



A STUDY ON THE AVAILABILITY OF STUDENT PLAY TOWARDS
STUDENT DEVELOPMENT IN THE INTERNATIONAL SCHOOLS OF
THAILAND

Ms. Divia Rishi

A Thesis Submitted in Partial Fulfillment
of the Requirements for the Degree of
MASTERS OF EDUCATION

Graduate School of Education
ASSUMPTION UNIVERSITY
Thailand

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**By
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ID 4919680**

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**Ms. Divia Rishi
ID. No. 4919680**

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The result is:

- Excellent
- Good
- Pass
- Fail

Assoc. Prof. Dr. Supit Karnjanapun
Chair

Dr. Wipa Mhunpiew
Member/Advisor

Dr. Sangob Laksana
Member/ Inside Reader

Assist. Prof. Dr. Pasana Chularut
Member/Outside Reader

ABSTRACT

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This study was conducted to explore the availability of play and to identify the highest point and lowest point of student play according to the ten dimension of play in the ISAT schools in Thailand. The study was able to explore the availability of play through a set of ten dimensions of play (Pascal & Bertram, 1991). The ten dimensions are aims and objectives, curriculum, teaching and learning strategies, planning, assessment and record keeping, staffing, physical environment, relationships and interactions, equal opportunities, parental partnerships and liaison and monitoring and evaluation. Questionnaires were used to explore the availability of student play. The data collected was analyzed using a computer program SPSS 15.0 to analyze the data in accordance with the research objectives, statistical techniques such as a reliability test and descriptive statistics. Where as, the highest point was located in aims and objectives , AAO Communicated 55% stated that play is effectively communicated amongst teachers, school staff, parents and other involved . The lowest point is located in Curriculum, CLM Implementation 37.2% stated that play as part of developing the child's. This study will help the schools, teachers, parents and other staffs to be able to evaluate the availability of play at their schools that will lead to the development of their students.

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CHAPTER I

INTRODUCTION

Background of the Study

There is a well – established consensus among early childhood professionals that play is an essential element of developmentally appropriate, high quality, early education program (Alliance for Childhood, 2006; NAEYC &NAECSSDE, 2003). Play provides benefits for cognitive, social, emotional, physical, and moral development (American Academy of Pediatrics , 2006; Elkind, 2007) for children from all socio , cultural, and linguistic backgrounds (Zigler ,E. & Bishop – Josef, S.,2006).

Through play children can make discoveries about the world they live in, in a more relaxed manner. They need not be worried about the results of the play activities like how usually the tests and assessments may haunt them. Children get the opportunity of being children. Young children are expected by their parents to be involved as soon as possible in reading and writing. Not only that they are even expected to excel in their kindergarten classrooms in other subjects like Science, Music, Numbers and other subject and academic oriented issues. Some of the kindergarteners even take up extra classes, subjects or activity after school and in the weekends. In the rush of being competent and qualified future leaders they miss the most crucial part of their childhood. Play is important for children but at the same time the awareness of the importance of play and to understand play there is just so much more then just buying a child a toy or involving them in a game. Perhaps a lot of children a involved in sports as parents and schools assume that it is enough to absorb all the essence of a child's play.

These days' children spend more time than in the past in schools. Thus schools do have the responsibility to make play available for their students. Especially, for young children as play is the way they learn and discover the world around them. Rarely would we see children playing in the neighborhoods. The more developed neighborhoods with higher economic status will have even more involvement and interactions among the children. Children are getting introduced earlier to technology earlier. There are even special software known as lap ware designed for parents to put their children on their laps and operate the computer, thus, more and more children are attached to computer games and programs since very early childhood. This leaves them with many consequences as they grow older. These habits affect their health, social life, thinking skills and other important factors essential for the development of an individual as a social being.

Schools are equally responsible to support its students with all the possible aspects that could lead the students to have better opportunities for play. For most children spend their time in schools. It's the only place likely for children to meet and interact. Children learn through play. Teachers in the early childhood programs are very essential individuals to observe, assess, facilitate, and guide the young children. They spend a larger amount of time during the day with the children in various circumstances. With their educational and work experiences there are very resourceful in providing information regarding the child or the program. Their attitude towards play is essential in order to use play as a tool of development for students.

As a matter of fact international school students pay a greater amount of money in order to get better education and facilities. The students and teachers are also from diverse

backgrounds which provide an overall view of play in a broader way. In order to learn about the availability of play in the Kindergarten sections of the ISAT schools it is necessary to involve teachers as informants.

Statement of the Problem

Since play is an essential element that helps enhancing the child involved in play activities. In order to make play available, useful, effective and quality play that would be of some use to the development of the child. It needs to have quality play. As far as quality is concerned schools or evaluators need to have some criteria that they hold to since play is a very broad subject.

Since not all play activities would contribute to the child. Some play could be repetitive, dangerous and of little significant to the students' development. Thus, in order to provide better results in play schools should have regular assessments for play. They should understand through the teachers' view that what areas are important to be considered and improved in order to provide quality play for the students in the school. The ten dimensions of play were first developed by (Pascal & Bertram, 1990) in order to evaluate the quality of play that is available in the schools.

In order to assess the availability of play available in schools the ten dimensions provide us a set of ten areas that are crucial. It would help in assessing the availability of play with some uniformity. The ten dimensions of play are a set of ten areas that includes, aims and objectives, curriculum, teaching and learning strategies, planning, assessment

and record keeping, staffing, physical environment, relationships and interactions, equal opportunities, parental partnerships and liaison and monitoring and evaluation

Research Objectives

1. To explore the availability of play in the ISAT schools of Thailand referring it to the ten dimensions of play.
2. To identify the highest and lowest point of the availability of student play according to the ten dimensions of play in the ISAT schools that could improve the availability of play in the ISAT schools.

Significant of the Study

The study will help the school and teachers to evaluate the availability of play at schools that will lead to the development of their students. They can update, review, and recognize the areas that need improvement so that play could be more useful and available in the schools. It gives teachers a chance to assess the play that the children get referring to the ten dimensions of play. They could make adjustments so that they could enhance the play activities in their schools. It gives a chance to the parents to refer to some criteria when they would like to assess quality play in the schools.

On the other hand schools may have all the necessities for play but the distribution of the usage may not be uniform. This could also help them create a balance in the school, considering different aspects of play referring to the ten dimensions of play.

Purpose of the Research

The goal of this study is to explore on the availability of play in the ISAT Schools. Play is considered as an important aspect of children, especially young ones. As children are getting more prepared to excel in academics play has not been a major concern for them. Play is equally important as any of the essential need for the child's learning. Teachers are the facilitators, they can have an impact on their students play. Where as schools should be responsible to provide, support, encourage and upgrade play for their students. In order to know the availability of play the research employs the ten dimension of play as a reference and guide to help make play better for children in schools.

Scope of the Study

This research would be conducted in the 76 ISAT schools in Thailand. There are altogether 86 schools including the branch schools. The research limits the age groups of 2 to 5 year olds. Classes like Pre K, K1, K2 and K3 would be the only classes concern in the research. The teachers are the primary source of information. It would only look at the ten dimensions of play in order to evaluate play in the ISAT schools.

Limitation of the Study

The Ten Dimension of Play (Bertram & Pascal, 1991) looks into ten different areas of play in schools. This makes the study very broad rather than in depth. It needs a good management of time and distributed focus to study many variables. Secondly, there has not been much prior research done in this subject particularly in the schools of Thailand. Thirdly, teachers of diverse backgrounds may define play differently. Thus, a clear definition of play meant in the questionnaire should be defined.

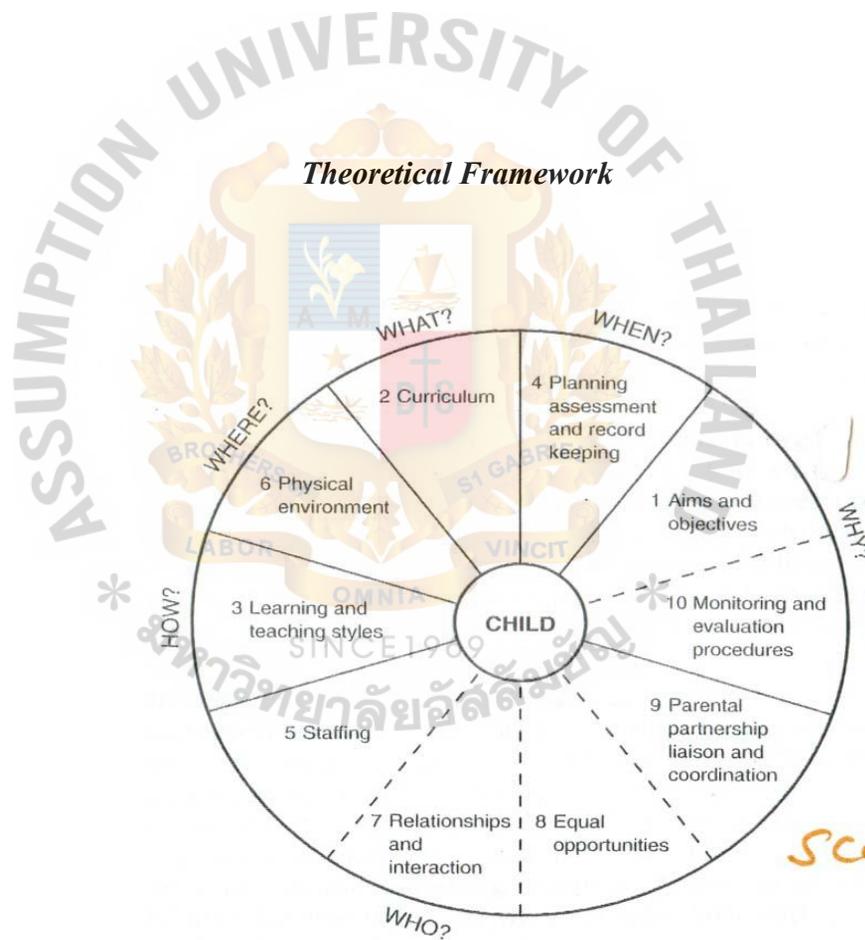


Figure 1 : (Pascal & Bertram, 1991) Quality Evaluation Framework

The ten dimensions provide a strong support in order to provide quality play in order to support the students' development through play. Ten dimensions of play were developed by (Pascal & Bertram, 1991) it has drawn extensively on the views of practitioners, parents and children in a range of settings and on an informed understanding of research about how young children learn.

