

Effectiveness of Play in the Holistic Learning Development of Early Childhood Education Learners

Mavric Khent R. Sibayan

Department of Education Pangasinan II, East Central School, San Nicolas Pangasinan

Email: [avalangesibayan\[at\]gmail.com](mailto:avalangesibayan[at]gmail.com)

Abstract: *This study dealt with the level of relative effectiveness of play in the holistic learning of early childhood education learners during the S.Y. 2020-2021. Thirty-two (32) kindergarten teachers of San Nicolas Districts, Division of Pangasinan II served as the respondents. Data were obtained using a researcher-designed questionnaire checklist which experts in the field validated. Results revealed that the level of relative effectiveness on the use of play in ECE instruction obtained an overall weighted mean of 4.36, denoting an "Effective" transmuted rating with social domain being the lowest among the indicators. Moreover, findings revealed that there is no significant difference in the level of relative effectiveness on the use of play in ECE instruction by the ECE teachers across their profile variables. However, a significant relationship exists between the level of relative effectiveness on the use of play in ECE instruction by the ECE teachers and the profile age. It was recommended that since the development of social domain obtained the lowest rating among the four dimensions of the holistic development of the learners as regards to the use of play, the public ECE teachers are encouraged to discover some creative plays to make the ECE learners enhanced their social skills.*

Keywords: play, holistic learning

1. Introduction

1.1 Background of the Study

Throughout the years, early childhood has progressed. Influential scholars Piaget, Vygotsky, Dewey, Froebel, and Rousseau, have developed philosophies about early childhood education. Their discoveries are utilized in classrooms today and influence the philosophies of many early childhood educators.

There are multiple approaches to teaching early childhood education, the same as with all levels of education. Teaching specific skills directly to children is one approach to teacher-directed instruction. More than 150 years ago, when Froebel established kindergarten, play was a significant consideration, but it was not free play; instead, it was a teacher-centered.

Students are involved and invested in their discovery of new knowledge. (Iowa Core)Cooperative learning and active learning are also a considerable part of the student-centered learning environment.

Cooperative learning and active learning are also a big part of student-centered classrooms.

Play-based instruction can be compared to student-centered instruction but is specifically geared toward preschool and focuses on play. Through play, children create, adapt, explore, experiment, learn, communicate, socialize, and problem solve (Vygotsky, 1978). Children extend and build their skills and knowledge through play; because they interact with their unique environment (Glover, 1999).

According to Robinson (1983), play is not an option for young children. It is a necessity and the most basic,

spontaneous, growth-stimulating form of children's behavior. Healthy children play, while those who are ill do not play. Normal children play, while those with emotional, intellectual, or physical problems of many kinds either do not play or play in different ways. It has been proven that play contributes to cognitive, emotional, social, and physical growth.

Play is a voluntary and fun-filled activity done for its own sake. Children may often join in play in order to be with others, but the activity is not always entirely pleasurable. Play then is a primitive kind of communication in which the players engage in behaviors that mimic reality but do not threaten it. Children who have few ways of communicating use play as their major technique for self-expression and social behavior. The child's communication skills can be developed through interactive and guided plays with other children. Engaging children in play will encourage them to use their language more often.

Literacy development is established in the first three years of life, and even babies as young as six-week-old are developmentally ready to begin early literacy activities such as playing. Playing, reading, talking, and singing help the brain grow during the early critical development phase. Play provides a virtual environment for literacy learning – to learn new literacy skills. Moreover, they must be encouraged to take risks, such as trying out new word sounds and attempting to write a message to a friend. Play encourages behaviors critical to literacy learning because it provides an environment controlled by children that are not based on reality (Warler, 1999).

Children learn best through everyday experiences as they are naturally active, curious, and eager to learn and try new things. Through play, they learn about themselves, their environment, others, and their world. Preschool curriculum

Volume 11 Issue 5, May 2022

www.ijsr.net

Licensed Under Creative Commons Attribution CC BY

should build learning opportunities directly into play so that learning and development match that of the growing child. In connection to this, this research is conceptualized to determine the effectiveness of play in the holistic learning development of early childhood education learners.

2. Methodology

2.1 Research Design and Strategy

The researcher used the descriptive-correlation method of research in this study. According to Isaac (1979), descriptive research aims to accurately define the characteristics and facts of a given area or population of interest. Similarly, Calderon (2012) stated that descriptive research involves describing, recording, analyzing, and interpreting the present nature, composition, or processes of phenomena that focus on prevailing conditions or how a group, person, or thing behaves or functions in the current time. It often involves some contrast or comparison. Descriptive research is a purposive process of collecting, analyzing, classifying, and tabulating data about prevailing situations, practices, principles, procedures, trends, and cause-effect relationships and then making adequate and accurate interpretation of such data with or without the help of statistical methods.

