on input evaluation revealed that although the teachers viewed play positively, they perceived possessing only average pedagogical knowledge about the implementation of play. On the other hand, the respondents believed that parents' attitude towards the play concept was averagely positive. The overall appropriateness and availability of resources were also rated average. As for the process evaluation, the aspects of play management and the observation of the children's behaviors were claimed to be average. A few suggestions were highlighted in the end of the study to enhance the effectiveness of the implementation of play in preschool curriculum.

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Introduction

No one can deny that education is one of the major vehicles for bringing about change and advancement in mankind. There is hardly any country, which does not aspire to equip its children with as much knowledge and thinking skill as possible and to give them, at least a basic education.

Early childhood education is in the public spotlight now (Morrison, 2001). The awareness about the important for early childhood education among the public is increasing. To provide the appropriate practices in Early Childhood Education also become a hot topic nowadays.

Historically, play has been the heart of preschool programs, and using play is one way of implementing the preschool curriculum. There are many definitions of play and ideas about why children play. Children's play results in learning. Therefore, play is a process through which children learn. In this sense, play is a tool for learning.

Play is fun and, for most young children, something that occurs naturally. This was recognized by the pioneers of early childhood education. Play formed the basis of programs when early childhood education was in its infancy. Throughout the twentieth century, play has been examined from a variety of disciplines using multiple perspectives. Today we know more about the benefits and value of play for young children than at any other time in history.

Play develops the cognitive, social, emotional, and physical domains. Support for play as a medium for learning has been established by scholars such as Piaget, Vygotsky, Bruner, Sutton-Smith, Smilansky, Pelligrini, Reifle, and Smith.

Educators who know and understand young children value their play. Play is holistic and creates a euphoric sense of joy.

Maria Montessori once noted, and Piaget would agree, "Play is children's work." (Woolfolk, 2004). We saw that the brain develops with stimulation, and play provides some of that stimulation at every age. Babies in the sensorimotor stage learn by exploring, sucking, pounding, shaking, throwing- acting on their environments. Preoperational preschoolers love pretend play and through pretending form symbols, use language, and interact with others. They are beginning to play simple games with predictable rules. Elementary school-age children also like fantasy, but also are beginning to play more complex games and sports, and thus learn cooperation, fairness, negotiation, winning, and losing as well as developing language. As children grow into adolescents, play continues to be part of their physical and social development.

There are many types of play, dramatic play is especially important of creativity, intellectual growth, language and social skills. Dramatic play, or sociodramatic or pretend play, as it is also called, is a universal tendency of children between the ages of three and seven. It creates a micro world of social roles and relationships. Improving children's dramatic play has significant consequences in their social-emotional and cognitive development (Spodek & Saracho, 1994).

Problem Statement

Play is an original way for child to get know to the world and nature (Hamzah 1994; Rohaty et al. 1994). From previous researches, play is a very important role in the developmental

process of childhood, as there is in terms of cognitive, emotional or physical (Fisher 1992; Kathy 2002; Pramling-Samuels 1998).

Many teachers provide play opportunities for children simply because the teachers want to serve the emotional development of the children in their charge, creating pleasure and, thus, positively contributing to the quality of their childhood. Because of the enjoyment derived from play, the child is believed to develop a more positive outlook. According to this view, the happy child becomes a happy and productive adult. Much in research literature supports this view. For example, a National Institute of Mental Health report summarizes as follows:

"It is common agreement in the field that growth, development, health, and high levels of cognitive and affective functioning in children are all associated with continuous, ongoing participation in action and interactions that are full of pleasure and playfulness (Dopyera, 1993)."

Many early educators have concern that children who are deprived of the opportunity to amply engage in experiences of pleasurable play do not develop optimally. These educators warn against over vigorous programming by adults to too early move children into the rigors of routine, work, and formal schooling. David Elkind (1988), in his book *The Hurried Child*, writes as follows about keeping play as a central part of children's early experience rather than "hurrying" them into the lessons and responsibilities similar to those of older peers and adults:

"No matter what philosophy of life we espouse, it is important to see childhood as a stage of life, not just as the anteroom to life. Hurrying children into adulthood violates the sanctity of life by giving one period priority over another. But if we really value human life, we will value each period equally and give unto each stage of life what is appropriate to that stage." (Dopyera, 1993)

In fact, teachers do not pay attention to the play behavior of children. Play activity was not designed with regular and lack of guidance purposes.

