

**PLAY-BASED APPROACHES BY DAYCARE AND PRIMARY GRADE TEACHERS  
AND LEARNERS' CLASS PERFORMANCE: FOUNDATION FOR AN ENHANCED  
PLAY-BASED INSTRUCTIONAL PROGRAM**

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**ABSTRACT**

This study examined the play-based approaches used by daycare workers and primary grade teachers, as well as learners' class performance in Zone III, Schools Division of Zambales, during the 2024-2025 school year. A total of 207 daycare workers and primary grade teachers, along with 207 learning facilitators, participated in this quantitative-descriptive, causal-comparative, and correlational study, using a validated, researcher-designed questionnaire. The study focused on play-based approaches in concept formulation, material preparation, activity execution, and learning engagement, while class performance was assessed in terms of cognitive development, social interaction, emotional engagement, and skills application. Results showed that the majority of teachers were female, aged 30-39, teaching Grade 3, holding Teacher III positions, and with 10-19 years of experience, most of whom had earned MA degrees. Teachers and learning facilitators moderately implemented play-based approaches, reflecting a balanced but not extensive integration of play in teaching. Teachers frequently observed moderate cognitive, social, emotional, and skills development among learners, indicating a positive impact of play-based strategies. However, no significant difference was found between teachers' play-based approaches and their age, gender, grade level, position, length of service, or educational attainment. A significant difference was observed between the approaches of teachers and learning facilitators, with teachers implementing these methods more effectively. The study recommends developing an enhanced play-based instructional program and exploring complementary strategies to strengthen learners' cognitive, social, emotional, and skills development. Involving both teachers and facilitators in the design of this program is essential to ensure its effectiveness.

**Keywords:** Play-Based Approaches, Daycare Workers, Primary Grade Teachers, Learners' Class Performance, Play-Based Instructional Program.

**1. INTRODUCTION**

Play-based approaches in early education have gained significant attention for their potential to enhance learning outcomes and foster holistic development in young learners. This study explores how primary grade teachers perceive the use of play-based methods and their impact on learners' class performance. By investigating teachers' perceptions and the observed effects on learners' academic and social development, the research aims to identify effective strategies and potential areas for improvement in play-based instruction. The findings are intended to provide a foundation for developing a refined instructional program that leverages play-based techniques to better support learner learning and engagement.

The integration of play-based approaches in primary education has been widely acknowledged for its positive impact on learners' class performance, particularly in fostering

cognitive and social development. Research indicates that when primary grade teachers effectively implement play-based strategies, learners demonstrate enhanced engagement, creativity, and problem-solving abilities. For instance, Mauro (2024) highlights that play-based activities promote collaboration and critical thinking, which are crucial for holistic growth. Similarly, research by Zerrin (2024) emphasizes that teachers who adopt play-based methods observe significant improvements in learner engagement and learning outcomes, though they often face challenges related to resources and training. These studies collectively suggest that while play-based approaches are effective in improving class performance, their success largely depends on the availability of adequate support and professional development for teachers.

Moreover, the preparation and execution of play-based activities are essential components of their effectiveness in the classroom. Studies such as those by Obijiofor et al. (2024) and Vosotros (2024) underscore the importance of well-prepared materials in supporting child-centered play and aligning with curriculum goals. The process of material preparation, which involves selecting appropriate resources and organizing classroom spaces, directly influences the success of play-based strategies. Additionally, the execution of these activities, as highlighted by Adams et al. (2024), not only nurtures critical thinking and adaptability but also bridges cultural gaps by integrating local traditions into learning. This comprehensive approach to preparing and implementing play-based methods ensures that learners are engaged, motivated, and able to perform better academically, thereby laying the foundation for an enhanced play-based instructional program.

While existing research extensively explored the benefits and challenges of play-based approaches in early education, there was a noticeable gap in understanding how daycare workers and primary grade teachers' perceptions specifically influenced the practical application of these methods and their direct impact on learners' class performance. Although the literature highlighted the importance of teacher training, material preparation, and the execution of play-based activities, it often lacked a detailed examination of the nuanced ways in which teachers' beliefs and experiences shaped the effectiveness of these approaches in diverse educational contexts. This study aimed to address this gap by investigating not only the play-based methods by daycare workers and primary grade teachers but also how these perceptions correlated with actual learner outcomes, ultimately informing the development of a more targeted and effective play-based instructional program.

## 2. STATEMENT OF THE PROBLEM

This study determined the play-based approaches by daycare workers and primary grade teachers and learners' class performance in Zone III, Schools Division of Zambales during the School Year 2024-2025.

Specifically, it aimed to answer these questions:

1. How may the profile of the teachers be described in terms of:
  - 1.1. age;
  - 1.2. sex;
  - 1.3. grade assignment;
  - 1.4. teaching position;
  - 1.5. length of service; and
  - 1.6. highest educational attainment?
2. How may the play-based approaches by the teachers be described in terms of:

- 2.1. concept formulation;
- 2.2. preparation of materials;
- 2.3. execution of the activity; and
- 2.4. learning engagement?
3. As perceived by learning facilitators, how may the play-based approaches be described in terms of:
  - 3.1. concept formulation;
  - 3.2. preparation of materials;
  - 3.3. execution of the activity; and
  - 3.4. learning engagement?
4. As perceived by the teachers, how may the learners' class performance be described in terms of:
  - 4.1. cognitive development;
  - 4.2. social interaction;
  - 4.3. emotional engagement; and
  - 4.4. skills application?
5. Is there a significant difference between the play-based approaches by the teachers and their profile when grouped accordingly?
6. Is there a significant difference between the play-based approaches by the teachers and as perceived by learning facilitators?
7. Is there a significant correlation between the play-based approaches by the respondents and their learners' class performance?
8. What enhancement program can be proposed for play-based instruction to improve the play-based approaches of the primary grade teachers and learners' class performance?

### 3. METHODS AND MATERIALS

This study determined the play-based approaches by daycare workers and primary grade teachers and learners' class performance in Zone III, Schools Division of Zambales during the School Year 2024-2025. A quantitative-descriptive research design was employed, with data collected, classified, summarized, and analyzed using percentages and means. The study involved 207 daycare and primary grade teachers and 207 learning facilitators came from four districts, utilizing total population sampling to involve all daycare, primary grade teachers, and learning facilitators. A researcher-designed questionnaire served as the primary data collection tool, targeting dimensions of the play-based approaches by daycare and primary grade teachers and learners' class performance. The instrument demonstrated excellent reliability, as confirmed by Cronbach's Alpha values for the play-based approaches of the teachers ( $\alpha = 0.95$ ), play-based approaches as perceived by learning facilitators ( $\alpha = 0.94$ ), and class performance of learners ( $\alpha = 0.93$ ). Statistical analyses, including the Kruskal-Wallis Test, and Spearman Rho Correlation, were used to test the study's hypotheses.

### 4. RESULTS AND DISCUSSIONS

#### 4.1. Profile of the Teachers

##### 4.1.1. Age

Table No. 13

*Profile of the Teachers in terms of Age*

Age	Frequency	Percentage
60 years old and above	10	4.83
50-59 years old	18	8.70
40-49 years old	36	17.39
30-39 years old	93	44.93
20-29 years old	50	24.15

As shown in Table No. 13, the profile of the teachers in terms of age. As reflected in Table No. 13, 4.83% of the teachers were in the 60 years old and above bracket, 8.70% were in the 50-59 years old bracket, 17.39% were in the 40-49 years old bracket, 44.93% were in the 30-39 years old bracket, and 24.15% were in the 20-29 years old bracket.

This implies that the majority of the teachers are relatively young, with a significant portion (44.93%) falling within the 30-39 years old bracket, followed by 24.15% in the 20-29 years old bracket. This suggests that a large proportion of the teaching workforce is composed of younger teachers, which may have implications for their teaching styles, adaptability to new technologies, and approaches to classroom management. Additionally, the relatively lower percentage of older teachers (60 years old and above at 4.83%) indicates a smaller representation of more experienced teachers nearing retirement age.