Conceptual Framework

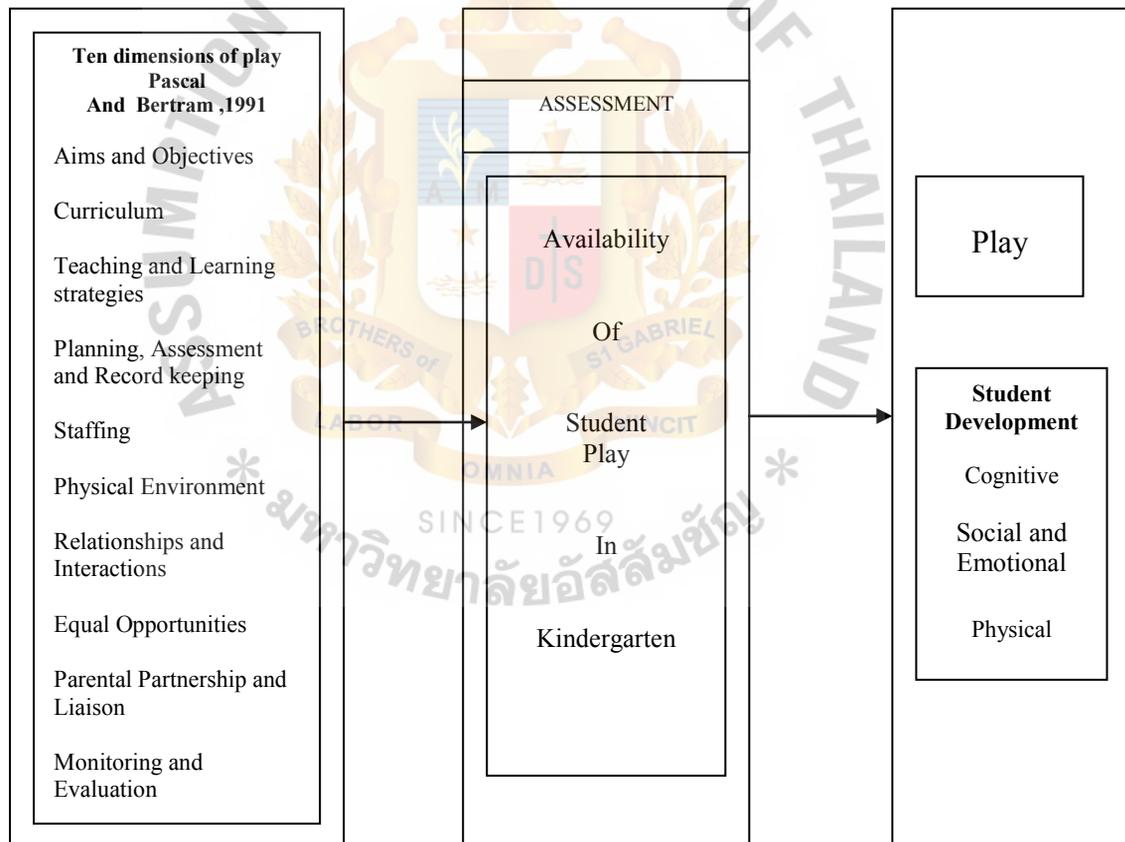


Figure 2: Conceptual Framework of a Study on the Availability of Student Play towards Students Development in Kindergarten

Definition of Terms

Ten dimensions of Play

A set of ten dimensions, that covers the important elements to help, assess, evaluate and upgrade student play in schools. The presence of the ten dimensions helps in inquiring the availability of play at schools. The ten dimensions are aims and objectives, curriculum, teaching and learning strategies, planning, assessment and record keeping, staffing, physical environment, relationships and interactions, equal opportunities, parental partnerships and liaison and monitoring and evaluation.

Aims and Objectives

Aims are general statements that provide both shape and direction to the more specific actions designed to achieve some future product or behavior. Aims are starting points that suggest an ideal or inspirational vision of the good. They reflect value judgments and value laden statements, and they furnish educators with guides for the educational process. The research questions in this dimension are quoted as AAO Clarity, AAO Communicated, AAO Support, AAO Reinforcement, and AAO Involve

Curriculum

Curriculum may be viewed as an aspect of the ecology of the setting in that various curricula differently prescribe appropriate and necessary material, space arrangements, group size, and social interaction, both peer/peer and adult / child. The research questions

in this dimension are quoted CLM Part, CLM Implementation, CLM Opportunity, CLM Diversity, and CLM Support

Teaching and Learning Strategies

The methods of how the teachers would provide more chances for the students, to stimulate them to gain benefits from playing. It also sets clear boundaries between teachers directed activities, sometimes very highly structured and a free play activity which is rather students' choice. When would teachers act as playmates, partners or and adult directing a play activity. It relates the teachers' role in the student's play. The research questions in this dimension are quoted TALS Encourage, TALS Organized, TALS Rules, TALS Roles, and TALS Competencies

Planning, Assessment and Record keeping

This dimension refers to the aspect of play is catered to the children. Planning is a set of actions made in order to prepare the needful to make student play that leads to the students development. It could include lesson plans, activity plans, or other sets of requirements needed to make student play better. It could be timely done whether daily, monthly, quarterly or yearly. In order to provide better play quality assessment is crucial so that it could help better planning. Assessment is a set of actions made to inquire student play in order to help evaluate if play in school is leading the development of the student. All steps taken in order to provide, assess, upgrade and other related actions made in order to make student play available in school intentionally stored and used as a

reference timely is considered as record keeping. The research questions in this dimension are quoted PARK Necessary, PARK Competencies, PARK Documentation, PARK Tools, and PARK Continuity

Staffing

This dimensions focuses on the provision of the available adults that supports the student play leading to the student development. Teachers, teacher assistants, nannies, volunteers, parents or other practitioners relevant to play are included in this dimension. Staffs should be clear about the kinds of facilitation that they can provide during the play activities. The research questions in this dimension are quoted STF Support, STF Development, STF Focus, STF Involvement, and STF Observation

Physical Environment

The dimension is concerned with the play area where children play in the school. It includes playgrounds, activities room, playgrounds and other areas provide in the school where play could be possible to occur whether it's structured play by the teachers or simply initiated by children. It is likely that young children could play just anywhere around the school. The availability, condition and appropriateness of the play material, playing resources and equipments are included in this dimension. The research questions in this dimension are quoted PEVT Play space, PEVT Sufficient, PEVT Appropriate, PEVT Continuity, and PEVT Safety

Relationships and Interaction

This dimension is concerned with the way how the adults response and interact with children during play time in schools .In order to develop positive relationship and results the understanding of student play and student development should be considered. The research questions in this dimension are quoted RAI Skillful, RAI Nurture, RAI Moments, RAI Encouraged, and RAI Relationship

Equal Opportunities

This dimension is concern of the needs of each child in terms of play materials, equipment, opportunities, teacher's attention and preferences are met during playtime in context of gender, physical wellness, race culture and background. The research questions in this dimension are quoted EOP Reflect, EOP Sufficient, EOP Awareness, EOP Cultural, and EOP Exchanged

Parental Partnership and Liaison

This dimension focuses on the nature of the school as an organization takes the efforts and responsibility to include and encourage parents to be a part of play at the school as partners for the student development through student play. A school can support the parental partnership through events, meetings, seminar or workshop for parents in order to encourage better student play. The research questions in this dimension are quoted PPL Chance, PPL Encouraged, PPL Sources, PPL Report, and PPL Environment.

Monitoring and Evaluation

This dimension refers to the procedures and steps taken in order to monitor if the other entire nine dimensions is serving its functions. It is essential to keep track about the other dimensions continuously. All the assessment done should be recorded and used as a support while evaluating student play that leads to the development available for the students at the school. It is equally vital that monitoring and evaluating should be followed by actions. The research questions in this dimension are quoted MAE Quality MAE Continuous MAE Contribute MAE Considered and MAE Evaluation

Student Play

It is the conscious act of making play available through activities , support and opportunity at school in order to make play available for the students in the school taking in to consideration that play develops the students through many diverse and effective ways. All members of the school should be aware, encourage and support student play as a process and need for the child's development.