The teachers hoped to deliver a meaningful play experience, but they face various problems, challenges and restraint. Olsen (2000) has carried out a qualitative study on the implementation of a dramatic play in preschool. He stated that segments exert little playing time is usually justified in the immediate time-out or gone. This is caused by a shortage of teachers to accommodate the activities of the play into the compact curriculum. Preschool teachers have no knowledge of relating play to the various activities of the program and subject. In addition, they also face pressures than the mothers and fathers to teach a formal and structured form.

In order to have an effective play activity, the input to this implementation is important such as knowledge and skills of teachers, physical facilities, sufficient toys, activities of the management of play activity need to be according to the target and objective. Yet, the design and management of the preschool not their priority as their emphasis is more to the academic aspects (Huo Liu 1988; National Preschool Curriculum Seminar 2002).

Methodology

Research design

Survey study is often carried out by the researcher for their interested in the opinion of a large group of people about a particular topic or issue by asking a number of questions, all related to the issue, to find answers. Cross-sectional survey was

conducted to collect information from a sample that has been drawn from determined population.

Researcher using the CIPP model introduced by Stufflebeam (1971). Pedestal assessment in this study only focus on the aspects of inputs and processes. Is there input of a private preschool helps in the implementation of play activities (input evaluation)? And how play activities implemented and stage of involvement of the teachers, the school and the parents in the area of Tampoi and Skudai, Johor state (process evaluation)? The method been used is basically descriptive.

Population and Sample

The study was conducted in the area Tampoi and Skudai, Johor Darul Takzim. To get a clearer and accurate picture for kind of preschool centers, this study focus only on the private preschool centers that study results can be generalized to those with more precise. In addition, this choice was made also for the reason that private preschool centers got less monitoring of the Ministry of Education and the parties who hold their own philosophy monitoring the centres.

The population of this study is limited to the preschool teachers who are teaching at a private preschool study locations. The study used the randomly sampling methods. 105 teachers respondents from 35 private kindergartens. Sampling size is big aims to obtain a more precise decisions and can help reduce sampling error (Azizi et.al 2007).

Instrument of Study

A set of questionnaire was used to collect information from the sample. According to Azizi et.al (2007), questionnaire is a commonly used instrument in educational research. Questionnaire was used due to the time and budgetary constraints. And, it has benefits in terms of the easiness, save time and covers a wide area.

Measurement

The study used a nominal scale and ordinal scale to define the data. Nominal scale used in Part A for defining data in connection with the background of teachers and schools. Meanwhile the ordinal scale with five categories *Likert* was used in Part B to define the data associated with the level of assessment in implementation of play activities. Respondents need to declare their respond, namely 1 "strongly disagree", 2 "not agree", 3 "not sure", 4 "agree", 5 "strongly agree" to the 46 statements given.

To recognize certain management weaknesses and actions which attention need to be taken before the actual study carried out, one pilot study was administered. Views and reviews given by those used as a guide in improving this study. Realibility of the items in terms of accuracy, suitability terms and structure of the verse so that no errors occur and misinterpretation can be ascertained. Feedbacks from the pilot test help eliminate and improve on any confusing or vague items. Alpha values obtained are as follows: --

Procedure for Collecting Data

Before this study started, the approval was applied from the Design Department and Basic Education Studies (EPRD), Ministry of Education Malaysia and Registry Department of Johor schools, Johor State Education Department to obtain the study data. Then the researcher distributed around 105 sets of questionnaires to inquired preschool teachers in the region of Tampoi and Skudai, Johor Bahru via the kindergarten management. A total of 35 kindergartens involved. The teachers were given the period of a week to fill. Research then collected back the filled questionnaires for analysis.

Table 2 shows information of pre-school centres background. Found that the numbers of children in most schools, is in radius 15 to 25 children, that is 66.67%. Only 19.04% schools having less than 15 children in a class. Meanwhile, only 14.29% pre-school centres have contravened registration rule of kindergarten, their numbers of children have exceeded 25 children in a classroom. In overall, most kindergarten's class size in this study not very large. That means most schools obey rules of having small numbers of children in a classroom that is fixed by ministry of education. Then its high possibility does not become factor complicate teacher manage play activities efficiently.