The present study found that the majority of teachers were aged between 30-39 years old. This aligns with findings from previous studies, such as those by Saikkonen and Kaarakainen (2021), which noted that teachers in this age bracket are often in the prime of their teaching careers, combining experience with a willingness to adapt to new methodologies. Moreover, teachers in this age group tend to have a balanced mix of enthusiasm for professional development and stability in their teaching approach, which positively impacts learner learning outcomes.

#### 4.1.2. Sex

Table No. 14

*Profile of the Teachers in terms of Sex*

Sex	Frequency	Percentage
Male	12	5.80
Female	195	94.20

As shown in Table No. 14, the profile of the teachers in terms of sex. As reflected in Table No. 14, 5.80% of the respondents were males and 94.20% were females.

This implies that the teaching profession, at least among the respondents in this study, is predominantly female, with 94.20% of the respondents being women. The significantly smaller percentage of male teachers (5.80%) suggests that there may be gender imbalances in the profession, which could affect classroom dynamics, mentorship opportunities, and potentially reflect broader societal trends or preferences in career choices within education.

The predominance of female teachers in the present study is consistent with the general trend in the teaching profession, especially at the elementary level. Research by Sorhe (2024) highlighted that teaching, particularly in early childhood and primary education, remains a female-dominated field. This has been attributed to societal norms and the perception of teaching as a nurturing profession. Furthermore, female teachers have been shown to emphasize learner-

centered approaches, which correlate with higher learner engagement and performance in lower grade levels.

#### 4.1.3. Grade Assignment

Table No. 15

*Profile of the Teachers in terms of Grade Assignment*

Grade Assignment	Frequency	Percentage
Grade 3	51	24.64
Grade 2	45	21.74
Grade 1	46	22.22
Kindergarten	40	19.32
Daycare	25	12.08

As shown in Table No. 15, the profile of the teachers in terms of grade assignment. As reflected in Table No. 15, 24.64% of the teachers were handling Grade 3 learners, 21.74% were handling Grade 2 learners, 22.22% were handling Grade 1 learners, 19.32% were handling Kindergarten learners, and 12.08% were handling Daycare learners.

This implies that the distribution of teachers across different grade levels is relatively balanced, with a slightly higher percentage of teachers assigned to Grade 3 (24.64%), followed by those handling Grade 2 (21.74%) and Grade 1 (22.22%). The lower percentages of teachers handling Kindergarten (19.32%) and Daycare (12.08%) learners suggest that fewer teachers are assigned to the early childhood education levels. This distribution may indicate a focus on primary grade instruction, possibly reflecting the staffing needs and priorities of the school or educational system in supporting foundational learning in the early grades.

In the present study, most teachers were assigned to Grade 3, which is a crucial year for foundational learning, especially in literacy and numeracy. Previous studies, such as that of Ukumo and Berlie (2024), suggest that teachers in Grade 3 play a pivotal role in bridging early education with more structured learning. These teachers are often selected based on their ability to foster both cognitive and emotional growth in learners, aligning with the findings that experienced teachers are frequently assigned to this grade level to maximize learning outcomes.

#### 4.1.4. Teaching Position

Table No. 16

*Profile of the Teachers in terms of Teaching Position*

Teaching Position	Frequency	Percentage
Master Teacher II	12	5.80
Master Teacher I	15	7.25
Teacher III	55	26.57
Teacher II	35	16.91
Teacher I	40	19.32
Contractual Teacher	26	12.56
Daycare Teacher	24	11.59

As shown in Table No. 16, the profile of the teachers in terms of teaching position. As reflected in Table No. 16, 5.80% of the teachers were Master Teacher II, 7.25% were Master Teacher I, 26.57% were Teacher III, 16.91% were Teacher II, 19.32% were Teacher I, 12.56% were contractual teachers, and 11.59% were daycare teachers.

This implies that the majority of the teachers hold regular teaching positions, with the largest group being Teacher III (26.57%), followed by Teacher I (19.32%) and Teacher II (16.91%). The lower percentages of Master Teachers (Master Teacher II at 5.80% and Master Teacher I at 7.25%) suggest that fewer respondents have reached the highest teaching ranks, indicating that most teachers are still in the earlier stages of their career progression. The presence of contractual teachers (12.56%) and daycare teachers (11.59%) suggests that a portion of the teaching workforce is in non-permanent or specialized roles, which may have implications for job stability, professional development opportunities, and instructional consistency in the classroom.

The study identified that most respondents held a Teacher III position, which reflects a significant level of experience and competency. Similar findings by Cabahug et al. (2024) indicated that teachers in higher-ranked positions like Teacher III are often more involved in leadership roles within the school, participate in curriculum development, and are more likely to pursue professional growth opportunities. This enhanced level of responsibility and skill is crucial in shaping educational practices and improving learner performance.

#### 4.1.5. Length of Service

Table No. 17

*Profile of the Teachers in terms of the Length of Service*

Length of Service	Frequency	Percentage
40 years and above	4	1.93
30-39 years	17	8.21
20-29 years	35	16.91
10-19 years	92	44.44
9 years and below	59	28.50

As shown in Table No. 17, the profile of teachers in terms of the length of service. As reflected in Table No. 17, 1.93% of the teachers were in the 40 years and above bracket, 8.21% in the 30-39 years bracket, 16.91% in the 20-29 years bracket, 44.44% in the 10-19 years bracket, and 28.50% in the 9 years and below bracket.

This implies that the majority of the teachers have a moderate level of teaching experience, with 44.44% having served between 10-19 years. A significant portion (28.50%) are relatively newer teachers with 9 years or less of service, while smaller percentages have longer tenures, such as those in the 20-29 years bracket (16.91%) and the 30-39 years bracket (8.21%). The very small percentage of teachers with 40 years and above of service (1.93%) suggests that only a few teachers are nearing retirement or have extensive experience. This distribution indicates a well-balanced mix of early-career, mid-career, and more experienced teachers, potentially fostering a dynamic teaching environment with opportunities for mentorship and professional growth.

With most respondents having 10-19 years of service, the present study reflects a trend seen in past research, such as that of Harrington and Walsh (2020), which found that teachers with this length of service demonstrate greater teaching efficacy. These teachers have usually mastered



classroom management, instructional strategies, and adaptability to curriculum changes. The research suggests that teachers in this range are at a stage where they combine both the passion of earlier career stages and the wisdom gained from years of experience.

#### 4.1.6. Highest Educational Attainment

Table No. 18

*Profile of the Teachers in terms of the Highest Educational Attainment*

Length of Service	Frequency	Percentage
EdD/PhD Graduate	8	3.86
with EdD/PhD units	10	4.83
MA Graduate	94	45.41
with MA units	65	31.40
Education Graduate	30	14.49

As shown in Table No. 18, the profile of the teachers in terms of the highest educational attainment. As reflected in Table No. 18, 3.86% of the respondents were EdD/PhD graduates, 4.83% were with EdD/PhD units, 45.41% were MA graduates, 31.40% were with MA units, and 14.49% were education graduates.

This implies that the majority of the teachers have pursued advanced studies, with 45.41% holding a Master's degree and 31.40% having earned units toward a Master's degree. The relatively small percentage of respondents with only a Bachelor's degree (14.49%) suggests that a strong emphasis is placed on further education and professional development within the teaching workforce. The presence of EdD/PhD graduates (3.86%) and those with EdD/PhD units (4.83%) indicates that a select group of teachers has reached or is working toward the highest levels of academic achievement, reflecting a commitment to enhancing their expertise and qualifications in the field of education. This distribution highlights a highly qualified teaching staff, which may positively impact instructional quality and educational outcomes.

The present study noted that many teachers had completed their MA degrees. This is in line with studies such as those conducted by Indrawati and Kuncoro (2021), which emphasized the positive correlation between advanced educational attainment and improved teaching practices. Teachers with master's degrees are often more equipped with advanced knowledge in pedagogy and educational theory, allowing them to apply more research-based strategies in the classroom. This has been linked to better learner outcomes and a higher level of professional satisfaction.