Student Development

It is the conscious act of taking steps in order to develop the students in the school through various ways that is appropriate for the student. Students' age, level, background, capabilities and other individual issues should be considered while school provides the opportunity to improve the students. As for young students schools should consider play as a step that is not only essential for the child but also is a support for their development.

Teachers

Professionals that are involved in educating children at schools ,classrooms, centers or any other places that educate children under a certain organizational body like schools or institutes. They plan, prepare, educate, assess and perform other educational related task in order to help the students develop in the best way. They are concerned about the facilitation and their roles in supporting the child's education.

Kindergarten

An organizational body that is concern in providing proper education for young children before they join school in order to prepare, nurture and develop them through an appropriate curriculum that focuses on all the aspects essential for the child's development. The organization provides children lots of opportunity to develop through play and child initiated activities.

Availability of Play

All the provision and support made in order to make play available for the students in the school involving all the school members towards a common direction of viewing play as an essential support for students' development. The physical arrangements includes suitable playground for young children, play equipments, educational toys and resources, classrooms and activity rooms in order to be able to make play available and possible. Where as the other observable properties to make play available in schools are the

presences of play in the school curriculum, aims and objectives , teaching and learning strategies and other factors mentioned in the ten dimensions of play.

Highest point

The point that is higher than the others in a particular dimension or in any of the subparts in the ten dimensions in this particular research. The highest point could refer to the comparison of the points within the subparts of a particular dimension or in comparison to the ten dimensions itself. The points are depicted in percentage obtain from SPSS using frequency. The highest point signifies the intensity of the presence of the availability of student play in schools referring to the particular part or subpart of the ten dimensions of play in ISAT schools involved in this research.

Lowest point

The point that is lower than the others in a particular dimension or in any of the subparts in the ten dimensions in this particular research. The lowest point could refer to the comparison of the points within the subparts of a particular dimension or in comparison to the ten dimensions itself. The points are depicted in percentage obtain from SPSS using frequency. The lowest point signifies the intensity of the underrepresented or absence of the availability of student play in schools referring to the particular part or subpart of the ten dimensions of play in ISAT schools involved in this research.

CHAPTER II

REVIEW OF THE LITERATURE

Play In Kindergarten

There is a well-established consensus among early childhood professionals that play is an essential element of developmentally appropriate high quality early education programs (NAEYC&NAECSSDE,2003) Play provides benefits for cognitive, social, emotional, physical, and moral development (American Academy of Pediatrics, 2006; Elkind, 2007) for children from all socio-economic, cultural, and linguistic backgrounds (Zigler, E. & Bishop-Josef, S., 2006). To provide these benefits, play must be consciously facilitated by skilled teachers, who are well- trained in observing children and in understanding how play contributes to the children's mastery of concepts and skills

A growing body of research shows that every competency important to school success is enhanced by play (Isenberg & Quisenberry, 2002; Singer, 2006). For example, high quality pretend play is related to children's abilities to begin to think abstractly and to take the perspectives of others (Bergen, 2002; Berk, Mann & Ogan, 2006; Singer, Plason & Schweden, 2003). There are connections between the complexity of children's pretend play and literacy, mathematical thinking, and problem solving. (Singer et al, 2006; Smilansky, 1990; Van Hoorn , Nourot, Scales & Alward,2007).

As we examine play as an English word it could fall in to different categories of the parts of speech. It could be noun, verb, adverb, and adjective. "The play or a plaything, as in drama and toys; to play in relation to method or mode; to undertake something playfully; or to be described as 'playful child'. Even at this basic level, it is

not easy to distinguish any one meaning which might be attached to ‘children’s play, for it is likely to be a combination of many of these.

It is obvious that many schools provide the opportunities for play to the students we could assess their presence through the physical structures of the school. Playgrounds with diverse play equipments may be available for the child’s motor skills development. The classrooms may be arranged with various kinds of toys and play space for the children to manipulate and a play centered preschool curriculum is not a laissez – faire approach. It’s not the same as giving children “free play” separate from “teaching”. Rather, teachers use the power of children’s developing ideas, interests, and competencies to promote learning through play, circle time, and small group activities. This power is most evident in children’s play, as play is the central force in the development of young children.

Studies provide evidence that highly structured, scripted, primarily teacher-directed instruction is not as effective in promoting young children’s academic success as is teaching that supports and extends children’s activities and interest. In fact, research suggests that over – use of didactic teaching can suppress child-initiated learning and undermine young children’s self – confidence and motivation to learn (Chang, Stipek & Garza, 2006; Shonkoff & Phillips, 2000; Singer, Golinkoff & Hirsh – Pasek, 2006)

Play Contributes to School Success in Many Ways

A growing body of research shows that every competency important to school success is enhanced by play (Isenberg & Quisenberry, 2002; Singer, 2006). For example, high

quality pretend play is related to children's abilities to begin to think abstractly and to take the perspectives of others (Bergen, 2002; Berk, Mann & Ogan, 2006; Singer, Singer, Plason & Schweden, 2003). Connections between the complexity of children's pretend play and literacy, mathematical thinking, and problem solving are documented in this research literature (Singer et al, 2006; Smilansky, 1990; Van Hoorn , Nourot, Scales & Alward,2007).

When children play, they have many opportunities to apply mental representations of the world to new objects, people, and situations – the key ability for future academic learning. They integrate all types of learning – physical, social, emotional, intellectual, and language development. They are engaged in things they're interested in – so they have a natural motivation to learn (Shonkoff & Phillips, 2000)

While performing play activities, teachers may be allowing children to play and explore their play space. There could be various games that the teacher incorporates while in the class or at the playground. But it is very essential for the teachers and members of the school to understand that some play activities are teacher directed and some are child directed activities. Both of these could have a combination when play is concerned. Therefore an understanding of the criteria of play is very essential before play can reach its maximum potential in developing the students while they are engrossed in their play activities. Before an activity can be described as play, it must contain five essential characteristics. First, play is intrinsically motivated. It is an end in itself, done only for the sheer satisfaction doing it. A second, related characteristic of play is that it must be freely chosen by the participants. If children are forced or even gently pressured into play, they may not regard the assigned activity as play at all. A third essential

characteristics is that play must be pleasurable. Children must enjoy the experience or it cannot be regarded as play. A fourth characteristic of play is that it is nonliteral. That is, it involves a certain element of make-believe, a distortion reality to accommodate the interests of the player. This is particularly true of the symbolic play that is so characteristic of the preschool years, when children spend much of their time experimenting with new roles and playing out imaginary scenes. Finally, play is actively engaged in by the player. The child must be involved, physically, psychologically, or both, rather than passive or indifferent to what is going on. Rubin, Fein, & Vandenberg, 1983; Sturges, 2003)

In a study conducted by (King 1979, 1982) it was found that children still think their play to be work if it was assigned by the teachers, on the other hand if they have chosen the similar activities by themselves they regard it as play. Students would not be experiencing all the benefits of play if they do not know the differences between play and work. Since when they are at play they should be free to act without any expectations from the teachers. They are not forced to model a certain kind of behavior or have an adult controlling their games or play activities. This does not mean children are allowed to do any act while at play. Classroom rules will play a significant role in managing their play activities. However, practitioners themselves do not always find it easy to be clear about the implications for their work (Bruce, 1992)

ISAT Schools

ISAT stands for the International Schools Associations of Thailand. It consisted of 45 member international schools when it was first established in 1994. Currently, there are 75 which exactly comprises of 86 schools, some of the schools have other branch schools, members of ISAT all around Thailand. ISAT forms a link between three parties the 75 member international school on one side, the Ministry of Education and the office of the Privates Education Commission in particular. ISAT support the school by giving assistance in arranging in-service training programs for the Thai teachers and administrators in the international schools.

ISAT also conducts regular meeting providing the members involved chances for discussions debate and the exchange of views. Some of the members International Schools are American Pacific International School, American School Of Bangkok and Anglo Singapore International School.

Historical Perspectives on Play

Play has always been close to children since ancient times. Each culture may have its own traditions, values, attitudes, toys and even games through which children play. Some traditions also gives opportunities for the adults like parents, grandparents, other family members, relatives and others to interact with the children and babies. Games like peek-a-boo, hide and seek, Simon says have been practiced since centuries. In ancient Egyptian wall paintings, for example, children can be seen playing with balls and dolls, as well as jumping rope. (French, 1977) In Greece play was considered naturally playful, allowed

and encouraged. Children were seen as naturally more unformed, unruly, helpless, fearful, cheerful, and affectionate than adults. Even though childhood and children's activities were appreciated, the role of the adult was to guide the child gently into becoming a useful and responsible citizen. (French, 1977) Negative attitudes about children, and about the need for them to have special activities, began to surface in Europe during the period known as the Renaissance. Children were believed to be of little importance compared to adults and were said to lack strength, wit, and cunning. Often they were subjects of jokes and were placed in the category of fools and senile old people. (Tucker, 1974) Children were put to work as soon as was reasonable, because idleness was considered both sinful and unprofitable. (Tucker, 1974) In fact, the only real nursery rhymes were those composed specifically for the nursery, and the only chants that truly belonged to the world of childhood were lullabies. (Tucker, 1974) The French attitude towards play could be characterized as one of acceptance, and this acceptance has continued to one degree or another until the present day.