This study adopted the descriptive method to determine and analyze the effectiveness of play in the holistic learning development of early childhood education learners by the kindergarten teachers of San Nicolas District, Division of Pangasinan II. The statistical analysis results will be the basis of inferences, conclusions, and recommendations.

Population and Locale of the Study

The subjects of the study were the complete enumeration of 32 kindergarten teachers of San Nicolas Districts, Division of Pangasinan II, during the SY 2020-2021.

Data Collection Instrument

The researcher used a questionnaire checklist instrument made explicitly for the study based on the constructed problems. The researcher used this questionnaire to gather information from the kindergarten teachers.

The questionnaire checklist consisted of two parts. Part I elicited the background information on the profile of the respondents, namely age, sex, civil status, highest educational attainment, number of years as a school administrator, and number of relevant training attended.

Part II focused on the effectiveness of play in the holistic development of early childhood education learners and cognitive, emotional, social, and psychomotor domains.

Data Collection Procedure

Before administering the research instrument, the researcher secured permission from the Schools Division Superintendent and Public School District Supervisors. The researcher distributed the questionnaires. Likewise, the researcher retrieved the questionnaire. The data collected were kept confidential by the researcher to ensure the highest degree of objectivity of responses.

Treatment of Data

The researcher utilized the following statistical tools to answer the specific problems of the study.

The researcher likewise used frequency counts and percentages to determine the profile of the respondent teachers, namely age, sex, civil status, highest educational attainment, number of years as a school administrator, and number of relevant training attended. Each profile variable was categorized and assigned corresponding numerical values to facilitate the computation.

In answering Problem No. 2, the researcher used the average weighted mean to gather the data to quantify the effectiveness of play in the holistic development of early childhood education learners and cognitive, emotional, social, and psychomotor domains. The researcher used the following five-point rating scale to interpret the result.

Statistical Range	Descriptive Equivalent	Transmuted Equivalent
4.50 – 5.00	Always	Very Extensive
3.50 – 4.49	Often	Extensive
2.50 – 3.49	Sometimes	Moderately Extensive
1.50 – 2.49	Seldom	Slightly Extensive
1.50 – 1.49	Never	Not Extensive

For Problem No. 3, the Analysis of Variance (ANOVA) was used to evaluate a significant difference in the effectiveness of play in the holistic development of early childhood education learners by the kindergarten teachers across their profile variables.

To answer Problem No. 4, the researcher used the Coded Pearson Product Correlation to determine the relationship between the effectiveness of play in the holistic development of early childhood education learners by the kindergarten teachers and the profile variables.

3. Results and Discussion

3.1 Profile of the Respondents

The respondents' profile is to provide and describe the background information about them as subjects of the study specifically in terms of age, sex, civil status, highest educational attainment, length of service, and the number of relevant training attended in the division, regional, national, and international levels. To describe and analyze the relationship between the level of the relative effectiveness of play in ECE instructions and the profile variables, the researcher used such profile variables.

Table 1 indicates the profile of the respondents.

Table 1: Profile of the Respondents

Profile Variables	Variable Category	F	%
Age	21-30	8	25.0
	31-40	16	50.0
	41-50	8	25.0
Sex	Male	2	6.2
	Female	30	93.8
Civil Status	Single	10	31.2
	Married	22	68.8
Highest Educational	MA Units	6	18.8

Attainment		MA Acad	13	40.6
		MAEd	13	40.6
Number of Years in Service		5-below	28	87.5
		6-10	4	12.5
Relevant Trainings Attended	District	3-below	6	18.8
		4-6	16	50.0
		7-above	10	31.2
	Division	3-below	11	34.4
		4-6	18	56.2
		7-above	3	9.4
	Regional	3-below	23	71.9
		4-6	9	28.1
	National	3-below	30	93.8
		4-6	2	6.2
International	3-below	30	93.8	
	4-6	2	6.2	

Age: In terms of age, most ECE teachers belong to the age bracket 31-40, that is 16 or 50 percent, 8 or 25 percent belong to the age bracket 21-30, the number of ECE teachers belong to the age bracket 41-50 years old. The data could mean that most ECE teachers are in their prime age of maturity suited for active and effective classroom managers. While those who are young still have room for improvement to develop themselves professionally and personally to improve their craft in leading and managing their classrooms.

Sex: The same table shows more female ECE teachers, 30 or 93.8 percent, while 2 or 6.2 percent are males; the female group outnumbers the male group of respondents.

Civil Status: The table presents that 22 or 68.8 percent are married while 10 or 31.2 percent are single. This finding could mean that married ECE teachers are goal-oriented and responsible for working as family persons.