From the aspect of preparation learning corner also find in this study that as many as 87.62% pre-school centres having reading corner, followed by 83.81% having language corner and 65.71% having music corner. Meanwhile learning corner such as play, science, family, drama, puzzle, game manipulative and block corner seldom provided by the school, percentage contributed by respectively is not exceeding 40%. In overall, these survey results imagine that able learning corner giving benefit from academic aspect such as language and reading corner more getting response of the school study relatively play and block game or puzzle and manipulative.

Each pre-school centres should possesses a juvenile playground. However, in this study findings, only 69.52%, that is 73 of 105 pre-school centres having play ground and 30.48% pre-school centres not. This may be because expensive land price in this study area. Small or medium size pre-school centres usually unaffordable to bear for high cost and abundant capital.

From frequency aspect carry out games, as many as 74.29% pre-school centres implement play activities in classroom for 2 to 3 times per week. Meanwhile 11.43% centres implement play activities once or none per week. 14.29% centres implement play activities more than 3 times per week. As an overall, found that most of pre-school centres do not implement play activities daily, even though it should be intergrated into daily lesson.

Most of the pre-school centres, there is 60 from 105 pre-school centres implement play activities outside the classroom 2 to 3 times per week. Meanwhile, 10.47% pre-school centres implement them more than 3 times per week, yet, 32.38% pre-school centres implement them once or not at all in week. Overall, most private pre-school centres often give opportunity to children playing outside classroom other than games in classroom.

Table 3 shows test results which the test was made in every item of the questions regarded construct of teachers' attitude on the importance of play activities.

Table 3, found all 10 items in this construct have a mean between 3.68 to 4.16. Overall mean is 3.91. As such, based on score assessment mean that is fixed, can be concluded that overall, inside input assessment construct of private pre-school teachers attitude on play activities is positive.

Among this 10 items, item 6, which "able to motivate interest of children in learning" scores highest mean value (min=4.16). Followed by item "learn fast through play activities" (mean=4.03), item "increase various development" (min=3.97) and "helping teachers understand children more closely in terms of interest, capability and behavior" (min=3.97) and others again. Meanwhile, item "fill the the free time of children when the teacher was busy with-something" scores lowest mean value (min=3.68).

Table 4 shows test results which the test was made in every item of the questions regarded construct of parent's attitude on the importance of play activities.

From Table 4, found all 7 items in construct of parent's attitude (in process evaluation) scores mean between 3:54 to 3:02. Overall mean is 3.35. As such, based on score assessment mean that is fixed, can be concluded that overall, the input assessment construct of parent's attitude on play concept is moderate positive.

Among this items with mean, item "Parents familiar with the concept of learning through play activities" scores highest mean value (min=3.54). Followed by item "Parents feel children learns fast through play activities" (mean=3.51), "Parents did not consider playing just as the activities of putting the children to fill their empty time" (mean=3.49), items "Parent thought teachers also carry out play activities..." (min=3.47) and "Parents consider school not the place for studying only but also place to play...." (min=3.25) and others again. Meanwhile, item "Parents did not hesitate to pre-school education continuity problems with elementary school education...." has lowest mean value (min=3.02).

From Table 5, found all 9 items found in the construct of knowledge and skills (in the process evaluation) has a min between 3:23 to 3.65. Total Mean is 3.40. As such, based on the mean scored that is fixed, can be concluded that input assessment shows the knowledge of teacher is in moderate level only.

According model item based on value-based items, item "I am knowledgeable of evaluating level of play activities for children" record highest mean value, namely 3.65. While item "...implementation of quality play activities..." (min=3.23) having lowest mean value. This are followed by the second and third lowest mean value items, namely "I am more knowledgeable in teaching through play activities compared with traditional teaching method" and item "I am knowledgeable in helping children to learn the concepts of academic through the play activities", respectively have the mean value of 3.30 and 3.31.

From Table 6, found all 8 items in construct of facility resources (in input assessment) have a mean of 2.92 to 3.86. Mean overall is 3.45. As such, based on score assessment mean that is fixed, can be concluded that overall, sssessment of the adequacy of input, suitability and ease of sources is conducive in a moderate stage only.

Nevertheless, the assessment of 8 items in the construct of facility resources, there were 2 items in high level. According model item based on mean value, item "reference material ...is readily available...." has a highest mean value (min=3.86). This are followed by item "Space for classroom is correspond to the numbers of students in one class" (min=3.72).

Meanwhile, another 6 items are in moderate level. This part sharply declining some. Item "There is many kinds of toys availbale" scores lowest mean value at 2.92. This are followed by item "Toys are adequately enough for the children to choose the same toys", item "Time is sufficient....." and item "Field or playground is wide enough.....", respectively have mean value at 3.20, 3.32 and 3.44.