According to (Aries, 1962) King Louis XII of France at four, liked to play cards and to shoot with a bow and arrow, and by the age of six, he was beginning to play chess and to enjoy parlor games. Louis's play is its similarity to that of the adults of his time. As a matter of fact, many of Louis's playmates were adults, servants and courtiers. Most games which were rather physical in nature were considered suitable only for children, whereas adults, at least those of the nobility who aspired to some degree of sophistication, played only games of intellect and wit. Work and play were increasingly thought of separate activities.

17th and 18th centuries were almost completely the value of work for both children and adults. Both religious and philosophical reasons contributed to the devaluation of play in English life. The religious influence most responsible for the devaluation of play in England was the rise of Protestantism. Play was viewed as the opposite of work and so was both sinful and irresponsible. Puritans was to have a significant impact on later U.S attitudes towards work and play, although they themselves and their influence on U.S. thought are often misunderstood. The puritans treated children with sternness. They were often harsh. They did not tolerate play of any sort for their children.

The child was thought to be born ignorant and sinful but at least capable of being enlightened. According to (Borstelmann,1983) Puritans were the first Americans to publish books especially intended for children, and until the early eighteenth century, most books written in English and addressed to a child audience were written by Puritan authors. Play was not seen as evil in itself but as an activity that would distract a child from study and vocational training that were needed to acquire appropriate self – discipline.

During Colonial Times 18th century, the Puritan legacy of ambivalence about the value of children was evident, and perhaps as a result, there was a certain ambiguity about the relationship between work and play. (Walzer, 1974) wrote that on the other hand, colonial parents were genuinely interested in their children, rejoiced at their births, played with them, gave them presents, wrote letters to them when separated, and grieved considerably when a child died. Infant abandonment, a common occurrence in Europe, was in the New World, but very young colonial children were often “put out”. That is,

they were given over to the custody of nurses, schools, tutors, or assorted relatives, a practice that modern Americans would certainly see as unusual.

During the 18th to 20th century the blend of Locke's environmentalist views with the new Romanticism typified by Rousseau's naturalistic perspective. British observers typically described Americans as more relaxed, frivolous, and fun loving than they. Perhaps they might still do so, just as we still tend to describe the British as being somewhat serious and formal. As has already been mentioned, the French had always maintained an attitude of greater acceptance towards play and toward the naturalness of childhood than had the British. On the other hand, the nineteenth century is often regarded as a period in which parents exerted considerable psychological, rather than physical, control over their children. (Davis, 1976) The result of these competing perspectives was an American ambivalence about play that carried through the nineteenth and into the twentieth century, compounded by the diverse and continuous immigration pattern that created a multicultural American society.

During the twentieth century, there was also greater parental interest in understanding the perspectives and feelings of their children. This was the era of the child study movement, which began to flourish, a movement characterized by efforts to develop a genuine science of child development and typified by the writings of the renowned American psychologist G. Stanley Hall (1844-1924). He was influenced by the idea of (Locke, 1964)

Pioneers of Early Childhood Education and Play

The first early childhood educators – Johann Pestalozzi, Friedrich Froebel, and Maria Montessori – took Rousseau as their mentor and constructed programs for young children that were adapted to their emerging needs, abilities, and interest. They all recognized that young children primarily learn through play. Through his novel *Emile* published in 1762, Jean Jacques Rousseau states that children come into the world not as empty organisms waiting for experience to shape them but as original human beings equipped by nature with an innate plan for their development. The child is more than an incomplete version of an adult, and adults must appreciate children for who they are. “Childhood has its own way of seeing, thinking, and feeling, and nothing is more foolish than to try to substitute ours for them,” wrote (Rousseau, 1762) in *Emile*, his classic work on education. Rousseau states that education should consist of interactions with the world rather than just passively accepting knowledge from books.

Many of the progressive educational thinkers from Pestalozzi and Froebel in the eighteenth and nineteenth centuries to Montessori in the twentieth were all indebted to Rousseau, 1762 for his book *Emile*.

Friedrich Froebel

In 1840, Froebel founded ‘Kindergarten’ to provide the psychological training of little children by means of play and occupation. (Froebel, 1990) described the kindergarten as an institution for self- instruction, self education, and self cultivation of mankind, as well as for all-sided and therefore for an individual cultivation of the same through play, creative self activity and spontaneous self instruction. In order to facilitate the child’s

learning he developed play materials that he called gifts and occupation. (Froebel,1990) developed ten gifts, small manipulative materials such as a series of six colored yarn balls, wooden balls, cubes, brick shaped blocks, wooden tablets with different shapes, lines and others. Gifts were to exercise and develop intellectual power and knowledge. Occupations were ways of producing skill in the use of knowledge. They were craft activities clay, cardboards, wood carving, paper folding, paper cutting, weaving, drawing and others. Each gift and occupation has its own purpose in accordance with the progress of the development of children's minds.

His emphasis on play has had a profound effect on practice. (Froebel, 1990) argued that in the earliest childhood, young children's play was their primary way of learning about the real world. Young children acquire knowledge of physical nature by acting on it using their senses, an activity called play. Acting on concrete and external objects in their environment, children gain knowledge of them. Young children learn through their senses rather than through reasoning. The function of play is to represent in children's mind objects in the physical world-'self representation'. Play involved gifts and occupation and games. For Froebel play was not the free play emphasized in the infant school of his time. Through play children become conscious and intellectual.

Kilpatrick (1916) wrote of Froebel, "Perhaps the most valuable of all is the practical demonstration which Froebel through the Kindergarten has given the world of how happy a group of children can be when engaged in education activity. (Froebel, 1990) kindergarten's stands as "a city set on hill". It is an apt tribute. He brought a new meaning to play: an educational meaning for understanding the external world. The term child centered originates with Froebel, first appearing in the Education of Man.

Maria Montessori

Maria Montessori (1995) introduced what she called “auto – didactic materials’ that children could master through trial and error, insight and hypothesis testing. (Montessori, 1995) believed that young children can learn names and letters and even sight read a few words. But this work should make up only a small part of an overall hand on, self directed early childhood curriculum. (Elkind, 2007) Young children are heavily oriented to the senses. Maria called this crucial stage of childhood the sensitive period. She realized that young children take comfort and pleasure in the feel of wool, cotton wood and metal. Touch is a powerful sensory experience. Montessori schools have continued to grow in number for close to a century. These programs have survived and flourished because they maintain their own school of teacher training. Teachers learn to create their own curricula, which frees them from the domination of textbooks.

It was her belief that early childhood was a critical period for the education of the senses which formed the basis of the symbolic learning. She firmly believed that if children were not allowed to develop their senses to the fullest, all subsequent learning would lack firm foundation. Montessori (1995) play, imagination and question are the features of this age, and this is known to all. But often there are misunderstandings, sometimes the questions are difficult.

Jean Piaget

(Jean Piaget, 1962, 1983) Swiss biologist and philosopher perhaps the most extensive treatment of play by a cognitive theorist can be found in the writings of Piaget. Certainly

is the most influential of all theories of children's intellectual development maintained that a primary function of all living organism is to adapt to the environment. Adaptation involves two processes that usually occur simultaneously: assimilation and accommodation. Assimilation means taking new material from the outside world and fitting it into one already existing structures. In a physical sense, the body assimilates food by digesting it, breaking it down so that it eventually becomes a part of the body itself. In an analogous manner, we are able to assimilate new intellectual materials- ideas, concepts, points of view – into the existing structures of our minds, so that those new ideas eventually become incorporated into our own world views. Accommodation is On the other hand, is the adjusting of the structure in reaction to the newly incorporated material. The point is that growth, either physical or intellectual, will not occur unless both assimilation and accommodation take place. According to (Piaget, 1983) is the dominance of assimilation over accommodation. That is, it is the incorporation of new intellectual material into already existing cognitive structures without a corresponding alteration of the structures themselves

Piaget's Stages

Piaget's view of development was greatly influenced by his early training in biology. Central to his theory is the biological concept of adaptation (Piaget, 1971). Just as the structures of the body are adapted to fit with the environment, so the structures of the mind develop during childhood to better fit with, or represent, the external world. In infancy and early childhood, children's understanding is very different from adults. For example, Piaget believed that young babies do not realize that an object hidden from

view- a favorite toy or even the mother- continues to exist. He also concluded that preschoolers' thinking is full of faulty logic. Children younger than age 7 commonly say that the amount of milk or lemonade changes when it is poured into differently shaped container. According to Piaget, children eventually revise these incorrect ideas in their ongoing efforts to achieve equilibrium, or balance between internal structures and information they encounter in their everyday worlds.

In Piaget's theory, children move through four broad stages of development, each of which is characterized by a qualitatively distinct way of thinking. In sensorimotor stage, cognitive development begins with the baby's use of the senses and movements to explore the world. These action patterns evolve into the symbolic but illogical thinking of the preschoolers in the preoperational stage. Then cognition is transformed into the more organized reasoning of the school age child in the concrete operational stage. Finally, in the formal operational stage, thought becomes the complex, abstract reasoning system of the adolescent and adult.