Highest Educational Attainment: As shown in Table 1, many respondents are full pledge master's degree holders are 13 or 40.6. The exact number has earned the MA Academic requirement while 6 or 18.8 percent have earned their MA units. It could mean that the respondents' educational qualifications are high enough with the impression that a more significant number of them went beyond a bachelor's degree. In this fact, the educational qualification is one of the essential factors in recruitment and promotion in the practice of the profession or career service.

Number of Years in Service: As seen in Table 3, most respondents have five years and below teaching experience, 28 or 87.5 percent, while 4 or 12.5 percent have 6-10 years of teaching experience. So that in terms of length of service, the majority of the ECE teachers are young. They are aggressive in developing their skills and competencies to be effective and efficient ECE teachers.

Relevant Trainings Attended: The table shows the respondents' attendance to relevant professional growth and advancement training. Surprisingly, the ECE teachers have attended three members of relevant training at the regional level, which is 23 or 71.9 percent, 30 or 93.8 percent at the national level, and 30 or 93.8 percent at the international level. In comparison, they attended 4-6 members of training in the district, 16 or 50 percent, and 18 or 56.2 percent in the

division level. The rest enjoy attending seminars at one level but not in all training to keep them abreast with education trends.

Basically, as ECE teachers, attendance in training is very significant in the performance of their roles and responsibilities. As common knowledge dictates, "education is a lifelong process." As teachers, one needs to undergo self-upgrading to assure professional competence and expertise. It is also a chance to widen the horizons of professionals. It improves their frontier of knowledge of performance because of their interactions with the experts.

Level of Effectiveness of Play in the Holistic Development of ECE Learners

This portion of the table deals with the relative effectiveness of play in ECE Instruction by the ECE teachers in the psychomotor domain, cognitive domain, social domain, and emotional domain.

Table 2. Level of the relative effectiveness of physical play in ECE instructions and the psychomotor domain.

Table 2: Level of effectiveness of physical play in ECE instructions along the psychomotor domain

A. Psychomotor Domain	WM	TR
Using physical play in developing learners ability in...		
1) interacting with the environment.	4.09	E
2) demonstrating proper pencil grip.	4.59	VE
3) using a variety of writing strokes.	4.53	VE
4) demonstrating hand-eye coordination.	4.59	VE
5) demonstrating the ability to self-dress.	4.41	E
6) managing daily physical activities.	4.50	VE
7) active exploration of space during playtime.	4.47	E
8) enhancing children's motor skills.	4.25	E
9) manipulating toys in more complex ways.	4.34	E
10) increasing awareness of the functioning of the bodies and senses	4.50	VE
NEW	4.43	E

Legend:		
Mean Score Range	Descriptive Equivalent	Transmuted Rating
4.50 – 5.00	Always	Very Effective (VE)
3.50 – 4.49	Often	Effective (E)
2.50 – 3.49	Sometimes	Moderately Effective (ME)
1.50 – 2.49	Seldom	Slightly Effective (SE)
1.00 – 1.49	Never	Not Effective (NE)

The table shows that public ECE teachers are effective in using physical play in developing the psychomotor domains of ECE learners as signified by themselves. With an overall weighted mean of 4.43 described as practical of the ten (10) indicators, five (5) indicators were rated "Very Effective," with weighted means that range from 4.50 to 4.54. The data would imply that the ECE teachers found physical play as a very effective means of developing learners' psychomotor domain in demonstrating proper pencil grip. By using a variety of writing strokes, demonstrating hand-eye coordination, managing daily physical activities, and increasing awareness of the functioning of their senses and bodies. On the other hand, physical play effectively demonstrates the ability to self-dress, interact with the environment, explore space during playtime, enhance

children's moto skills, and manipulate toys in more complex ways.

It could be interpreted to mean that physical plays are crucial in developing the child's psychomotor skills, especially in dealing with his writing skills, considering this is one facet of the communication development of the learner. Having good writing skills will eventually make the learners cope with learners in the classroom.

Further, according to Lynch (2015), play benefits motor development by encouraging movement and understanding of spatial relations, promoting motor planning skills, and supporting balance and dexterity. In the same vein, Mendez (2015) said that play supports growing motor skills such as energy, stamina, flexibility, and body awareness.

Furthermore, through physical plays, the young learners can cultivate their perspective capacity to create and develop their body image and express themselves through action and emotions. Through developing the psychomotor domain, the children established the foundation of the entire educational process. Likewise, physical plays also promote development and healthy growth. It assists in constructing a healthier body composition, muscles, and stronger bones. High levels of physical activity in children are likely to be more active even after they mature. It is also essential for better health and well-being.