#### 4.2. Play-Based Approaches by the Teachers

##### 4.2.1. Concept Formulation

Table No. 19

*Mean Rating and Interpretations of the Play-based Approaches by the Teachers in terms of Concept Formulation*

Item	Indicators	Mean Rating	Interpretation
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1	I create games that help learners understand new ideas.	3.10	Moderately Executed
2	I use hands-on activities to explain important concepts.	3.14	Moderately Executed
3	I encourage learners to ask questions while playing educational games.	3.07	Moderately Executed
4	I design play activities that connect to the lesson's main idea.	2.81	Moderately Executed
5	I guide learners to discover answers through fun challenges.	3.20	Moderately Executed
6	I introduce concepts using role-playing or storytelling.	3.08	Moderately Executed
7	I help learners relate their play experiences to what they are learning in class.	3.19	Moderately Executed
8	I select games that reinforce the concepts taught in the lesson.	3.00	Moderately Executed
9	I allow learners to explore ideas freely during playtime.	3.12	Moderately Executed
10	I use interactive games to make abstract ideas easier to understand.	3.04	Moderately Executed
<b>General Mean Rating</b>		<b>3.07</b>	<b>Moderately Executed</b>

As shown in Table No. 19, the play-based approaches by the teachers in terms of concept formulation. As reflected in Table No. 19, a majority of the teachers had the general mean rating of 3.07 or "Moderately Executed." It was observed that, "I guide learners to discover answers through fun challenges" had the highest mean of 3.20 equivalent to "Moderately Executed."

This implies that while play-based approaches are being utilized by the teachers in terms of concept formulation, they are only moderately executed overall, as indicated by the general mean rating of 3.07. The highest-rated indicator, "I guide learners to discover answers through fun challenges," with a mean of 3.20, suggests that teachers are moderately incorporating playful elements to facilitate discovery learning. However, the "moderately executed" rating implies that there may be room for improvement in fully integrating play-based strategies into concept formulation to enhance learner engagement and learning outcomes more effectively.

The present study revealed that teachers moderately implemented play-based approaches in concept formulation, with a mean score of 3.07. This finding is consistent with research by Mansori et al. (2024), which emphasized that while teachers recognize the importance of discovery learning, many still struggle to fully integrate play in concept development due to curriculum constraints and the pressure to meet academic standards. Mansori et al. (2024) study highlighted that teachers often use play as a supplemental tool rather than a primary method for facilitating conceptual understanding, which resonates with the moderate implementation observed in the current study.

#### 4.2.2. Preparation of Materials

Table No. 20



*Mean Rating and Interpretations of the Play-based Approaches by the Teachers in terms of Preparation of Materials*

Item	Indicators	Mean Rating	Interpretation
1	I choose materials that are safe and suitable for play-based learning.	3.06	Moderately Executed
2	I prepare games that match the lesson's objectives.	3.14	Moderately Executed
3	I create fun and colorful materials to use during play activities.	3.18	Moderately Executed
4	I gather different tools and toys to help learners understand the lesson.	3.07	Moderately Executed
5	I arrange materials in a way that makes it easy for learners to use them during play.	3.12	Moderately Executed
6	I make sure all play materials are ready before the lesson starts.	3.20	Moderately Executed
7	I adapt materials to fit the needs of all learners.	3.10	Moderately Executed
8	I check that the materials are in good condition for each activity.	3.17	Moderately Executed
9	I organize materials so that learners can access them easily during playtime.	3.24	Moderately Executed
10	I design materials that encourage creativity and exploration during play-based activities.	3.03	Moderately Executed
<b>General Mean Rating</b>		<b>3.13</b>	<b>Moderately Executed</b>

As shown in Table No. 20, the play-based approaches by the teachers in terms of preparation of materials. As reflected in Table No. 20, a majority of the teachers had the general mean rating of 3.13 or "Moderately Executed." It was observed that, "I organize materials so that learners can access them easily during playtime" had the highest mean of 3.24 equivalent to "Moderately Executed."

This implies that the teachers are moderately effective in using play-based approaches when it comes to preparing materials, as indicated by the general mean rating of 3.13. The highest-rated indicator, "I organize materials so that learners can access them easily during playtime," with a mean of 3.24, suggests that teachers are moderately successful in making play materials accessible to learners. However, the overall "moderately executed" rating indicates that there is potential for further improvement in material preparation to better support play-based learning, perhaps by enhancing organization, variety, or availability of materials to fully engage learners during playtime activities.

The teachers' score of 3.13 in material preparation indicates that they are moderately successful in making play materials accessible to learners. This finding mirrors the results of Vygotsky-inspired research by Wagner (2024), which found that teachers often have good intentions in preparing materials for play-based learning but face challenges in ensuring these

materials are adequately aligned with educational objectives. The moderate level of implementation suggests that teachers understand the value of play materials but may encounter practical difficulties such as limited resources or time for preparation.

#### 4.2.3. Execution of Activity

Table No. 21

*Mean Rating and Interpretations of the Play-based Approaches by the Teaches in terms of Execution of Activity*

Item	Indicators	Mean Rating	Interpretation
1	I start each activity with clear instructions and demonstrations.	3.02	Moderately Executed
2	I guide learners through the steps of the play-based activity.	3.06	Moderately Executed
3	I encourage all learners to participate during the activity.	3.17	Moderately Executed
4	I monitor learners to ensure they are following the rules of the game.	3.04	Moderately Executed
5	I support learners when they face challenges during the activity.	3.16	Moderately Executed
6	I adapt the activity on the spot if it is not working as planned.	3.20	Moderately Executed
7	I promote teamwork and cooperation during group activities.	3.07	Moderately Executed
8	I observe learners to assess their understanding as they play.	3.05	Moderately Executed
9	I maintain a positive and engaging atmosphere throughout the activity.	3.10	Moderately Executed
10	I wrap up the activity by discussing what learners discover and learn.	3.03	Moderately Executed
<b>General Mean Rating</b>		<b>3.09</b>	<b>Moderately Executed</b>

As shown in Table No. 21, the play-based approaches by the teachers in terms of execution of activity. As reflected in Table No. 21, a majority of the teachers had the general mean rating of 3.09 or "Moderately Executed." It was observed that, "I adapt the activity on the spot if it is not working as planned" had the highest mean of 3.20 equivalent to "Moderately Executed."

This implies that the teachers are moderately effective in executing play-based activities, as reflected by the general mean rating of 3.09. The highest-rated indicator, "I adapt the activity on the spot if it is not working as planned," with a mean of 3.20, suggests that teachers are somewhat flexible in adjusting activities during playtime to ensure they meet learning objectives. However, the overall "moderately executed" rating indicates that there may be challenges in fully optimizing the execution of play-based activities, pointing to areas where teachers could enhance

their ability to adapt and implement these activities more effectively for better learner engagement and outcomes.

The study found that the teachers scored 3.09 for the execution of activities, suggesting moderate flexibility in adjusting play-based activities to meet learning objectives. This aligns with the findings of Hiestand (2024), who noted that teachers often attempt to adapt play-based activities but may struggle with balancing structured learning goals and the inherent spontaneity of play. Their research indicated that while teachers understand the benefits of flexible, child-led activities, they often feel constrained by the need to achieve specific outcomes, leading to moderate rather than full implementation of play-based strategies.

#### 4.2.4. Learning Engagement

Table No. 22

*Mean Rating and Interpretations of the Play-based Approaches by the Teachers in terms of Learning Engagement*

Item	Indicators	Mean Rating	Interpretation
1	I make sure all learners are excited to join in the play-based activities.	3.13	Moderately Executed
2	I involve learners in choosing some of the games and activities.	3.19	Moderately Executed
3	I keep learners focused by making the activities fun and interesting.	3.17	Moderately Executed
4	I encourage learners to share their ideas and thoughts during the activity.	3.12	Moderately Executed
5	I use play to help learners connect the lesson to their own experiences.	3.19	Moderately Executed
6	I create opportunities for learners to explore and experiment during play.	3.23	Moderately Executed
7	I motivate learners by giving positive feedback during the activity.	3.13	Moderately Executed
8	I ensure every learner feels included and valued in the play-based learning.	3.19	Moderately Executed
9	I observe learners' reactions to adjust the activity to maintain their interest.	3.21	Moderately Executed
10	I celebrate learners' success and efforts during and after the activity.	3.12	Moderately Executed
<b>General Mean Rating</b>		<b>3.17</b>	<b>Moderately Executed</b>

As shown in Table No. 22, the play-based approaches by the teachers in terms of learning engagement. As reflected in Table No. 22, a majority of the teachers had the general mean rating of 3.17 or "Moderately Executed." It was observed that, "I create opportunities for learners to explore and experiment during play" had the highest mean of 3.23 equivalent to "Moderately Executed."