Like Piaget Lev (Vygotsky, 1967) emphasized that children actively construct their knowledge. But according to (Vygotsky, 1967) mental functions have social connections. (Vygotsky, 1967) argued that children develop more systematic, logical, and rational concepts as a result of dialogue with a skilled helper. Thus, in Vygotsky's theory, other people and language play key roles in a child's cognitive development (Berninger & others, 2004; Camilleri, 2005; Fidalgo & Pereira, 2005; Stetsenko & Arieivitch, 2004 p. 228).

Vygotsky (1967) portrayed the child's development as inseparable from social and cultural activities (Rowe & Wertsch, 2004). He believed that the development of memory attention and reasoning involves learning to use the inventions of society, such as language, mathematical system, and memory strategies. In one culture, this might consist of learning to count with the help of a computer. In another, it might consist of counting on one's fingers or using beads. Vygotsky's theory has stimulated considerable interest in the view that knowledge is situated and collaborative (John- Steiner & Mahn, 2003; Rogolf, 2003). In this view, knowledge is not generated from within the individual but rather is constructed through interaction with other people and objects in the culture. This suggests that knowing can best be advanced through interaction with other in cooperative activities.

Vygotsky (1978) emphasized that children's social interaction with more skilled adults and peers is indispensable in advancing cognitive development. It is through this interaction that less-skilled members of the culture learn to use the tools that will help them adapt and be successful in the culture. When a skilled reader regularly helps a child learn how to read, this not only advances a child's reading skills but also communicates to the child that reading is an important activity in the culture.

According to Vygotsky's (1978), socio cultural theory adults and peers as well as the environment play an important role in enhancing the child's cognitive and emotional development. He suggests that "..... what is in the zone of proximal development today will be the actual level tomorrow – that is, what a child can do with assistance today she will be able to do by herself tomorrow". (Vygotsky, 1978) believes that play promotes social and cognitive development in children. He argues that in play a

child always behaves in advance of her/his daily behavior; "... play contains all the developmental tendencies in a condensed form and is itself a major source of development" (Bodrova & Leong, 1999)

Thus in a way the environment, in this case the socio-dramatic play area and the curriculum which offered the opportunity to engage in self initiated pretend play, seemed to have created a Zone of proximal Development. (Vygotsky, 1978) advocated that a teacher's active involvement in children's verbalization of planning evaluating play activities facilitates the development of their mental processes. Through verbal exchange, children internalize the psychological tools for thinking and move from regulation other to self-regulation.

Many educators believe that play is the ideal form of instruction in the early years (Bennet, Wood, & Rogers, 1997; Bruce, 1991; Hughes, 1999; Monighan Nourot, 1997; Moyles, 1994; Wood & Atfield, 1996). In order to grant freedom of choice, institutions of early childhood education, including kindergartens, pre schools, and childcare centers, provide children with a variety of materials, and then leave them free to choose activities and play according to their interests, need, and inclinations. Of the play situations, free play has the greatest degree of internal control and motivation (Bergen, 1988). In a free play situation, children themselves determine what activities they will engage in, where and how they will play, and with whom they will play. They not only initiate but also elaborate on, withdraw, or change the activities they have chosen in response to their purposes and the way the play develops.

Of itself, free play is, however, never sufficient, in a classroom setting, there must always be some practical concerns about freedom of choice. For example, without

an adult's guidance, preschool children between the ages of 3 and 6 often do not pay attention to the activities they have chosen. They tend to be repetitive, or to be too impulsively, to promote the development of children's self-regulation, free play should be guided by teachers. Children need to make choices, but teachers in the early childhood classroom need to be involved in children's follow-through to ensure that they take responsibility. During free play time, teachers have opportunity to teach children not only how to choose activities and play in ways those are appropriate to classroom situation, but also how to reflect upon their choices. Otherwise, there is a danger that the free play will deteriorate into anarchy.

Vygotsky (1978) contended that institutions of early childhood education should provide an environment in which individual children are expected to participate actively in expressing their purposes, and to talk over personally meaningful experiences given the importance that Vygotsky (1978) attached to language for expressing purposes, it is not surprising that he emphasized dialogue, that is, verbal exchanges. Using dialogue, adults can link stimuli with children's responses, and provide the psychological tools for thinking such as posing questions, reflecting on actions, and noticing cause and effect (Buzzelli, 1995; Malaguzzi, 1993; Nutbrown, 1994; Williams, 1989). This allows children to respond competently and solve problems independently. Employing research with preschool children, Vygotsky (1962) stated that what children can do with assistance today, children can do by themselves tomorrow. When children learn a method of behavior for leading themselves that had been used previously in relation another person, they are able to apply a social attitude themselves. This idea is well depicted by his concept of a zone of proximal development (Vygotsky, 1978), which is applicable in

a free situation. During free play, children often create problems and solve them through verbal exchange with others more capable in the matter (Yang & Shin, 1995). The mediating role of adults in children's ZPD is also for the development of children's self-evaluative patterns and tendencies (Wertsch, 1985; Williams, 1989).

In Vygotsky's (1962) genetic epistemology, the interpersonal use of language has cognitive consequences. Through the communicative use of language, children are eventually able to regulate their own behaviors (Luria, 1961; Newman & Holzman, 1993; Resnick, Levine, & Teasley, 1991; Wertsch, Tulviste, & Hagstrom, 1993). The aim for the preschooler is to move from regulation by others to self-regulation and gain higher mental functions, which have a mediated structure and are qualitatively different from elementary ones (Brown & Ferra, 1985; Bruner, 1985; File, 1995; Luria, 1976, 1982; Wertsch, 1985). In this sense, the development of self-regulation processes through verbalization forms an integral part of play approach. Under the guidance of adults, internalize the tools for thinking and eventually their behaviors.

In facilitating these self-regulatory processes, teacher actively listens and questions, when children only tell about what they want to play but also verbalize what they did in relation to their plan. It is through interactive assistance of the teacher that young internalize the tools for thinking and move from regulation by others toward self-regulation. As children in their ability to guide their own actions independent of adult guidance, their self-direction move from external to internal verbalization.

The Zone of Proximal Development

Vygotsky's (1978) belief in the importance of social influences, especially instruction, on children's cognitive development is reflected in his concept of the zone of proximal development. Zone of proximal development is his term for range of tasks that are too difficult for the child to master alone but that can be learned with guidance and assistance of adults or more skilled children.

Thus, the lower limit of the ZPD is the level of skill reached by the child working independently. The upper limit is the level of additional responsibility the child can accept with the assistance of amore skilled person (Groos, 2004; Gray , 2004; Kinginger, 2002; Kulczewski, 2005)

Scaffolding

Closely linked to the idea of the ZPD is the concept of scaffolding. Scaffolding means changing the level of support. Over the course of a teaching session, a more skilled person adjusts the amount of guidance to fit the child's current performance (de Vries, 2005; Donovan & Smoklin, 2002; Jon – Steiner, 2003; Many, 2002). When the student is learning a new task, the skilled person may use direct instruction. As the student's competence increases, less guidance is given.

Dialogue is important tool scaffolding in the zone of proximal development (Tappab, 1998). Vygotsky (1978) viewed children as having rich but unsystematic, disorganized, and spontaneous concepts. In a dialogue, these concepts meet with the skilled helper's more systematic, logical, and rational concepts. As a result, the child's concepts become more systematic, logical, and rational. For example, a dialogue might

take place between a teacher and a child when the teacher uses scaffolding to help a child understand a concept.

Theories of Play

As these theories are discussed it is important to keep in mind that no one theory has ever been able to explain completely the significance of play in children's development. In fact no one, theory is adequate to explain any aspect of child development. Theories must be seen as only tentative models, helpful frameworks within which child development and behavior can be better understood. According to (Spencer, 1973) the Classic Theories Greatest benefits Surplus Energy is that play is able to discharge the natural energy of the body. Parents and teachers often notice that children are more relaxed after vigorous exercise. A child will often play to the point of sheer exhaustion, and appear to be even more energized afterward than before. (Patrick, 1916) states that play is essential to avoid boredom while the natural motor functions of the body are rested in his theory of Renewal of Energy. A final biogenetic theory was expressed by (Groos, 1901), who suggested that play is the body's natural way of preparing itself for the task of adult life. Just as a kitten chasing a ball of string is rehearsing skills that will later be used in stalking food, the child who plays "house" may be preparing for the experience of someday running a household. In fact, much of children's play does resemble adult activities, particularly when children begin to explore adult roles in dramatic play. However, many children's play activities bear little real resemblance to activities pursued in adulthood and can be seen as preparation for adult life only in the most general sense.

Psychoanalytic (Freud, 1974) and (Erikson, 1963) agreed that play develops the emotional and social aspects of the child to reduce anxiety by giving a child a sense of control over the world and an acceptable way to express forbidden impulses. They agreed that play supports the child's emotional and social to reduce anxiety by giving a child a sense of control over the world and an acceptable way to express forbidden impulses. Cognitive – Development (Bruner,1974) , (Piaget,1983) , (Smith,1997) stated that play supports the intellectual , social to facilitate general cognitive development and consolidate learning that has already taken place while allowing for the possibility of new learning in a relaxed atmosphere.