Table 3 shows the level of the relative effectiveness of symbolic play in ECE instruction along with the cognitive domain.

It is reflected in the table that the level of the relative effectiveness of the symbolic play in the development of the cognitive domain obtained an overall weighted mean (OWM) of 4.39, denoting a transmuted rating of "Effective ." Of the ten (10) indicators, three (3) were given a rating of "Very Effective," with weighted means that range from 4.50 to 4.53. The indicators where symbolic play is effective in the cognitive domain include knowing the letters of the alphabet, knowing letter sounds, and knowing the letters of the alphabet. Corollary to this, Leong & Bodrova (2015) said that symbolic play encourages the development of academic abilities, early literacy concepts, and behavioral self-regulation.

Table 3: Level of effectiveness of symbolic play in ECE instruction along with the cognitive domain

B. Cognitive Domain	WM	TR
Using symbolic play in developing learners' ability in...		
1) Recognizing colors and basic shapes.	4.22	E
2) Naming colors and basic shapes.	4.41	E
3) Knowing the letters of the alphabet.	4.50	VE
4) Knowing letter sounds	4.50	VE
5) Understanding basic concepts about print.	4.53	VE
6) Knowing that stories have different parts.	4.47	E
7) Making plans about how to play.	4.25	E
8) Using language to talk about opposites and compare things.	4.28	E
9) Following simple multi-step directions.	4.38	E
10) Using words to argue.	4.41	E
NEW	4.39	E

Legend:		
Mean Score Range	Descriptive Equivalent	Transmuted Rating
4.50 – 5.00	Always	Very Effective (VE)
3.50 – 4.49	Often	Effective (E)
2.50 – 3.49	Sometimes	Moderately Effective (ME)
1.50 – 2.49	Seldom	Slightly Effective (SE)
1.00 – 1.49	Never	Not Effective (NE)

Further, symbolic play teaches a child to see the "other" since some learners may think differently, and the learners learn how to cooperate and negotiate. Symbolic play exercises cognitive skills since the child needs to develop a plan and a way to carry it out.

On the other hand, the indicators where symbolic play is influential in developing the cognitive domain are recognizing colors and basic shapes. Naming colors and basic shapes, making plans about how to play, using language to talk about opposites and compare things, following simple multi-step directions, and using words to argue are also examples of indicators where play is influential.

It was a corollary to the findings of Montie (2006) when he noted that symbolic play supports language skills, builds executive function, nurtures social-emotional skills, and boosts creativity. Joining the learner in their imaginary world is a great way to promote "pretend" play. Parents can also encourage this through certain toys like doctors' kits, play kitchen sets, and costumes.

Table 4 reveals the level of the relative effectiveness of cooperative play in ECE instruction along with the social domain.

The table presents that public ECE teachers effectively use cooperative play to develop the ECE learners' social domain, as evidenced by an overall weighted mean of 4.23. Indicating a transmuted rating of "Effective Surprisingly." the respondents rated all ten (10) indicators with a transmuted rating of "effective," having weighted means ranging from 3.63 to 4.47. The "making resolution skills" obtained the lowest mean of 3.63, while "expressing one's feelings and giving moral reasoning obtained the highest mean of 4.47. It could mean that through cooperative play, the ECE learners can use their innate creativity while developing their dexterity, imagination, and cognitive and emotional strength, which are essential for healthy brain development. Aside from this, they can learn to see life from a different perspective or viewpoint, allowing them to trial situations before they happen.

Table 4 reveals the level of relative effectiveness of cooperative play in ECE instruction along with the social domain.

Table 4: Level of relative effectiveness of cooperative play in ECE instruction along the social domain

C. Social Domain Usi cooperative play in developing learners' ability in...	WM	TR
1) Building relationships with peers.	4.19	E
2) Making good relationships with family members.	4.41	E
3) Making resolution skills.	3.63	E
4) Giving empathy with others.	4.06	E
5) Understanding the concept of playing fairly.	4.13	E
6) Making social relationships with people in the community.	4.06	E
7) Expressing his feelings effectively.	4.47	E
8) Enjoying play with friends.	4.41	E
9) Understanding right and wrong behavior	4.44	E
10) Giving moral reasoning.	4.47	E
NEW	4.23	E

Mean Score Range	Descriptive Equivalent	Transmuted Rating
4.50 – 5.00	Always	Very Effective (VE)
3.50 – 4.49	Often	Effective (E)
2.50 – 3.49	Sometimes	Moderately Effective (ME)
1.50 – 2.49	Seldom	Slightly Effective (SE)
1.00 – 1.49	Never	Not Effective (NE)

The table shows that the public ECE teachers are effective in the use of cooperative play in developing the social domain of the ECE learners as evidence of an overall weighted mean of 4.23, indicating a transmuted rating of "Effective". Respondents rated all ten (10) indicators with a transmuted rating of "effective" having weighted means that range from 3.63 to 4.47, wherein "making resolution skills" obtained the lowest mean of 3.63, while "expressing one's feelings and giving moral reasoning obtained the highest mean of 4.47. This could be interpreted to mean that through cooperative play, the ECE learners can use their creativity while developing their dexterity, creativity, physical, cognitive, and emotional strength which are essential in healthy brain development. Aside from this, they can learn to see life from a different perspective or viewpoint, and it allows them to trial situations before they happen.