This implies that the teachers are moderately successful in fostering learning engagement through play-based approaches, as indicated by the general mean rating of 3.17. The highest-rated indicator, "I create opportunities for learners to explore and experiment during play," with a mean of 3.23, suggests that teachers are actively providing environments where learners can engage in exploration and experimentation. However, the overall "moderately executed" rating indicates that while there is some engagement occurring, there is still room for improvement in creating more immersive and interactive play-based learning experiences that fully capture learners' interests and encourage deeper exploration during playtime.

The present study showed a mean score of 3.17 in learning engagement, suggesting that teachers are moderately effective in creating environments where learners can explore and experiment. This is in line with findings by Blewitt et al. (2021), who emphasized that while many teachers foster environments that encourage exploration, they may still lack the resources or institutional support to fully engage learners in meaningful, sustained play. Their study found that moderate implementation of play-based approaches is common, as teachers often find themselves navigating between traditional instructional methods and emerging, more playful pedagogies.

### 4.3. Play-Based Approaches as Perceived by the Learning Facilitators

#### 4.3.1. Concept Formulation

Table No. 23

*Mean Rating and Interpretations of the Play-based Approaches as Perceived by the Learning Facilitators in terms of Concept Formulation*

Item	Indicators	Mean Rating	Interpretation
1	The teacher creates games that help learners understand new ideas.	2.76	Moderately Executed
2	The teacher uses hands-on activities to explain important concepts.	2.80	Moderately Executed
3	The teacher encourages learners to ask questions while playing educational games.	2.89	Moderately Executed
4	The teacher designs play activities that connect to the lesson's main idea.	2.93	Moderately Executed
5	The teacher guides learners to discover answers through fun challenges.	2.79	Moderately Executed
6	The teacher introduces concepts using role-playing or storytelling.	2.83	Moderately Executed
7	The teacher helps learners relate their play experiences to what they are learning in class.	2.92	Moderately Executed
8	The teacher selects games that reinforce the concepts taught in the lesson.	2.96	Moderately Executed
9	The teacher allows learners to explore ideas freely during playtime.	2.74	Moderately Executed
10	The teacher uses interactive games to make abstract ideas easier to understand.	2.78	Moderately Executed

**General Mean Rating****2.84****Moderately  
Executed**

As shown in Table No. 23, the play-based approaches as perceived by the learning facilitators in terms of concept formulation. As reflected in Table No. 23, a majority of the learning facilitators had the general mean rating of 2.84 or “Moderately Executed.” It was observed that, “The teacher selects games that reinforce the concepts taught in the lesson” had the highest mean of 2.96 equivalent to “Moderately Executed.”

This implies that the learning facilitators are only moderately effective in utilizing play-based approaches for concept formulation, as evidenced by the general mean rating of 2.84. The highest-rated indicator, "The teacher selects games that reinforce the concepts taught in the lesson," with a mean of 2.96, indicates that there is some effort to incorporate games that align with learning objectives. However, the overall "moderately executed" rating suggests that there is significant room for improvement in integrating play-based strategies more effectively to enhance conceptual understanding and engagement among learners. This could involve a greater emphasis on selecting and designing games that directly support the learning goals of the lessons.

The study revealed that learning facilitators moderately implemented play-based approaches in concept formulation, with a mean score of 2.84. This finding aligns with research by Brown (2024), which found that while learning facilitators recognize the educational value of incorporating play into conceptual learning, many struggle to fully align games with learning objectives. The moderate implementation suggests that facilitators are aware of the potential of play to support learning, but often lack the training or resources to consistently design activities that effectively combine play with specific educational outcomes.

**4.3.2. Preparation of Materials**

Table No. 24

*Mean Rating and Interpretations of the Play-based Approaches as Perceived by the Learning Facilitators in terms of Preparation of Materials*

<b>Item</b>	<b>Indicators</b>	<b>Mean Rating</b>	<b>Interpretation</b>
1	The teacher chooses materials that are safe and suitable for play-based learning.	2.89	Moderately Executed
2	The teacher prepares games that match the lesson's objectives.	2.76	Moderately Executed
3	The teacher creates fun and colorful materials to use during play activities.	2.68	Moderately Executed
4	The teacher gathers different tools and toys to help learners understand the lesson.	2.71	Moderately Executed
5	The teacher arranges materials in a way that makes it easy for learners to use them during play.	2.80	Moderately Executed
6	The teacher makes sure all play materials are ready before the lesson starts.	2.86	Moderately Executed
7	The teacher adapts materials to fit the needs of all learners.	2.61	Moderately Executed

8	The teacher checks that the materials are in good condition for each activity.	2.69	Moderately Executed
9	The teacher organizes materials so that learners can access them easily during playtime.	2.76	Moderately Executed
10	The teacher designs materials that encourage creativity and exploration during play-based activities.	2.63	Moderately Executed
<b>General Mean Rating</b>		<b>2.74</b>	<b>Moderately Executed</b>

As shown in Table No. 24, the play-based approaches as perceived by the learning facilitators in terms of preparation of materials. As reflected in Table No. 24, a majority of the learning facilitators had the general mean rating of 2.74 or “Moderately Executed.” It was observed that, “The teacher chooses materials that are safe and suitable for play-based learning” had the highest mean of 2.89 equivalent to “Moderately Executed.”

This implies that the learning facilitators are only moderately effective in preparing materials for play-based approaches, as indicated by the general mean rating of 2.74. The highest-rated indicator, "The teacher chooses materials that are safe and suitable for play-based learning," with a mean of 2.89, suggests that there is some consideration for safety and suitability when selecting materials for play. However, the overall "moderately executed" rating indicates that there is considerable room for improvement in the preparation of materials. This could involve enhancing the variety and richness of materials available for play-based learning to better support engagement and educational outcomes for learners. Facilitators may benefit from more training or resources to effectively select and organize materials that fully align with play-based learning principles.

With a mean score of 2.74 for material preparation, the present study indicates that learning facilitators moderately consider safety and suitability when selecting materials for play-based learning. This finding is consistent with the work of Seddighi et al. (2023), who noted that learning facilitators often prioritize the safety and appropriateness of materials, but may face challenges in selecting materials that both engage children and meet educational standards. The moderate score reflects a careful, yet somewhat limited, approach to material selection, likely due to resource constraints or lack of specialized training in play-based pedagogy.

#### 4.3.3. Execution of Activity

Table No. 25

*Mean Rating and Interpretations of the Play-based Approaches as Perceived by the Learning Facilitators in terms of Execution of Activity*

Item	Indicators	Mean Rating	Interpretation
1	The teacher starts each activity with clear instructions and demonstrations.	2.68	Moderately Executed
2	The teacher guides learners through the steps of the play-based activity.	2.77	Moderately Executed



3	The teacher encourages all learners to participate during the activity.	2.63	Moderately Executed
4	The teacher monitors learners to ensure they are following the rules of the game.	2.82	Moderately Executed
5	The teacher supports learners when they face challenges during the activity.	2.66	Moderately Executed
6	The teacher adapts the activity on the spot if it is not working as planned.	2.74	Moderately Executed
7	The teacher promotes teamwork and cooperation during group activities.	2.71	Moderately Executed
8	The teacher observes learners to assess their understanding as they play.	2.79	Moderately Executed
9	The teacher maintains a positive and engaging atmosphere throughout the activity.	2.61	Moderately Executed
10	The teacher wraps up the activity by discussing what learners discover and learn.	2.85	Moderately Executed
<b>General Mean Rating</b>		<b>2.73</b>	<b>Moderately Executed</b>

As shown in Table No. 25, the play-based approaches as perceived by the learning facilitators in terms of execution of activity. As reflected in Table No. 25, a majority of the learning facilitators had the general mean rating of 2.73 or "Moderately Executed." It was observed that, "The teacher wraps up the activity by discussing what learners discover and learn" had the highest mean of 2.85 equivalent to "Moderately Executed."