Contemporary Theories of Play

Elkind (2007) addresses the issue regarding child development and the tendencies of the adults to force children intentionally and unintentionally to be adults rather than children. Forcing them to compete in life rather than work collaboratively with peers since childhood. Killing away their imagination and creativity replacing it with constructed activities led by an intelligent adult telling them things to do. Children need to have the opportunity to initiate and play serves this very purpose accompanied with other benefits to liberate them from being passive individuals.

“The creativity and innovation of teachers is deadened by overly close ties to the uniformity of educational publishing and testing”. (Elkind, 2007) Thus, at times teachers who have limitless and immense potential of facilitating children's play are bounded to these unimportant boundaries compared to the betterment of what the students could get through play.

He further states that the demands on children to grow up fast come not only from social change but also from new technologies and research findings. As a replacement of neighborhood games and activities children are these days spending more time on the computer games. Even before, these children visual ability is properly formed they are exposed to the computer. Having the need of using advanced lap ware, computer programs designed for young children, parents eagerly introduce and encourage its use. Instead they should introduce the child to materials through the sense of touch. At this level they should be introduced to materials like cotton, cloth, different safe fabrics and all. Introducing too soon to computers may kill their imagination.

Children who do not have enough time to play and relax are often competitive and egocentric. They also may adopt an authoritarian attitude with peers and friends. (Elkind, 2007) mentions that children's play – their inborn disposition for learning, curiosity, imagination and fantasy – is being silenced in the high tech, commercialized world we created.

A toy which enhances the child's imagination becomes just a menace of passive consumerism. The crowd of children that gathers around neighborhoods vanishes away replaced with organized rental shops. He also explains the functions and kinds of toys that facilitate the child development. Toys like character toys, skill toys for boys, skill toys for girls and educational toys are explained elaborately in his book.

Elkind (2007) agrees that play; love and work is an essential trio that is important for the developing child. He strongly states that in early childhood roughly 2-6 years play, love and work becomes slightly separated but is still closely linked. At this stage children are able to both learn and create symbols. Play is the dominant and

directing mode of learning during this age period, and children learn better through self created learning experiences. He also states that the years from about two to six are momentous ones in the child's development toward full personhood. From the intellectual standpoint, it is a period when children acquire symbolic function and can now represent, in conventional or original ways, the objects and relations they have constructed during the years of infancy.

Pasek & Golinkoff (2003) mention on how children really learn and why they need to play more and memorized less. They mentioned on the way parents are forcing children to learn faster and becoming academically competent, forgetting the fact that children need and learn through play. When parents get an admission in a school they would like to know how intelligently the child would be assessing the school mainly through the presence of academically oriented activities and subjects. They want their children to work and learn compete each day and little emphasis is given on play. Despite of numerous strong grounded researchers available in this modern era agreeing that child's play is vital toward students development and preschools, schools teaching students form 2 to 6 years should provide quality play for children.

Adult Involvement and Intervention

One of the most valuable contributions which adults can make to such fantasy is their own involvement. All too often adults do not take part in socio-dramatic play activities. Those who tend to restrict their involvement to a very superficial engagement (Hutt et al., 1989). By becoming part of the socio-dramatic play, the adults can capitalized upon the

great learning potential offered by this as a way of working. Skillful interaction can stimulate and act as a catalyst (Moyle, 1989), help focus the children's attention and set up challenges (Heathcote, 1984).

Adults need to consider Vygotsky's (1978) concept of 'zone of proximal development' in order that the child's greatest achievements are possible, achievements that tomorrow will become their basic level of real action and moral reasoning. What is argued here is that selective interventions on the part of the adults can make the zone of proximal development and the corresponding learning more precise.

Teachers and Children's Play

"Children who experience rich conversation with adults during their preschool years achieve greater academic success in later years. (Dickinson & Snow, 1987; Scarborough & Dobrich, 1994) On the other hand, (Beruetta-Clemen et al., 1984; Osborn and Milbank 1987) states that providing young children with opportunities for quality play experiences is a challenge which all early childhood educators must address. There is strong evidence that high quality early childhood education, which embraces play as a central vehicle for learning, can have a significant and long-term effect on children's educational and social development. Unfortunately, research has also shown that the quality of play provision in many early childhood settings leaves a lot to be desired and recent legislation may be threatening this provision even further (DES 1990; Pascal 1990a)

The importance of establishing procedures for evaluating and improving the quality of play provision in all early childhood settings was highlighted in the (DES

1990) “We believe that it is vital that for all adults with responsibility for young children to recognize that for them play is a great deal more recreation.”

As early childhood educators it is important that they reflect on the quality of play that they are providing the students and innovate ways of improving play for their students. DES (1990) identified of a number of conditions to be fulfilled if the potential value of play is to be realized. These include a concern for:

- Sensitive, knowledge and informed adult involvement and intervention,
- Careful planning and organization of play settings in order to provide for and external learning;
- Enough time for children to develop their play;
- Careful observation of children’s activities to facilitate assessment and planning for progression and continuity.

While DES, 1990 focused specifically upon adults working with the under fives, these concerns echo those of (Manning and Sharp, 1977) who, focused on the early years in general, placed great emphasis on the quality and type of adult involvement. Despite much evidence on the contrary, teachers and other adults still rarely involve themselves in children’s play. It is understandable, particularly in the present climate, that children are engrossed in their play, teachers take the opportunity to work with children individually, in small groups or to hear readers. But the perceptions children gain about adult views of play and its status within the curriculum are largely derived from the messages they receive from adults. Children very quickly gain the impression that those activities with which adults choose to become involved, or feel forced to involve themselves, are those which are deemed to be most important. The work/play dichotomy

quickly emerges even with the youngest children and the status of play is further reduced by the type of organization where children are allowed to ‘choose’ once the ‘important tasks’ have been completed where play is seen as a reward for work, and where work is done in the morning and play in the afternoon. However welcome adults might be in children’s play, it is not always easy for them to become involved.

For children to accept adults in play sound relationship based on mutual trust and respect must be developed. DES (1990) considers that ‘a child’s emerging self-awareness and confidence depend on the quality of early encounters’ (DES, 1990). Sensitivity in knowing how and when to intervene in play – if at all- is needed and is dependent upon knowledge of children and on the nature of play itself. (Manning & Sharp, 1977) distinction between imitation, intervention and participation is a useful one but, as adults know their cost, ill timed intervention has resulted in a breakdown in the sequence of activity and a sense of failure and alienation on the part of the adults involved. (Strahan, 1991) considered that the way staff felt they were learning through children’s play and their involvement was one of the most powerful features of the project in which she was engaged.

Ten Dimension of Play

Ten dimensions of play are a set of ten areas that would help us asses the quality play in schools. As it is quite broad and evaluates many areas regarding play its quiet suitable to use in assessing quality play in schools. It was termed by (Pascal & Bertram, 1991). The following are the ten dimensions of play:

Aims and Objectives

Education is enacted for a reason. It may be emergent and random; nevertheless, it is intentional activity created to either allow students to attain certain understanding, skills, or attitudes or gain a receptivity to participate in the world, current and future, in particular ways, and even to design their means of interactions. One must articulate intentions and results to make curriculum efficient and effective.

Aims are general statements that provide both shape and direction to the more specific actions designed to achieve some future product or behavior. Aims are starting points that suggest an ideal or inspirational vision of the good. They reflect value judgments and value laden statements, and they furnish educators with guides for the educational process. These aims are usually developed by prestigious, nationwide commission and task forces in the context of overriding concerns and problems of a changing society. It is necessary to formulate objectives that will indicate in more specific terms the outcome of the curriculum or project being considered.

Taba (1962) asserted that educational objectives can be of two sorts; those that describe school wide outcomes and those that are more specific and describe behaviors to be attained in a particular unit, a subject, or a particular level program. (Ornstein, 1998) identifies objectives as to the level for which they are written. Program objectives, addressing subjects course objectives relating to particular courses classroom objectives which are further divided into unit objectives and lesson plan objectives.

This dimension is concern on the plan, purpose, direction and intention that the school makes in order to the provide quality play for the students in the school. It covers all the measures to which the school tries to communicate the importance of play to the

teachers, staffs, administration officers, parents, and community in order to encourage play for the children. However, it could be implicitly or explicitly communicated through the school's vision, mission or other forums that allows an outlet to promote play. It may be clearly stated in the school policy, year book, or set of rules and regulation on the school walls so that it's effectively communicated and understood by all members of the school.

The importance of the aims and the objectives is that it would as a guidance and reference for teachers regarding play. Members of the school should have a common goal in order to provide quality play for the children. It would also be able to encourage parents to be aware about the importance of quality play in the children's' life. Often play is overlooked as an important aspect of the whole child development. (Pellegrini & Boyd, 1993) states that the attitudes of the public at large and school personnel, specifically, have an important impact on children's fantasy play. At the level of preschool policy, the role of fantasy play for preschoolers seems for the moment at least, well established. Slogan such as "play is children's work" (NAEYC, 1988) guidelines for developmentally appropriate curricula, and the general "play ethos" or at least give lip service to the importance of fantasy play for preschool children's education and development.