On the other hand, the ECE learners are average in their skills in resolving resolutions through cooperative play. This might be attributed to their ability to remain calm and comfortable enough with their emotions to react in constructive ways considering that they are aggressive at this stage.

According to Moller (2015), cooperative play is crucial because it allows children to learn social rules such as sharing, turn-taking, cooperation, and dealing with disagreements. It also helps the learners hone their social skills as they figure out to negotiate group dynamics. Likewise, it helps the learners learn how to collaborate and compromise with others, recognize and respond to others' feelings, share, show affection, resolve conflicts, and adhere to the rules.

Table 5: Level of the relative effectiveness of associative play along the emotional domain

D. Emotional Domain Using associative play in developing learners' ability in...	WM	TR
1) Recognizing one's feelings.	4.03	E
2) Effective ways of managing their emotions.	4.31	E
3) Understanding emotional responses.	4.41	E
4) Developing responses to the different feelings.	4.41	E
5) Developing emotional resilience.	4.28	E
6) Managing disappointment and frustration.	4.53	VE
7) Accepting feelings.	4.22	E
8) Developing effective strategies in managing their emotions.	4.56	VE
9) Setting limits on the appropriate expression of emotions.	4.50	VE
10) Understanding children's sense of self influences their emotions.	4.59	VE
NEW	4.38	E

Mean Score Range	Descriptive Equivalent	Transmuted Rating
4.50 – 5.00	Always	Very Effective (VE)
3.50 – 4.49	Often	Effective (E)
2.50 – 3.49	Sometimes	Moderately Effective (ME)
1.50 – 2.49	Seldom	Slightly Effective (SE)
1.00 – 1.49	Never	Not Effective (NE)

As gleaned in the table, the level of the relative effectiveness of associative play in the development of the emotional domain of ECE learners obtained an overall weighted mean of 4.38, described as "Effective". Of the ten (10) indicators, four (4) indicators were rated "Very Effective" with weighted means that range from 4.50 to 4.59, while six (6) items were rated "Effective" having weighted means that range from 4.03 to 4.41. This could be interpreted to mean that associative play has impacted the life of ECE learners very effectively, but in some instances, they are effective. Through this kind of play, ECE learners focus on the other learners and not just their play. Through this kind of play, learners learn self-regulation as they follow norms and pay attention while experiencing feelings such as anticipation or frustration. It also teaches learners how to set and change rules and decide when to lend and follow.

According to Lynch (2015), this kind of play can help to improve language skills, problem-solving and general cooperation which lead to the development of emotions like recognizing one's feelings, understanding self-responses, accepting feelings, managing disappointment and frustrations, developing effective strategies in managing their emotions and understanding learners' self-influences their emotions.

Moreover, through this kind of play, the learners can create imaginary worlds, characters, and plots that match their emotional state, helping them learn to express and regulate their feelings. ECE learners can also cope with their emotions by acting out fear, frustrations, anger, and aggression in a situation they control.

Table 6 reflects the overall level of the relative effectiveness of play in Early Childhood instruction.

Table 6: The overall level of relative effectiveness of play in Early Childhood instruction

Indicators	New	TR
1) Psychomotor Domain	4.43	E
2) Cognitive Domain	4.39	E
3) Social Domain	4.23	E
4) Emotional Domain	4.38	E
GOWN	4.36	E

Legend:		
Mean Score Range	Descriptive Equivalent	Transmuted Rating
4.50 – 5.00	Always	Very Effective (VE)
3.50 – 4.49	Often	Effective (E)
2.50 – 3.49	Sometimes	Moderately Effective (ME)
1.50 – 2.49	Seldom	Slightly Effective (SE)
1.00 – 1.49	Never	Not Effective (NE)

As seen in the table, the grand overall weighted mean of the level of the relative effectiveness of play in ECE instruction obtained 4.36, described as "Effective". This could mean that the ECE teachers are effective in using plays to develop the psychomotor domain, cognitive domain, social domain, and emotional domain. It can be considered that through play, children learn so many skills that develop their holistic well-being. Play is an aspect of learning that children enjoy. It is non-threatening, and the environment surrounding play is engaging. Giving children suitable play materials and the right environment to play embraces the principles of holistic development.