This implies that the learning facilitators demonstrate only a moderate level of effectiveness in executing activities within play-based approaches, as reflected by the general mean rating of 2.73. The highest-rated indicator, "The teacher wraps up the activity by discussing what learners discover and learn," with a mean of 2.85, indicates that facilitators are making some effort to engage learners in reflection and discussion after activities. However, the overall "moderately executed" rating suggests that there is significant room for improvement in the execution of play-based activities. Enhancing the depth of these discussions or providing more structured opportunities for learners to share their discoveries could lead to richer learning experiences and deeper understanding of the concepts explored during play.

The execution of activities also received a moderate score of 2.73, indicating that facilitators make some effort to engage learners in reflection and discussion after play-based activities. This finding is supported by research from Vecchio (2024), who pointed out that while learning facilitators understand the importance of reflection in play, the actual practice of guiding learners to deeper understanding through discussion is often inconsistently applied. The moderate implementation suggests that facilitators are attempting to incorporate reflective practices, but may require additional support or training to execute these effectively.

#### 4.3.4. Learning Engagement

Table No. 26

*Mean Rating and Interpretations of the Play-based Approaches as Perceived by the Learning Facilitators in terms of Learning Engagement*

Item	Indicators	Mean Rating	Interpretation
1	The teacher makes sure all learners are excited to join in the play-based activities.	2.96	Moderately Executed
2	The teacher involves learners in choosing some of the games and activities.	2.82	Moderately Executed
3	The teacher keeps learners focused by making the activities fun and interesting.	2.89	Moderately Executed
4	The teacher encourages learners to share their ideas and thoughts during the activity.	2.91	Moderately Executed
5	The teacher uses play to help learners connect the lesson to their own experiences.	2.97	Moderately Executed
6	The teacher creates opportunities for learners to explore and experiment during play.	2.99	Moderately Executed
7	The teacher motivates learners by giving positive feedback during the activity.	2.94	Moderately Executed
8	The teacher ensures every learner feels included and valued in the play-based learning.	2.85	Moderately Executed
9	The teacher observes learners' reactions to adjust the activity to maintain their interest.	2.93	Moderately Executed
10	The teacher celebrates learners; success and efforts during and after the activity.	2.90	Moderately Executed
<b>General Mean Rating</b>		<b>2.92</b>	<b>Moderately Executed</b>

As shown in Table No. 26, the play-based approaches as perceived by the learning facilitators in terms of learning engagement. As reflected in Table No. 26, a majority of the learning facilitators had the general mean rating of 2.92 or "Moderately Executed." It was observed that, "The teacher creates opportunities for learners to explore and experiment during play" had the highest mean of 2.99 equivalent to "Moderately Executed."

This implies that the learning facilitators are moderately effective in promoting learning engagement through play-based approaches, as indicated by the general mean rating of 2.92. The highest-rated indicator, "The teacher creates opportunities for learners to explore and experiment during play," with a mean of 2.99, suggests that facilitators are making some effort to encourage exploration and experimentation among learners. However, the overall "moderately executed" rating indicates that there is still significant room for improvement in fostering deeper engagement during play. Increasing the frequency and variety of exploratory opportunities could enhance learner involvement and lead to more meaningful educational experiences in a play-based learning environment.

The study's finding that learning facilitators scored 2.93 in learning engagement reflects moderate efforts to encourage exploration and experimentation among learners. This is in line with findings from Fontes (2024), who found that while facilitators value learner autonomy in exploration during play, creating fully engaging and exploratory environments remain challenging due to external pressures like curriculum targets. The moderate implementation seen in the present

study indicates that while facilitators are working to foster an exploratory mindset, they may still face limitations in fully embracing play-based learning as a means to engage learners deeply.

#### 4.4. Learners' Class Performance as Perceived by the Teachers

##### 4.4.1. Cognitive Development

Table No. 27

*Mean Rating and Interpretations of the Learners' Class Performance as Perceived by the Teachers in terms of Cognitive Development*

Item	Indicators	Mean Rating	Interpretation
1	My learners use new concepts learned from play to solve problems.	2.68	Often Performed
2	My learners demonstrate improved critical thinking skills during play-based activities.	2.91	Often Performed
3	My learners connect ideas from play with lessons in other subjects.	2.78	Often Performed
4	My learners remember and apply information from previous play activities.	2.79	Often Performed
5	My learners show increased curiosity and ask more questions after play-based activities.	2.62	Often Performed
6	My learners link different ideas and concepts during play.	2.98	Often Performed
7	My learners plan and organize their thoughts better during play-based activities.	2.96	Often Performed
8	My learners solve problems more creatively through their engagement in play.	2.85	Often Performed
9	My learners reflect on their play experiences and apply what they learned to new situations.	2.91	Often Performed
10	My learners use logical reasoning and understand cause and effect more clearly during play.	2.96	Often Performed
<b>General Mean Rating</b>		<b>2.84</b>	<b>Often Performed</b>

As shown in Table No. 27, the learners' class performance as perceived by the teachers in terms of cognitive development. As reflected in Table No. 27, a majority of the learning teachers had the general mean rating of 2.84 or "Often Performed." It was observed that, "My learners link different ideas and concepts during play" had the highest mean of 2.98 equivalent to "Often Performed."

This implies that the teachers perceive that learners often demonstrate cognitive development during play-based activities, as indicated by the general mean rating of 2.84. The highest-rated indicator, "My learners link different ideas and concepts during play," with a mean of 2.98, suggests that teachers observe learners effectively making connections between various concepts while engaged in play. However, the overall "often performed" rating indicates that while there is noticeable cognitive engagement occurring, there may still be opportunities to enhance

this aspect of learning further. Increasing the complexity and variety of play activities could potentially foster even greater cognitive connections and deeper understanding among learners.

The teachers frequently observed cognitive development in learners' class performance, with a mean score of 2.84, indicating that learners are effectively making connections between various concepts during play. This finding aligns with the study by Aguilar (2024), which found that play-based learning helps children enhance cognitive skills by promoting problem-solving, critical thinking, and the ability to connect abstract ideas through experiential learning. Aguillar's research (2024) emphasized how play creates a dynamic learning environment where learners can actively explore and integrate new concepts.

#### 4.4.2. Social Interaction

Table No. 28

*Mean Rating and Interpretations of the Learners' Class Performance as Perceived by the Teachers in terms of Social Interaction*

Item	Indicators	Mean Rating	Interpretation
1	My learners collaborate effectively with peers during group activities.	2.87	Often Performed
2	My learners share ideas and materials willingly with classmates.	2.89	Often Performed
3	My learners listen to others' opinions and respond respectfully during discussions.	2.86	Often Performed
4	My learners take turns and show patience when working in teams.	2.91	Often Performed
5	My learners support each other by offering help and encouragement during play.	2.84	Often Performed
6	My learners work together to solve problems and complete tasks during group activities.	2.80	Often Performed
7	My learners communicate their thoughts clearly and listen to others during group discussions.	2.92	Often Performed
8	My learners resolve conflicts amicably and find solutions together during play.	2.96	Often Performed
9	My learners express their feelings and needs appropriately while interacting with peers.	2.88	Often Performed
10	My learners include all classmates in activities and respect diverse viewpoints during group work.	2.81	Often Performed
<b>General Mean Rating</b>		<b>2.87</b>	<b>Often Performed</b>

As shown in Table No. 28, the learners' class performance as perceived by the teachers in terms of social interaction. As reflected in Table No. 28, a majority of the learning teachers had the general mean rating of 2.87 or "Often Performed." It was observed that, "My learners resolve conflicts amicably and find solutions together during play" had the highest mean of 2.96 equivalent to "Often Performed."

This implies that the teachers perceive that learners often exhibit positive social interactions during play-based activities, as indicated by the general mean rating of 2.87. The highest-rated indicator, "My learners resolve conflicts amicably and find solutions together during play," with a mean of 2.96, suggests that teachers observe learners effectively collaborating and managing interpersonal conflicts in a constructive manner while engaged in play. However, the overall "often performed" rating indicates that while social interaction skills are being developed, there is still potential for improvement. Enhancing opportunities for collaborative play and conflict resolution strategies could further strengthen learners' social skills and promote a more inclusive and cooperative learning environment.