From table 7, there are twelve (12) items in the management construct play activities (process evaluation) which have mean between 2.79 and 3.42. The total mean is 3.16. Therefore, based on the fixed Mean Score evaluation, it can be seen that the

process evaluation in the play activities is on the moderate level as a whole.

According to the item flow based on the mean, item... “gives opportunities to do any activity which are liked,” is item which has the lowest mean value (mean=2.79), followed by item “..... discussion on play activities experience.” (mean =2.81)

On the other part, item “.....giving explanation or instructions.....” has the highest value (mean=3.42). This is followed by “.....implementation strategies for the play activities”(mean=3.34) and item “.....play equipments which been used are kept and arranged neatly and systematically.” (Mean=3.30)

Discussion on

Input evaluation

Input evaluation is done to identify and evaluate the pre-school system affordability in organizing play activities. One of them is the teacher and parents' attitude, teacher's knowledge and resource finding facilities. All these factors actually influence the pre-school teachers in conducting play activities. As an addition to it, these factors need to be given priority in order for the play activities to be conducted effectively.

Teacher's Attitude

As a whole, this research shows that the private pre-school teachers are being positive on the implementation of play activities in school. This supports the findings by Olsen (2000). In this research, more than 60% respondents take 15-30 minutes for single session to implement play activities either in or out of the classroom on the frequency of more than once per week. Private pre-school teachers' positive mindset on the activities is based on the core values which are listed in the Educational Knowledge Learning Syllabus, Basic Five Children Early Semester (1991). According to the classical statement by Rokeah (1968), teachers' attitudes in this type of research will encourage play activities' implementation in the early educational stage of the children. At the same time, it will also help the development and learning pedagogy. According to Olsen (2000), positive attitude means the teachers have more confidence and puts more commitment in overcoming the activities' obstacles. It also eliminates the factors which can affect the quality of the play activities.

Parents Attitude

The attitude of parents might also influence the implementation of the play activities from its quality aspect. As a whole, this research findings shows that the parents' concern on the activities are less positive. Even though it is not a strange thing, but parents still consider that these play activities don't give much input. They think that activities are just to fill up the time. This thought is also been supported by the findings of Bennett and Kell (1989). The parents' mindset on the importance of the play activities are still at the moderate level.

Teachers knowledge of

The analysis on the teacher's knowledge and belief has been the main focus in understanding the play activities process and in evaluating the teachers' affordability and skills. As a whole, this research proves that the knowledge is needed by the teachers to conduct play activities is at moderate level only. This findings is being supported by Grogan (1997). This will cause the teachers to have problems in organizing plays and achieving higher quality due to the lackness of prior knowledge.

One of the factors which differentiate the intake of teachers in the government schools compared to the private is; the

employer of the private pre-schools will only ask for the minimum SPM requirement. In this research, almost 70% teachers involved have less experience and do not have strong paper qualifications. 74.29% out of 105 from them have not attended any courses while working in order to know and get exposed to the theories and ways of organizing play activities. The data above shows training and experience insufficiency among the pre-school teachers. Olsen (2000) supports the idea that the new teachers will face more challenges compared to the old and experienced ones.

The most obvious weakness that could be identified in this research is the lackness of knowledge on the implementations and conditions of the teachers in conducting a quality academic session through games.

Facilities

Resource of facilities in this research refers to the space of the play activities held in and out of the class, play equipments, financial allocation and references. As a whole, the findings shows that resource facilities is on the moderate level. This reflects the input factor which is being the shortage of resource facilities and might be a hindrance for the teachers to conduct quality activities.

In this research, teaching aids such as books, VCDs, video recordings and many others regarding play activities are easy to get and they are sufficient to assist teachers to conduct such activities. However, the teachers lackings in their knowledge might be a hindrance to it. This could also be such way because teachers do not have strong determination exploring the concept either through reading or other reference. They are more comfortable with the usual formal teaching.

Process Evaluation

Process dimension includes all the play activities conducted by the pre-school teachers in order to achieve the objectives. One of them is the management of play activities, teacher's observation on the children's behaviour while playing, time of the play activities, teacher's participation, school administrators involvement and parents. This aspect needs drastic improvement.