ANOVA Results for Mean Difference in the Level of Relative Effectiveness of Play in ECE Instruction

Relative to the problem of this study which sought to determine the differences in the level of the relative effectiveness of play by the ECE teachers in ECE instruction, the Analysis of Variance (ANOVA) was used and computed and is indicated by F-values with its corresponding significance level. It was administered to create a more in-depth analysis of the data gathered in this study. The ECE teachers were compared to their level of relative effect on the use of play in ECE instruction and their profile variable.

Table 7 presents the significance of the mean differences in the level of the relative effectiveness of play in ECE instruction by the ECE teachers across their profile variables.

Based on the summary of ANOVA, the mean difference in the level of the relative effectiveness of play in ECE instruction of the ECE teachers across their profile variables is indicated. Generally, the data do not indicate any differences in the level of the relative effectiveness of play in ECE instruction by the ECE teachers across their profile

variables. The null hypothesis states that there are no significant differences in the level of relative effectiveness of play in ECE instruction across the profile of the respondent ECE teachers along with age, civil status, highest educational attainment, the number of years in service, and the number of relevant training attended is accepted at .05 level of significance.

Table 7: Significance of the mean differences in the level of relative effectiveness of play in ECE instruction by the ECE teachers across their profile variables

Profile Variables	Sources of Variation	Sum of Squares	df	Mean Square	F	Sig.
Age	Between Groups	.194	2	.097	4.842	.055
	Within Groups	.582	29	.020		
	Total	.777	31			
Civil Status	Between Groups	.049	1	.049	2.003	.167
	Within Groups	.728	30	.024		
	Total	.777	31			
Highest Educational Attainment	Between Groups	.149	2	.074	3.432	.056
	Within Groups	.628	29	.022		
	Total	.777	31			
Number of Years in Service	Between Groups	.005	1	.005	.191	.665
	Within Groups	.772	30	.026		
	Total	.777	31			
RT_ District	Between Groups	.067	2	.034	1.373	.269
	Within Groups	.710	29	.024		
	Total	.777	31			
RT_ Division	Between Groups	.142	2	.071	3.249	.053
	Within Groups	.635	29	.022		
	Total	.777	31			
RT_ Regional	Between Groups	.014	1	.014	.565	.458
	Within Groups	.762	30	.025		
	Total	.777	31			
RT_ National	Between Groups	.023	1	.023	.931	.342
	Within Groups	.753	30	.025		
	Total	.777	31			
RT_ International	Between Groups	.023	1	.023	.931	.342
	Within Groups	.753	30	.025		
	Total	.777	31			

These ANOVA results would imply that the ECE teachers do not vary or are comparable in their relative effectiveness in the use of play in ECE instruction.

Table 8 shows the t-test on the significant difference in the level of effectiveness of the use of play in ECE instruction across profile sex.

It can be gathered from the table that the overall significant value indicator of .102 is higher than the significant value of .05 level of significance. This significant difference warrants the acceptance of the null hypothesis, which states that there is no significant difference in the relative effectiveness of the use of play in ECE instruction across the profile sex.

Table 8: *t*-test results on the significant difference in the level of relative effectiveness on the use of play in ECE instruction across profile sex

	Levene's Test for Equality of Variances		t-test for Equality of Means						
	F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
								Lower	Upper
Equal variances assumed	.102	.752	-.759	30	.454	-.08833	.11640	-.32606	.14939
Equal variances not assumed			-.578	1.075	.661	-.08833	.15272	-1.73787	1.56120

It can be said that sex is not associated with the level of relative effectiveness on the use of play in ECE instruction by the ECE teachers across the profile sex. In other words, it is not comparable. Regardless of sex, the ECE teachers can use play effectively in ECE instruction.

Relationships between the Level of Effectiveness of Play in the Holistic Learning Development of ECE Learners as Perceived by ECE Teachers and Profile Variables

Table 9 shows the Pearson-*r* correlation between the level of relative effectiveness on play use in ECE instruction by the ECE teachers and their profile variables.

The table presents the Pearson-*r* values of the paired independent and dependent variables sex, highest educational attainment, number of years in service, civil status, and the number of relevant training do not have any significant relationships to the respondents' level of relative effect on the use of play in ECE instruction. This means the profiles of the respondents do not have any bearing on their level of Relative effectiveness in the use of play in ECE instruction.