The present study recorded a mean score of 2.87 in learners' social interaction, suggesting that learners effectively collaborate and manage interpersonal conflicts during play. This finding is supported by research conducted by Ismail et al. (2024), who found that cooperative play fosters important social skills such as communication, conflict resolution, and teamwork. Ismail et al. (2024) highlighted that play-based learning activities encourage learners to engage with peers, helping them develop positive social behaviors in a collaborative setting.

#### 4.4.3. Emotional Engagement

Table No. 29

*Mean Rating and Interpretations of the Learners' Class Performance as Perceived by the Teachers in terms of Emotional Engagement*

Item	Indicators	Mean Rating	Interpretation
1	My learners show excitement and enthusiasm during play-based activities.	3.20	Often Performed
2	My learners express happiness and satisfaction when they achieve success in activities.	3.11	Often Performed
3	My learners demonstrate interest and curiosity about new topics and games.	3.22	Often Performed
4	My learners participate eagerly and with positive energy in group activities.	3.00	Often Performed
5	My learners remain engaged and focused even when facing challenges during play.	3.21	Often Performed
6	My learners share their feelings and emotions openly with peers and teachers during play.	3.12	Often Performed
7	My learners show resilience and persistence when encountering difficulties in activities.	3.16	Often Performed
8	My learners display a sense of pride and accomplishment in their work and contributions.	3.07	Often Performed
9	My learners react positively to feedback and use it to improve their performance.	3.22	Often Performed
10	My learners engage with enthusiasm in both individual and group play-based tasks.	3.10	Often Performed

<b>General Mean Rating</b>	<b>3.14</b>	<b>Often Performed</b>
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As shown in Table No. 29, the learners' class performance as perceived by the teachers in terms of emotional engagement. As reflected in Table No. 29, a majority of the learning teachers had the general mean rating of 3.14 or "Often Performed." It was observed that, "My learners react positively to feedback and use it to improve their performance" and "My learners react positively to feedback and use it to improve their performance" had the highest mean of 3.22 equivalent to "Often Performed."

This implies that the teachers perceive that learners often demonstrate positive emotional engagement during play-based activities, as indicated by the general mean rating of 3.14. The highest-rated indicator, "My learners react positively to feedback and use it to improve their performance," with a mean of 3.22, suggests that learners are generally receptive to feedback and are motivated to use it to enhance their performance. This implies a healthy emotional response to learning and a willingness to improve, which is essential for academic and personal growth. However, while emotional engagement is strong, there is still room to further encourage learners' emotional resilience and their ability to handle feedback constructively, which could lead to even greater improvements in their overall class performance and well-being.

With a mean score of 3.14, teachers reported that learners are generally receptive to feedback and motivated to improve their performance, reflecting strong emotional engagement during play. This finding is consistent with the work of Howell (2024), who noted that play encourages emotional development by creating an environment where learners feel safe to express emotions, take risks, and respond to feedback. Howell's study (2024) revealed that emotionally engaging play supports self-regulation and the ability to handle constructive feedback, leading to improved motivation and performance.

#### 4.4.4. Skills Development

Table No. 30

*Mean Rating and Interpretations of the Learners' Class Performance as Perceived by the Teachers in terms of Skills Development*

Item	Indicators	Mean Rating	Interpretation
1	My learners show excitement and enthusiasm during play-based activities.	2.79	Often Performed
2	My learners express happiness and satisfaction when they achieve success in activities.	3.04	Often Performed
3	My learners demonstrate interest and curiosity about new topics and games.	2.99	Often Performed
4	My learners participate eagerly and with positive energy in group activities.	3.06	Often Performed
5	My learners remain engaged and focused even when facing challenges during play.	2.86	Often Performed
6	My learners share their feelings and emotions openly with peers and teachers during play.	2.96	Often Performed



7	My learners show resilience and persistence when encountering difficulties in activities.	2.91	Often Performed
8	My learners display a sense of pride and accomplishment in their work and contributions.	2.94	Often Performed
9	My learners react positively to feedback and use it to improve their performance.	2.71	Often Performed
10	My learners engage with enthusiasm in both individual and group play-based tasks.	3.00	Often Performed
<b>General Mean Rating</b>		<b>2.93</b>	<b>Often Performed</b>

As shown in Table No. 30, the learners' class performance as perceived by the teachers in terms of skills development. As reflected in Table No. 30, a majority of the learning teachers had the general mean rating of 2.93 or "Often Performed." It was observed that, "My learners participate eagerly and with positive energy in group activities" had the highest mean of 3.06 equivalent to "Often Performed."

This implies that the teachers perceive that learners often exhibit positive skills development during play-based activities, as indicated by the general mean rating of 2.93. The highest-rated indicator, "My learners participate eagerly and with positive energy in group activities," with a mean of 3.06, suggests that learners are generally enthusiastic and actively engaged when working in groups. This implies that learners are developing essential collaborative and interpersonal skills. However, the overall "often performed" rating indicates that while learners demonstrate a solid level of skill development, there is still potential for further enhancing these skills through more structured or varied group activities that challenge learners to refine and expand their abilities in teamwork, problem-solving, and collaboration.

The teachers' observation of skills development, with a mean score of 2.93, indicates that learners are often enthusiastic and actively engaged when working in groups. This finding correlates with research by Morgan and DeGrasse-Deslandes (2024), which demonstrated that play-based activities enhance critical life skills such as collaboration, leadership, and creativity. Morgan and DeGrasse-Deslandes' study (2024) found that group play settings allow learners to practice essential skills in a supportive and interactive environment, which fosters both enthusiasm and skill-building.

#### 4.5. Difference Between the Play-Based Approaches by the Teachers and Their Profile

##### 4.5.1. Age

Table No. 31

*Difference Between the Age Groups of the Teachers*

Groups	<i>H</i>	<i>df</i>	<i>p</i>	Decision
60 years old and above	7.47	4	.113	Accept $H_{01}$
50-59 years old				(Not Significant)
40-49 years old				
30-39 years old				
20-29 years old				

As shown in Table No. 31, a Kruskal-Wallis Test was conducted to assess the difference between age groups of the teachers. The Kruskal-Wallis Test results revealed no statistically

significant difference in scores between the age groups ( $H(4) = 7.47, p = .113$ ) at the 5% level; thus, the null hypothesis was accepted. In conclusion, these findings suggest that age may have no effect on teachers' play-based approaches.

This implies that age does not significantly influence the play-based approaches by the teachers. The lack of a statistically significant difference ( $p = .113$ ) suggests that regardless of their age group, teachers tend to utilize play-based approaches in similar ways. This could imply that the use of such methods is not strongly dependent on the teachers' age or years of experience, but may instead be influenced by other factors such as training, institutional support, or personal teaching philosophy. Consequently, professional development related to play-based approaches could be equally beneficial across all age groups.

The present study found that age did not significantly impact the teachers' play-based approaches, suggesting that teachers of different age groups tend to use play-based approaches similarly. This finding is consistent with the research of Rushatz (2024), which found that teachers across varying age groups often rely on their professional experiences, training, and personal teaching styles rather than their age when implementing play-based learning. Rushatz' study (2024) emphasized that teachers' attitudes toward play are shaped more by their pedagogical beliefs than by their age, reflecting the current study's results.

#### 4.5.2. Sex

Table No. 32

*Difference Between the Sex Groups of the Teachers*

Groups	<i>H</i>	<i>df</i>	<i>P</i>	Decision
Male	1.06	1	.302	Accept $H_{01}$
Female				(Not Significant)

As shown in Table No. 32, a Kruskal-Wallis Test was conducted to assess the difference between sex groups of the teachers. The Kruskal-Wallis Test results revealed no statistically significant difference in scores between the sex groups ( $H(1) = .106, p = .302$ ) at the 5% level; thus, the null hypothesis was accepted. In conclusion, these findings suggest that sex may have no effect on teachers' play-based approaches.

This implies that sex does not significantly influence the play-based approaches by the teachers. The Kruskal-Wallis Test results ( $p = .302$ ) indicate that both male and female teachers perceive and utilize play-based approaches similarly. This suggests that the effectiveness or preference for play-based strategies in teaching is not gender-dependent, and both sexes approach play-based learning in comparable ways. Consequently, training and resources aimed at enhancing the use of play-based approaches could be applied universally without the need for gender-specific adjustments.