Curriculum

This dimension is concerned with the range and balance of play activities provided to the children. It would include the presentation of play as a developmental vehicle in areas like social, physical and cognitive development catered to the child in the educational setting. It will also draw clear boundaries between work and play. Play is not a break

from the curriculum; play is the best ways to implement the curriculum .Teachers are still confused with the difference of play and work, for young children. As far as curriculum is concerned the dimensions will also deal with the needs of different child in terms of background, culture or any special need for play.

This dimension should be able to provide all the details necessary to provide quality play for the children. It would encourage more chances for the involved parties to provide quality play for the children. It would also set clear boundaries between work and play especially while the involved parties are mainly concern with very young children who still think play and work in very diverse concept. It would encourage teachers and staffs to integrate and support playing opportunities for the children.

On the other hand it would be as an essential element involve while planning, teaching and assessing the child. Each party would also be concern with all the essential setting like, play environment, play materials and other related play equipments to be used as an educational play tool than just rather toys. (Dempsey & Frost, 1993) states that the curriculum may be viewed as an aspect of the ecology of the setting in that various curricula differently prescribe appropriate and necessary material, space arrangements, group size, and social interaction, both peer/peer and adult / child.

Teaching and Learning Strategies

This dimension is concerned with how the play is catered to the children to get the maximum benefit out of play. The methods of how the teachers would provide more chances for the students, to stimulate them to gain benefits from playing. Teachable moments are of great significance here so that they could use the play activities to teach

something while the students are playing that they need to learn more and know about. It helps the teacher to be able to instruct and direct play to help children acquire knowledge from play. With this teacher would be encouraged to construct meaningful activities for the children to learn more from play. It also sets clear boundaries between teachers directed activities, sometimes very highly structured and a free play activity which is rather students' choice. When would teachers act as playmates, partners or and adult directing a play activity. The methods and skills that the teachers use develop the child through the play activities as a part of learning process also relates to the adults' role in the children's play.

Moyles (1994) conveys that "Knowing children's learning needs also enables adults to encompass the notions of (Vygotsky,1978&Bruner,1978) respectively in relation to the 'zone of proximal development' from which scaffolding by the adults will enable progress in learning to proceed from a point of current understanding.

The sensitivity of educators to children's play cannot be over emphasized. We all need to remember that to maintain its status as a play activity, it is necessary for the activity to remain player- centered, initiated, paced and stylized by the child (Johnson & Esler, 1982) Deep involvement by children is necessary and must be allowed and encouraged by the adults if they play is to be really challenging and contributing fully to the learning process (Monininghan – Nourout et al., 1987)

Despite the fun and learning that can come about through free play, some play can become very repetitive. It has, therefore, been argued that educators have a key role to play in helping children develop their play; the adult can, as it were, stimulate,

encourage or challenge the child to play in more developed and mature ways. (Smilansky 1968, Smilansky & Shefatya 1990)

Planning, Assessment and Record keeping

This dimension refers to the aspect of play is catered to the children. Planning is a set of activities that are plan before hand for play. It could include lesson plans, activity plans. It could be timely done like daily, monthly, quarterly or yearly. This would help teachers to prepare the materials, learning environment and other needful to design quality play for the children. It would enable the teacher to reach the objective of a particular play activity. The teacher could also prepare some relevant information on learning experience through planning. The teacher could make the best use of the teachable moment that arises during the playtime. Teachers should plan time to conduct observations during playtime and record notes about their observations (Billman & Sherman, 1996)

As the teacher plans it she would need constant checking of the play activities if it is reaching the objectives of the play activities. The assessments could be done formatively which means time to time checking of the particular play activity and how it is benefiting the child. It could also provide an answer how is the particular play and all the play activities that the child is involved in is contributing to the development of the child. As, for the summative evaluation the teacher could have a feedback in order to provide better learning and teaching experience for future.

Record keeping is the documented process of play that has been conducted in the past. It provides rich insights to the child's development. How the children played in

the first semester must have progressed as they reach the end of the school years. It also provides evidence of the child's development through play.

As also pointed out by (Moyles ,1989) these might range from the use of tape recorders, video cameras, photographs, diaries, notebooks and journals to the use of systematic recording systems involving time and event-sampling, target-child methods, structured interviews, record sheets and check lists. The Froebel Block play Research Group point out the dangers inherent in employing only one system of recording, suggesting that a simple naming of child's completed construction is insufficient.

Staffing

This dimension focuses on the provision of the available adults that supports the child at play. Teachers, teacher assistants, nannies, volunteers, parents or other practitioners relevant to play are included in this dimension. Staffs should be clear about the kinds of facilitation that they can provide during the play activities. They are also aware about the timings that children play and the way how they are going to divide the supervision whether is at the playground, classrooms, or any other relevant play space provided in the school.

In order to provide quality play the staff should be aware on the guidelines and other relevant aspects that contribute the happening of quality play. The needed support could be in terms of staff development, workshop, seminars or other relevant media of communicating the needful the provision of quality play in the school. Without any more support given to the staff the maximum use of the play material and play activities would not be of full or proper use. Only when other staffs have basic knowledge then they

would be able to support it or even encourage it. Usually facilitation in the classroom would include teachers, teacher assistants, support teachers and nannies in the kindergarten level. It is very important for every party or staff to be clear about the aims and objectives of the play. Hence only quality play would be able to reach its maximum potential in order to reach the maximum potential of it.

Children and staff ratio is an important aspect in this dimension. (Dempsey&Frost,1993) conveys that “Evidence suggests that relatively small increases in adult/ child ration in preschool setting lead to more verbal exchange among peers, less verbal exchange with teachers, less absorption in play activity, and more teasing among children (Russell, 1990) As Fantasy play is more likely to occur in a small class of preschoolers of then versus a large class of 30 (Smith & Connolly 1980) Children play significantly longer when adults are present and involved than when children play alone or only with peers (Sylva, Roy & Painter, 1980)

The child and adult ratio should be of a balance so that each child could guide the needed guidance and supervision. Above all, it's common to have minor accidents during playtime. It's also normal that children would usually have social problems like sharing, communicating and playing together in turns with friends together. If it a school that encourages exposure of the elder children playing together during recess time they would also be chances of domination from the higher level students.

The staff's attitude towards play is very important because if they underestimate the importance of play it is likely that they would be thinking of supporting it. Thus, the importance of the aims and objectives are very crucial for every member in the school to know.

Physical Environment

The dimension is concern with the play area where children play in the school. It includes playgrounds, activities room, playgrounds and other areas provide in the school where play could be possible to occur whether it's structured play by the teachers or simply initiated by children. It is likely that young children could play just anywhere around the school. The availability, condition and appropriateness of the play material, playing resources and equipments are included in this dimension. A developmental perspective for play environment design is shown in a call for separate playground environment for infants/ toddlers, preschoolers, and school ages (Frost & Dempsey, 1994)

A fundamental practice in early childhood education is the use of specific arrears, or learning canters, for different types of activities, such as art manipulative and block, housekeeping, music science and Language arts. Children act and play differently in different areas within the same class room (Shure, 1963). This indicates that the teachers should be free and encourage setting her classroom in such a way that it could encourage more play possibilities in the classroom.

The quantity of play materials available to the child clearly correlates with the children's cognitive development. A synthesis of studies found a mean correlation coefficient of .37 between quantity of play materials in the home and IQ seems at ages 3 and 4 (Gottfried, 1984). On the other the reduction of the play materials could also help students more in social development. Since the opportunity of sharing and playing together would encourage more social interaction among the students. For instance playing sand at the sand area would encourage students to interact more.

Therefore the distribution of the play material in the play areas would matter to the child's development. Small toys, miniatures, puzzles, blocks, manipulative and other toys that encourage cognitive development, toys which are usually played alone should be kept separately. On the other hands toys with are like balls, kitchen sets, housekeeping and other toys that encourages social interaction should be kept in an area where its spacious and encourages students interaction which on other. Paying attention to the setting of the toy arrangements will also make supervision and facilitation easier for teachers and other staffs. (Esbensen, 1990) suggest the following 7 zones: manipulating/creative, projective/fantasy, focal/social, social/dramatic, physical, natural element and transition.

Children can themselves provide information to assist in the design of play environment (Parkinson, 1985). Playgrounds that are designed in cooperation with school children are more used and less abused by children (Hutslar, 1976). Adults, on the other hand may not know what children prefer on their playgrounds (Bishop, Peterson & Michael, 1972). Thus while teachers are arranging play centers they can ask the children to participate in arranging the play space so that they could feel more motivated and confident at the arranged play space.