Table 9: Pearson-*r* correlation between the level of relative effectiveness on the use of play in ECE instruction by the ECE teachers and their profile variables

Profile Variables	Pearson Correlation	Sig. (2-tailed)
Age	.454	.009
Sex	.137	.454
Civil Status	.250	.167
Highest Educational Attainment	.372	.056
Number of Years in Service	-.080	.665
Relevant Training_District	.294	.103
Relevant Training_Division	.323	.071
Relevant Training_Region	.136	.458
Relevant Training_National	.173	.342
Relevant Training_International	.173	.342

In connection with this, the null hypothesis states that there are no significant relationships between the variables mentioned above and the respondent's level of relative effectiveness in the use of play in kindergarten instruction. In other words, the respondent level of relative effectiveness in the use of play can be expected to be delivered regardless of the aforementioned variables.

On the other hand, the profile age bears a significant relationship between the level of relative effectiveness on the use of play in ECE instruction is rejected at a .05 level of significance. As such, age is a determinant factor in the level of relative effectiveness on the use of play in ECE instruction.

4. Conclusions

The public ECE teachers widely vary in their profiles in certain instances; their variations are in the extreme case and are a distinctively female-dominated group of respondents. They are effective in the use of play in ECE instruction. Further, they are comparable in their level of relative effectiveness in the use of play in ECE instruction. Also, it is interesting to note that age is a determinant factor in the level of relative effectiveness on the use of play in ECE instruction by the ECE teachers.

5. Recommendations

The researcher recommends the following based on the findings and conclusions of this study.

Since age is a determinant factor in the level of relative effectiveness on the use of play in ECE instruction, older ECE teachers should mentor and coach the younger ones to effectively deliver instruction in the ECE program. Further, they should constantly aspire and soar high for excellent use of play in kindergarten instruction for continuous improvement in the delivery of instruction.

On the other hand, the development of social domain obtained the lowest rating among the four dimensions of the holistic development of the learners as regards the use of play, so that the public ECE teachers are encouraged to discover some creative plays to make the ECE learners enhanced their social skills.

Moreover, more appropriate and relevant variables should be explored to determine better the most influential plays to be used in ECE instruction to develop the holistic aspects of the learners. Finally, research may be conducted to determine the relative effectiveness on the use of play in ECE instruction.

References

- [1] Ainsworth, M., Blehar, M., Waters, E., & Wall, S. (1978). *Patterns of Attachment*. Hillsdale, NJ: Erlbaum.
- [2] Bayer, C., Whaley, K., & May, S. (1995). Strategic assistance in toddler disputes: II. Sequences and patterns of teacher message strategies. *Early Education and Development*.
- [3] Bialystok, E. (2009). Bilingualism: the good, the bad, and indifferent. *Bilingualism: Language and Cognition*.