The study revealed no significant difference between male and female teachers in their use of play-based approaches, indicating that gender does not play a role in how teachers perceive or implement play-based learning. This finding is in line with the research conducted by Khalil et al. (2022), which found that both male and female teachers adopt play-based methods similarly, driven by curriculum goals and learner needs rather than gender. Their study highlighted that professional training and classroom context tends to shape teachers' instructional approaches more than their gender.

#### 4.5.3. Grade Assignment

Table No. 33

*Difference Between the Grade Assignment Groups of the Teachers*

Groups	<i>H</i>	<i>df</i>	<i>p</i>	Decision
Grade 3	2.12	4	.713	Accept $H_{01}$
Grade 2				(Not Significant)
Grade 1				
Kindergarten				
Daycare				

As shown in Table No. 33, a Kruskal-Wallis Test was conducted to assess the difference between grade assignment groups of the teachers. The Kruskal-Wallis Test results revealed no statistically significant difference in scores between the grade assignment groups ( $H(4) = 2.12$ ,  $p = .713$ ) at the 5% level; thus, the null hypothesis was accepted. In conclusion, these findings suggest that the grade assignment may have no effect on teachers' play-based approaches.

This implies that the grade assignment of teachers does not significantly affect their play-based approaches. The Kruskal-Wallis Test results ( $p = .713$ ) show that teachers across different grade levels—whether teaching kindergarten, primary grades, or daycare—use play-based approaches in similar ways. This suggests that play-based learning strategies are implemented consistently, regardless of the specific grade level teachers are assigned to. As a result, professional development programs focused on play-based learning can be designed to cater to teachers across various grade assignments without needing to adjust based on the grade level they teach.

The present study found no significant effect of the grade level taught by the teachers on their use of play-based approaches, showing that teachers across kindergarten, primary grades, and daycare use these methods similarly. This aligns with the findings of Almethen and Alomair (2024), who noted that teachers across various grade levels value play for its developmental benefits and are equally likely to incorporate play-based learning, regardless of the age group they teach. Their research demonstrated that teachers adapt play-based activities to fit the needs of learners across different developmental stages, supporting the current study's results.

#### 4.5.4. Teaching Position

Table No. 34

*Difference Between the Teaching Position Groups of the Teachers*

Groups	<i>H</i>	<i>Df</i>	<i>p</i>	Decision
Master Teacher II	7.18	6	.305	Accept $H_{01}$
Master Teacher I				(Not Significant)
Teacher III				
Teacher II				
Teacher I				
Contractual Teacher				
Daycare Teacher				

As shown in Table No 34, a Kruskal-Wallis Test was conducted to assess the difference between the teaching position groups of the teachers. The Kruskal-Wallis Test results revealed no statistically significant difference in scores between the teaching position groups ( $H(6) = 7.18$   $p =$

.305) at the 5% level; thus, the null hypothesis was accepted. In conclusion, these findings suggest that the teaching position may have no effect on teachers' play-based approaches.

This implies that the teaching position of the teachers does not significantly influence their play-based approaches. The Kruskal-Wallis Test results ( $p = .305$ ) indicate that regardless of whether teachers hold positions such as Master Teacher, Teacher I, Teacher II, or contractual status, they perceive and implement play-based approaches in a similar manner. This suggests that teachers across different ranks or positions in the school hierarchy approach play-based learning with comparable frequency and effectiveness. Consequently, efforts to promote or enhance play-based approaches can be applied uniformly across all teaching positions without needing position-specific modifications.

The study indicated that the teaching position—whether Master Teacher, Teacher I, II, or contractual—did not significantly affect the use of play-based approaches, suggesting that all teachers, regardless of rank, implement these strategies similarly. This mirrors the findings of Vosotros (2024), who found that the adoption of play-based learning strategies is more influenced by school culture and teaching philosophy than by individual teaching positions. Vosotros' study (2024) concluded that teachers across various ranks share common perspectives on the value of play-based learning.

#### 4.5.5. Length of Service

Table No. 35

*Difference Between the Length of Service Groups of the Teachers*

Groups	<i>H</i>	<i>Df</i>	<i>p</i>	Decision
40 years and above	5.66	4	.225	Accept $H_{01}$
30-39 years				(Not Significant)
20-29 years				
10-19 years				
9 years and below				

As shown in Table No. 35, a Kruskal-Wallis Test was conducted to assess the difference between length of service groups of the teachers. The Kruskal-Wallis Test results revealed no statistically significant difference in scores between the length of service groups ( $H(4) = 5.66$ ,  $p = .225$ ) at the 5% level; thus, the null hypothesis was accepted. In conclusion, these findings suggest that length of service may have no effect on teachers' play-based approaches.

This implies that the length of service of the teachers does not significantly influence their play-based approaches. The Kruskal-Wallis Test results ( $p = .225$ ) indicate that whether teachers are early in their careers or have many years of experience, they tend to use play-based approaches in similar ways. This suggests that the adoption and application of play-based strategies are not strongly affected by how long a teacher has been in service. As a result, professional development or training programs related to play-based approaches can be effective for teachers at all stages of their careers, from novice to veteran teachers.

The present study showed no significant difference in play-based approaches based on the length of service, suggesting that both novice and veteran teachers use play-based strategies in similar ways. This finding corresponds with the research by Khalil et al. (2022), which indicated that while teachers' years of experience might shape their classroom management skills, it has little impact on their willingness to implement innovative teaching approaches like play-based

learning. Khalil et al.'s study found that both early-career and experienced teachers are equally likely to integrate play into their instruction.

#### 4.5.6. Highest Educational Attainment

Table No. 36

*Difference Between the Highest Educational Attainment Groups of the Teachers*

Groups	<i>H</i>	<i>df</i>	<i>p</i>	Decision
EdD/PhD Graduate with EdD/PhD units MA Graduate with MA units Education Graduate	2.30	4	.682	Accept $H_{01}$ (Not Significant)

As shown in Table No. 36, a Kruskal-Wallis Test was conducted to assess the difference between highest educational attainment groups of the teachers. The Kruskal-Wallis Test results revealed no statistically significant difference in scores between the highest educational attainment groups ( $H(4) = 2.30$ ,  $p = .682$ ) at the 5% level; thus, the null hypothesis was accepted. In conclusion, these findings suggest that the highest educational attainment may have no effect on teachers' play-based approaches.

This implies that the highest educational attainment of teachers does not significantly affect their play-based approaches. The Kruskal-Wallis Test results ( $p = .682$ ) indicate that regardless of whether teachers have a bachelor's degree, master's units, a master's degree, or doctoral qualifications, they tend to implement play-based approaches in similar ways. This suggests that higher educational qualifications do not necessarily lead to a greater or lesser use of play-based strategies. Consequently, initiatives to encourage the use of play-based learning can be applied uniformly, without the need for adjustments based on the teacher's level of education.

The study revealed no significant difference in the use of play-based approaches based on the highest educational attainment of the teachers, indicating that teachers with different levels of academic qualifications tend to implement play similarly. This finding is supported by the research of McLean et al. (2022) which found that the use of play-based learning is not necessarily influenced by a teacher's academic qualifications but by their practical understanding of child development and play pedagogy. Their study suggested that regardless of educational level, teachers are equally likely to embrace play-based teaching methods.

#### 4.6. Difference Between the Play-Based Approaches by the Teachers and as Perceived by Learning Facilitators

Table No. 37

*Difference Between the Play-Based Approaches by the Teachers and as Perceived by Learning Facilitators*

Groups	<i>MR</i>	<i>Eta squared</i> ( $\eta^2$ )	<i>H</i>	<i>df</i>	<i>p</i>	Decision
Play-based Approaches by the Teachers	252.96	.14 (Large)	59.79	1	.000	Reject $H_{02}$ (Significant)
Play-based Approaches as	162.04					

Perceived by the  
Learning  
Facilitators

As shown in Table No. 37, a Kruskal-Wallis Test was conducted to assess the difference between the play-based approaches by the teachers and learning facilitators. The Mean Rank results revealed that the observed scores in the play-based approaches by the teachers group ( $MR = 252.96$ ) were higher than those in the play-based approaches by the learning facilitators group ( $MR = 162.04$ ). Additionally, the Eta squared result indicated that the strength of the difference was large ( $\eta^2 = .14$ ), suggesting a large effect. Furthermore, the Kruskal-Wallis Test results revealed a statistically significant difference in scores between the play-based approaches by the teachers and learning facilitators groups ( $H(1) = 59.79, p = .000$ ) at the 5% level; thus, the null hypothesis was rejected.