The Management of Play Activities

The management of play activities in this research is defined as any activity which is involved before the planning, while the activity is going on, after the activity is done in pre-schools. These activities give lots of experience to the children and this decides the quality of the play held. In overall, the teacher's management while conducting classes is still in the moderate level. From the findings, it clearly shows that the teachers didn't plan well. As a consequence, the skills needed in managing play activities are not sufficient for the children.

Conclusion

Play activities should be seen as a method which can lead to an interesting tool towards the Teaching and Learning (T&L) process in pre-school. Its implementation in the T&L is a good endeavour towards the pre-school educational reformation especially for the private operators. Nevertheless, study conducted on the input and process evaluation of the play activities implementations shows that several aspects need to be given thorough considerations. This includes teacher's preparation, play equipments, physical and mental support and the frequent communication between the school administrator, parents and teachers.

Although teachers are being positive with the importance of play activities, but the lackness of knowledge and skills on it

might be obstacles for them to conduct meaningful activities. This factor might also lead them to be more flexible in the traditional way of teaching the children.

Other than that, the lacking of play equipments, support from the school administrators and parents might demotivate teacher's enthusiasm to try and conduct many play activities. Moreover, the time of the play activities is not suitable because it might overlap the objective or content of the lesson. The play activities implementation like this will not benefit the children in a bigger scope.

As this research is important and beneficial to the teachers in classroom activities, therefore this research needs to be continued. This is also because this element is competent with the parents, teachers and the people's demand on academic-centered (results basis) which couldn't make the children to enjoy the lesson in the way they like. Due to this, parents and the operators of the private pre-school should be alert in fulfilling the children's needs and development.

Pre-school Education Philosophy emphasizes on bringing out and polishing the children's potential as a whole in order to shape a well-balanced individual from different aspects such as intellectual, emotional, physical and mental. This desire can only be achieved if a collaboration from many parties take place. By having this co-operation, the children will experience a meaningful and interesting learning. Without great efforts and determination, this dream or goal will only stay as it is and the future implementations would be difficult.

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Table 1: The Alpha Value of Pilot Study

Item	Constructs	Alpha Value
1.	attitudes of preschool teachers	0.8320
2.	attitudes of parents	0.7836
3.	the stage of knowledge of preschool teachers	0.8113
4.	the sufficiency, appropriate and encouraging of adequate resources	0.8483
5.	the management phase of preschool teachers	0.8642

RESULTS

Background of Pre-school Centres

Table 2 : School Profile

School Information	Frequency	Percent (%)
<u>1. Numbers of children in class</u>		
a. < 15	20	19.04%
b. 15 – 25	70	66.67%
c. > 25	15	14.29%
<u>2. Learning corner</u>		
a. Family corner	20	19.05%
b. Game corner block	36	34.29%
c. Game corner puzzle and manipulative	40	38.10%
d. Music corner	69	65.71%
e. Language corner	88	83.81%
f. Reading corner	92	87.62%
g. Science corner	23	21.90%
h. Drama corner	8	7.62%
<u>3. Playing field</u>		
a. Yes	32	30.48%
b. No	73	69.52%
<u>4. Frequency carry out games in classroom</u>		
a. 1 time a week	12	11.43%
b. 2 times in one week	78	74.29%
c. >3 times in one week	15	14.29%
<u>5. Frequency carry out games outside classroom</u>		
a. 1 time a week	34	32.38%
b. 2 times in one week	60	57.14%
c. >3 times in one week	11	10.47%

Table 3 : Result of test item related construct of teachers' attitude on the importance of play activities.

Item No.	Item Statement	CONSTRUCT OF TEACHER'S ATTITUDE			
		Mean	Standard Deviation	Rank	Level
1	Appropriate in teaching number concept	3.93	0.812	5	Positive
2	Enhance emotional and social development	3.78	0.808	9	Positive
3	Enhance physical development	3.97	0.778	3	Positive
4	Enhance language development	3.80	0.656	8	Positive
5	Enhance creativity ability	3.82	0.568	7	Positive
6	Motivate interest of children in learning	4.16	0.867	1	Positive
7	Fill the free time of children after their completion of the homework	3.92	0.895	6	Positive
8	Fill the free time of children when the teacher was busy with-something	3.68	0.904	10	Positive
9	The children learn fast through play activities	4.03	0.893	2	Positive
10	Helping teachers understand children more closely in terms of interest, capability and behavior	3.97	0.860	3	Positive
	Total Mean	3.91	0.521		positive