- [4] Bredekamp, S. (2008). Forward. In M. Hyson (Ed.) *Enthusiastic and Engaged Learner* (pp. ix-x). New York, NY: Teachers College Press.
- [5] Bronson, M. (2000). *Self-regulation in early childhood: Nature and nurture*. New York: Guilford Press.
- [6] Cabanting, C. (2016). *Music Integration in Kindergarten Teaching*. Unpublished Thesis. Urdaneta City University.
- [7] Campos, J., Frankel, C., & Camras, L. (2004). On the nature of emotion regulation. *Child Development*.
- [8] Catron, C.E. & Allen, J. (2008). *Early childhood curriculum: A creative-play model*. (4th ed.). Upper Saddle River, NJ: Pearson.
- [9] Charlesworth, R. (2012). *Understanding child development*. (7th ed.). United States, USA: Delmar Learning.
- [10] Cho, H. J., & Palmer, S. B. (2008). Fostering self-determination in infants and toddlers with blindness or visual impairments or blindness. *Young Exceptional Children*.
- [11] Coppole, C. & Bredekamp, S. (2009). Developmentally appropriate practices in early childhood programs serving children from birth through age eight.
- [12] Erwin, E. J., Brotherson, M. J., Palmer, S. B., Cook, C. C., Weigel, C. J., & Summers, J. A. (2009). Promoting self-determination for young children with disabilities: Evidenced-based strategies for early childhood practitioners and families. *Young Exceptional Children*.
- [13] Fabes, R. A., Eisenberg, N., Hanish, L. D., & Spinrad, T. L. (2001). Preschoolers' spontaneous emotion vocabulary: Relations to likability. *Early Education and Development*.
- [14] Florendo, B. (2016). *Play Integration in Kindergarten Teaching*. Unpublished Thesis. Urdaneta City University.
- [15] Goffin, G. and Wilson, C. (2002). *Curriculum Models and Early Childhood Education: Education: Appraising the Relationship* (2nd Ed) Upper Saddle River NJ: Merrill Prentice Hall.
- [16] Gopnik, A. (2011). Why preschool should not be like school. In Slate. http://www.slate.com/articles/double_x/doublex/2011/03/why_preschool_shouldnt_be_like_school.html
- [17] Halberstadt, A. G., Denham, S. A., & Dunsmore, J. C. (2001). Affective social competence. *Social Development* 10, 79–119.
- [18] Hollingsworth, H. L. (2005). Interventions to promote peer social interactions in preschool settings. *Young Exceptional Children*.
- [19] Honig, A. S. (2010). *Little kids, big worries: Stress and young children: Stressbusting tips for early childhood classrooms*. Baltimore: Paul H. Brookes Publishing.
- [20] Horton, C. & Bowman, B. T. (2002). *Child Assessment at the elementary level: Expert opinions and state trends*. Chicago: Erikson Institute.
- [21] Hyson, M. (2005). *Enthusiastic and engaged: Strengthening young children's positive approaches to learning*. *Young Children*.
- [22] Hyson, M. (2008). *Enthusiastic and engaged learners: Approaches to teaching and learning in the ECE classroom*. New York, NY: Teachers College Press.
- [23] Izard, C., & Malatesta, C. (1987). Perspectives on emotional development. In J. D. Osofsky (Ed.), *Handbook of infant development* (2nd ed., pp. 494–554). New York: Wiley.
- [24] Jacoby, R. (1993). Improving early childhood educators' understanding of the value of indoor play through a teacher training program. Retrieved from ERIC database (ED 367441)
- [25] Jamison, K.R., Forston, L.D., & Stanton-Chapman, T.L. (2012). Encouraging social skill development through play in early childhood special education classrooms. *Young Exceptional Children*.
- [26] Joseph, G.E., & Strain, P.S. (2003). Comprehensive, evidence-based social-emotional curricula for young children: An analysis of efficacious adoption potential. *Topics in Early Childhood Special Education*.
- [27] Kuebli, J. (1994). Young children's understanding of everyday emotions. *Young Children*.
- [28] Lewis, M. & Brooks-Gunn, J. (1979). *Social cognition and the acquisition of a self*. New York: Plenum.
- [29] Lynch, M. (2015). More play, please: The perspective of kindergarten teachers on play in the classroom. *American Journal of Play*.
- [30] Mahwah, NJ: Erlbaum. Van Hecke, A.V., Mundy, P. C., Acra, C. F., Block, J. J., Delgado, C. E., Parlade, M. V., ... Pamares, Y.B. (2007). Infant joint attention, temperament, and social competence in preschool children. *Child Development*.
- [31] Montie, J. E., Xiang, Z., & Schweinhart, L. J. (2006). Preschool experience in ten countries: Cognitive and language performance at age 7. *Early Childhood Journal*.
- [32] Moller, S. J. (2015). Imagination, playfulness, and creativity in children's play with different toys. *American Journal of Play*.
- [33] Mweru, M. (2012). *Teachers' Influence on Children's Selection and use of Play Materials in Kenya*. Nairobi: Kenyatta University.
- [34] Piaget, J. (1967). *The child's conception of the world*. (J. & A. Tomlinson, Trans.). London: Routledge & Kegan Paul. (Original work published 1926).
- [35] Raver, C. C. (2002) *Social Policy Report*, XVI (3).
- [36] Saide, O. (2009). *A Study on the Difficulties Faced By Pre-School Teachers in the Planning and Implementation*. Gazi University Journal of International Social Research.
- [37] Sandberg, A., & Samuelsson, I. P. (2003). Preschool teachers' play experiences then and now. *Early Childhood Research and Practice*, 5 (1), 1-18. Retrieved from <https://search.ebscohost.com/login.aspx?direct=true&db=eric&AN=ED475624&scope=site>.
- [38] Sarah, M. (2013). The Benefits of Dramatic Play in Early Childhood Development. *Early Childhood Journal*.
- [39] Slover, D. J. (2009). Albany, OR: Leader Garden Press.
- [40] Stenberg, C., Campos, J., & Emde, R. N. (1983). The facial expression of anger in 7-month-old infants. *Child Development*.
- [41] Thompson, R.A., & Goodvin, R. (2005). *The individual child: Temperament, emotion, self, and*

personality. In M.H. Bornstein & M.E. Lamb (Eds.)
Developmental Science: An Advanced Textbook.

Author Profile

Mavric Khent R. Sibayan recently finished his post graduate studies with the degree Master of Arts in Early Childhood Education at Urdaneta City University. He graduated his Bachelor's degree in Elementary Education at Panpacific University North Philippines Tayug in 2015. He was a University Scholar. He currently teaches third grade in East Central School, San Nicolas Pangasinan.