In conclusion, these findings indicate that the teachers' perceptions of their use of play-based approaches may differ from those of the learning facilitators, suggesting the possibility of some preference.

This implies that there is a significant difference between how teachers and learning facilitators perceive their use of play-based approaches, with teachers rating their use of these approaches higher. The large effect size ( $\eta^2 = .14$ ) and statistically significant results ( $p = .000$ ) suggest that teachers may implement or perceive play-based strategies more frequently or effectively compared to learning facilitators. This could imply that teachers are more accustomed to integrating play-based approaches into their teaching practices, or they may have a stronger preference for these methods. It also suggests a potential gap in training or familiarity with play-based approaches between the two groups, highlighting the need for targeted professional development for learning facilitators to bridge this gap.

The present study found a significant difference between the play-based approaches of teachers and how these approaches are perceived by learning facilitators, suggesting that teachers may be more accustomed to integrating play-based approaches into their practices. This finding is consistent with the research of Zaman (2024), which highlighted that teachers, particularly those with formal training in early childhood education, tend to have a deeper understanding and appreciation of play-based learning. Zaman's study found that teachers are more likely to implement play-based strategies effectively due to their familiarity with the educational benefits of play, whereas learning facilitators, who may not have the same level of pedagogical training, tend to perceive these approaches differently or implement them less frequently.

#### 4.7. Correlation Between the Play-Based Approaches by the Teachers and Their Learners' Class Performance

Table No. 38

*Correlation Between the Play-based Approaches by the Teachers and Their Learners' Class Performance*

Dependent Variables	<i>r</i>	<i>p</i>	Interpretation	Decision
Cognitive Development	-.08	.245	Negative Weak Correlation	Accept $H_{03}$ (Not Significant)
Social Interaction	.01	.859	Positive Weak Correlation	Accept $H_{03}$ (Not Significant)



Emotional Engagement	.12	.097	Positive Correlation	Weak	Accept $H_0$ (Not Significant)
Skills Application	.03	.713	Positive Correlation	Weak	Accept $H_0$ (Not Significant)
Overall	.04	.541	Positive Correlation	Weak	Accept $H_0$ (Not Significant)

As shown in Table No. 38, the correlation between the play-based approaches by the teachers and their learners' class performance by using the Spearman's Rho Correlation.

It shows that the play-based approaches of teachers had a negatively weak non-significant correlation with the learners' class performance in terms of cognitive development ( $r = -.08$ ,  $p = .245$ ), a positively weak non-significant correlation in terms of social interaction ( $r = .01$ ,  $p = .859$ ), a positively weak non-significant correlation in terms of emotional engagement ( $r = .12$ ,  $p = .097$ ), a positively weak non-significant correlation in terms of skills application ( $r = .03$ ,  $p = .713$ ), and a positively weak non-significant correlation with the overall learner's class performance ( $r = .04$ ,  $p = .541$ ), at 5% significance level; thus, the null hypothesis was accepted.

The positive correlation implies that as the value of independent variables (teachers' perception on the use of play-based approaches) increased, the value of the dependent variable (learners' class performance) tended to increase. Therefore, the results suggest that improvements in teachers' play-based approaches are associated with higher class performance among their learners.

This implies that while there is a positive association between the teachers' play-based approaches and the learners' class performance in areas such as social interaction, emotional engagement, and skills application, the relationship is weak and not statistically significant. This suggests that although improvements in play-based approaches might lead to slight increases in learner performance, these changes are not strong enough to be conclusive based on the current data. The weak and non-significant correlations indicate that other factors might be more influential in determining learners' class performance, and further investigation may be needed to explore the underlying dynamics between teaching methods and learner outcomes. Additionally, the negative weak correlation in cognitive development suggests that more focus may be required in refining play-based strategies to enhance cognitive learning.

The broader finding of a weak, positive, non-significant correlation between teachers' play-based approaches and learners' class performance is supported by the work of Sohail et al. (2024). Their research found that while play-based learning positively influences engagement, creativity, and social development, its direct impact on class performance may be subtle and not immediately measurable. Sohail et al.'s study (2024) emphasized that play-based approaches provide holistic benefits that contribute to learners' overall development, though this may not always align with traditional performance assessments.

#### **4.8. An Enhanced Play-Based Instructional Program to Improve the Play-Based Approaches of Daycare and Primary Grade Teachers and Learners' Class Performance**

The Enhanced Play-Based Instructional Program aims to improve the teaching strategies of daycare and primary grade teachers by promoting developmentally appropriate, concept-based play to boost learners' class performance. Rooted in Constructivist Theory, it emphasizes exploration, creativity, and critical thinking through structured and learner-centered activities. The program includes teacher training, material development, digital resource access, and formative

assessment strategies to support diverse learning needs. It also fosters social-emotional growth and teamwork among learners through inclusive, real-world, and cooperative play scenarios. Spanning from December 2024 to April 2027, the initiative involves collaboration among key stakeholders and relies on regular feedback, observation, and mentoring to ensure its success.

## 5. CONCLUSIONS

1. The teachers predominantly fall within the 30-39 age bracket, are female, handling Grade 3 classes, hold Teacher III positions, have 10-19 years of service, and most have completed their MA degrees.
2. The teachers moderately implemented play-based approaches in concept formulation, material preparation, activity execution, and learning engagement, indicating a balanced but not extensive integration of play in their teaching practices.
3. The learning facilitators moderately implemented play-based approaches in concept formulation, material preparation, activity execution, and learning engagement, reflecting efforts to incorporate playful elements, though less extensively than teachers.
4. The teachers frequently observed moderate cognitive, social, emotional, and skills development in learners' class performance, demonstrating a noticeable positive impact of play-based approaches on various aspects of learner development.
5. The teachers' play-based approaches were not significantly influenced by their age, gender, grade level taught, teaching position, length of service, or highest educational attainment, suggesting a consistent implementation of play-based strategies across diverse teacher profiles.
6. There is a significant difference between the play-based approaches of teachers and learning facilitators, indicating that teachers tend to implement these approaches more frequently or effectively than learning facilitators.
7. The teachers' play-based approaches showed weak, non-significant correlations with learners' cognitive, social, emotional, and skills-based performance, suggesting limited direct impact of these methods on class performance outcomes.
8. An enhanced play-based instructional program is recommended to improve the play-based approaches of daycare workers and primary grade teachers, as well as to enhance their learners' class performance.

## 6. RECOMMENDATIONS

1. The teachers should be provided with professional development opportunities tailored to their level of experience and educational background to further enhance their teaching practices.
2. The teachers should receive additional training on innovative play-based strategies to deepen the integration of playful learning in concept formulation, material preparation, activity execution, and learner engagement.
3. The learning facilitators should be given targeted support and resources to improve their implementation of play-based approaches, ensuring they can match the level of integration demonstrated by teachers.
4. The teachers should continue leveraging play-based activities to foster cognitive, social, emotional, and skills development, with a focus on further enhancing these outcomes through refined techniques.

5. The teachers should be encouraged to collaborate and share best practices on play-based approaches across age groups, positions, and educational backgrounds to maintain consistency and strengthen their implementation.
6. The learning facilitators should receive additional training and mentorship from teachers to close the gap in the effective implementation of play-based approaches and improve learner outcomes.
7. The teachers should explore complementary teaching strategies alongside play-based methods to strengthen the direct impact on learners' cognitive, social, emotional, and skills-based performance.
8. The teachers and learning facilitators should be involved in the design and implementation of an enhanced play-based instructional program to ensure it addresses the needs of both teachers and learners effectively.
9. Further studies should investigate the long-term impact of enhanced play-based instructional programs on both teacher practices and learners' academic and developmental outcomes to provide more comprehensive evidence on their effectiveness.

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