Table 4 : Results of test item related construct of parent's attitude

CONSTRUCT OF PARENT'S ATTITUDE					
Item No.	Item Statement	Mean	Standard Deviation	Rank	Level
11	Parents familiar with the concept of learning through play activities	3.54	0.855	1	Moderate positive
12	Parent thought teachers also carry out play activities to children other than to give a lot of formal tasks such as paperwork exercises.	3.47	0.931	4	Moderate positive
13	Parents did not consider playing just as the activities of putting the children to fill their empty time	3.49	0.911	3	Moderate positive
14	Parents did not hesitate to pre-school education continuity problems with elementary school education if the child is always expose to the informal atmosphere and learn through play	3.02	0.980	Medium	Moderate positive
15	Parents consider school not the place for studying only but also place to play	3.25	1.007	5	Moderate positive
16	Parents did not take heed of their children's clothes are dirty during play activities outside the classroom	3.21	1.035	6	Moderate positive
17	Parents feel children learns fast through play activities	3.51	0.911	2	Moderate positive
	Total Mean	3.35	0.792		Moderate positive

Table 5 : Result or test item related construct of teacher's knowledge

Construct of Teacher's Knowledge					
Item No.	Item Statement	Mean	Standard Deviation	Rank	Level
18	I have learned concept of play via course or college course attended	3.43	1.055	3	Moderate
19	I am more knowledgeable in teaching through play activities compared with traditional teaching method	3.30	1.073	8	Moderate
20	I am knowledgeable about the types of plays	3.36	0.774	5	Moderate
21	I am knowledgeable about the terms of the implementation of quality play activities	3.23	0.846	9	Moderate
22	I am knowledgeable about the limitations of intervention of teachers	3.41	0.863	4	Moderate
23	I am knowledgeable about child development corresponding to their age	3.58	0.907	2	Moderate
24	I am knowledgeable of evaluating level of play activities for children	3.65	0.909	1	Moderate
25	I am knowledgeable with using the methods and techniques to increase level of play activities	3.35	0.866	6	Moderate
26	I am knowledgeable in helping children to learn the concepts of academic through the play activities	3.31	0.964	7	Moderate
	Total Mean	3.40	0.616		Moderate

Table 6 : Results of the test item related construct of resources of facility

Item Statement	Mean	Standard Deviation	Rank	Level
Space for classroom is correspond to the numbers of students in one class	3.72	0.700	2	High
Present classroom space arrangement is encouraging to carry out play activities	3.50	0.900	4	Moderate
Reference material such as book, CD, VCD, video recording etc is readily available and enough to aid teacher to implement play activities	3.86	0.685	1	High
Toys are adequately enough for the children to choose the same toys	3.20	1.013	7	Moderate
There is many kinds of toys availbale	2.92	1.026	8	Moderate
Field or playground is wide enough for teacher to carry out play activities	3.44	0.950	5	Moderate
Finance ability of school is sufficient to purchase and repair play equipment or toys	3.61	0.872	3	Moderate
Time is sufficient for teacher to run play activities whether in or outside of classroom	3.32	0.976	6	Moderate
Total Mean	3.45	0.716		Moderate

Table 7 shows results of test which made at every item inside question construct of management in the play activities.

Item statement	Mean	Standard deviation	Rank	Level
I always identify children's interest, skills and previous knowledge before a play activity is conducted.	3.02	1.000	8	Moderate
I always select and decide the play equipments which are suitable.	2.98	1.000	9	Moderate
I always give explanation or instruction on the rules and regulations of the play.	3.42	0.907	1	Moderate
I always plan the implementation strategies of the play.	3.30	0.952	3	Moderate
I always ensure the play activities that will be conducted will help them to understand the concepts.	2.90	0.995	10	Moderate
I often create opportunities to the children to conduct and participate in any activities which they like.	2.79	0.978	12	Moderate
I always ensure each child participates actively in the activities.	3.27	0.963	4	Moderate
I always give guidance and encouragement to the children from time to time.	3.25	0.967	5	Moderate
I always discuss with the children regarding their experience on the play activities which they have participated.	2.81	0.982	11	Moderate
Children's behaviour while playing is observed.	3.10	0.995	7	Moderate
I always evaluate physical and mental needs and strengths of the children after the play.	3.13	0.991	6	Moderate
I always ensure all play equipments used are being put and arranged systematically.	3.34	0.939	2	Moderate
Total Mean	3.16	0.911		Moderate