Relationships and Interaction

This dimension is concerned with the way how the adults response and interact with children during play time and it includes the relationships and interaction amongst children. The degree to what extent and the ways of adult facilitation during playtime is effective in this dimension. Since adults are very important aspect of children's play as

stated by (Vygotsky, 1978) in terms of zone of proximal development adults could help children do task with their help now that children would be able to do it by themselves later. This is applicable in a free situation. During free play, children often create problems and solve them through verbal exchange with others more capable in the matter (Yang & Shin, 1995). The mediating role of adults in children's ZPD is also for the development of children's self-evaluative patterns and tendencies (Wertsch, 1985; Williams, 1989)

As skillful interaction can stimulate and act as catalyst (Moyles 1989) similarly too much interaction or adult involvement could destroy the essence of the quality play. Nicolopoulou warns, that teachers must not be too controlling the stories they create. As with language, we need to be partners with children, and we need to fit their themes into the story they have ownership to it. This also applies in play for children. Since play is intrinsically motivated and should be something that the child really wanted to so sometimes the teachers may destroy the essence of the play. Thus, it is very important to be clear about the extend of teachers facilitation and adult involvement during playtime.

While children are at play, there are many available chances to teach the children. Teachers should make use of the opportunities carefully without destroying the essence of the play. Teachers and staffs could participate in the play through modeling. Modeling means to show the children how to play new toys or the several functions of the particular toys. She could also give ideas of how to play effectively with the toys. Teachers could also introduce new ways of playing toys. Since some toys could be used differently serving different games. Example marble could also be sued as counters; papers have a lot of functions like making beds for the dolls or accessories for dolls. As

in dramatic play she could act as one of the characters with the props to show and encourage children to play and be involved in dramatic play activities.

By mere just joining the games or play teachers could also support the play activities. In this case teachers just play as partners rather than direct, suggest, help or control the children at play. This encourages the child to think strategically. She could also facilitate by building 'real – life 'experiences in the class. For instance she could make a fire station corner which really needs adults' help in the set up of such a background. The words chosen by the teachers also affect the play activities.

Equal opportunities

This dimension is concern of how the needs of each child are met during playtime in context of gender, physical wellness, race culture and background. As in an international school setting children are expected to be from diverse cultures. Each culture has its own games, or particular aspect of interactions and socializing that may not be the same or familiar to other students.

Children of some cultures are very reserved. Some children may be shy and not wanting to follow or join in the free flow of play activities with other friends. Children of this age have a high sense of belonging and therefore may not want to share their toys or play equipments with their friends. In order to provide quality play teachers must consider these factors. She may use strategies like time keeping, counting, or exchanging toys and other useful strategies so that children get equal opportunities to play and at the same time have a chance to develop positive relationships with peers through positive social interaction.

Boys tend to play toys like blocks, manipulative, puzzles and other toys that they are preconditioned to play since their early days. Similarly girls, go more for toys which are rather female oriented chores like housekeeping, nursing dolls, dressing up and other female related activities. At some level not all girls are always interested and should only play with these kinds of toys. They should be encouraged to play whatever they want as play has to be intrinsically motivated in order to stay in a line with the definition. Teacher's explanation activities and other efforts could make a significant difference in this attitude.

During socio-dramatic play girls could also have chances to dress up and act out any male characters that they like since it help them to empathize with different feelings and people. For instance if a boy wants to act as a nurse he can have the opportunity. It's not only girls who can be nurses. In this case is more appropriate if they have a costume for male nurse too.

Parental Partnership and Liaison

This dimension focuses on the nature of how the school an organization includes and encourages parents to be a part of play as partners for the child's development through quality play. (Tharp & Gallimore, 1988) suggested, although assisted performance is found commonly among parent and child relationships, it is rarely found in schools.

As parents too in an international may come from diverse culture and race their acceptance, idea, values about play may not be the same. A lot of parents are aware that play is essential for development but at the same time parents need guidance too. Parental experiences and observation at home would also add value when it's communicated to

other parties. Each parent may have different strategies ideas on play. Workshops, gatherings and seminars would be a great chance for parents and teachers to have a chance to discuss and share their experiences.

(Swadener & Johnson 1989), in reviewing studies on parental attitudes and beliefs towards play, concluded that the involvement of parents in their children's play will raise levels of play. Overall it appears that where parents have positive attitudes towards play, children are likely to become involved in high levels of imaginative and creative play.

In playing with their children, it seems that parents are helping them to learn how to play with their peers. Parental involvement in this way may be not only desirable, but necessary in our society where the family size is small and the child is frequently isolated from others during the first two or three years of life. However, parental involvement may not be so crucial in non-industrialized communities, where children from a very early age are exposed to others.

Monitoring and Evaluation

This dimension refers to the procedures by evaluating the quality and effectiveness of the play policy and provision are monitors and evaluated. While the school is evaluating the play does it look to the 5 criteria of play. Parents, teachers and other staffs should involve in it. In this dimension the children's views are also very important as children are the users.

Play provides opportunities for close observation of children in activities in which they have chosen to engage and which are relevant and meaningful to them.

(Kalvaboer, 1977) makes a relevant point in relation to observation that only by taking time to observe children and at times to play with, and alongside, them will adults be able to recognize that play contains crucial information about a child's developmental level, his organizing capacities and his emotional state.

Assessment and Record Keeping are not synonymous, though they are frequently treated as such. There is little point in developing an elaborate record-keeping system if the evidence upon which the records are based is inadequate. The precondition for good records is, therefore, good assessment.

A variety of strategies and techniques for observing, recording and assessing children's play must be employed – (Hurst, 1994) and (Moyles, 1989), also pointed out some tools for observation, record and assessment these might range from the use of tape recorders, video cameras, photographs, diaries, notebooks and journals to the use of systematic recording systems involving time and event-sampling, target-child methods, structured interviews, record sheets and check lists. The Froebel Block play Research Group point out the dangers inherent in employing only one system of recording, suggesting that a simple naming of child's completed construction is insufficient.

Observation is central to early childhood educational processes. It gives the factual information upon which the other processes, including monitoring and assessing the progress of individual children, depends on planning the whole curriculum for children under the age eight requires information which only observation can give and practice cannot be evaluated without it.

The term evaluation may seem antithetical to play as we have discussed it; after, all evaluation brings to mind such non playful images as testing. (Pellegrini & Boyd,

1993) Evaluation is defined in this section as a progress by which we can measure change in children. Change can be the result of innovative or traditional educational programs. The evaluative data could be summative, as in the case of measuring impact, or formative, as in cases when it is used to improve instruction.

Indeed, (Vygotsky, 1978) considered play to be a prime example of children's operation in the zone of proximal development.

Play for Young Children

Pretend play is the child's way of trying out new skills and growing interests. Puppets are a great way to develop language. As children gain confidence and social skills they enjoy play with other children. Role playing and fantasy games help their social and emotional development. Children like realistic toys that resemble everyday objects, such as dolls, action figures, tools sets and household items. They also like construction sets, painting, musical toys and cassette players.

Active play on swings, slides, climbing frames and toy vehicles encourages physical co-ordination and will help them to progress onto tricycles and bicycles. As they develop logic and are able to concentrate longer they are ready for games with rules like lotto, matching games and dominoes. Memory and imagination can be exercised with electronic toys, board games, and word games.

Kinds of Play

Parten (1932), one of the first to study peer sociability among 2 to 5 years olds, noticed a dramatic rise with age in the ability to engage in joint, interactive play. She concluded that social development proceeds in a three step sequence. It begins with nonsocial activity – unoccupied, onlooker behavior and solitary play. Then it shifts to a limited form of participation called parallel play, in which a child plays near other child with similar material but does not try to influence their behavior. At the highest level, preschoolers engage in two forms of true social interaction. One is associative play, in which children engage in separate activities, but they interact by exchanging toys and commenting on one another's behavior. The other is cooperative play – a more advanced type of interaction in which children orient toward a common goal, such as acting out a make believe theme or working on the same product, such as castle or painting.

- Parallel play: A form of limited social participation in which the child plays near other children with similar material but does not try to influence their behavior.
- Associative play: A form of true social participation, in which children are engaged in separate activities, but they interact by exchanging toys and commenting on one another's behavior.
- Cooperative play: A form of true social participation, in which children orient toward a common goal, such as acting out a make believe theme or working on the same product.
- Autocosmic play: According to, psychoanalytic theorist (Erikson, 1963) a type of play that occurs during the first years of life, centering on the exploration of the child's own body.

- Onlooker play : Play in which a child watches another child or children at play , is definitely involved as a spectator ,even to the point of asking questions or offering suggestions, but does not become an active participant.
- Sensorimotor Play: Also referred as practice play (Piaget, 1962), the sensorimotor play of the infant involve the repletion of already assimilated sensory or motor activities for sheer pleasure of doing so.

While infants play alone or with playthings toddlers play beside other children, although not with them. They are sometimes within speaking distance f others but make little or no effort to communicate. Two children playing with similar toys may pursue unrelated activities. They concentrate on their own needs, reflecting egocentric behavior, and have no concept of rules (Parten, 1932; Piaget, 1962). Such play contributed to infants' toddlers' growing ability to pay attention and to the development of physical skills, social competence, and intellectual growth (McCune & Zanes, 2001)

Young preschoolers play with other children, talk about common activities, and borrow and loan toys. They have no explicit goals, nor do they make an effort to establish rules (Parten, 1932; Piaget, 1962). Older preschoolers can play together and help each other in an activity that produces some material or product or pursues some goal. Preschool children like to build and create with objects, take on roles, and use props to replace an original object. They playfully re – enact events and change details to match personal needs and desires. Although they may imitate codified rules, their concepts of rules are individual and they make no attempt to win. Through play, preschoolers develop and refine motor skills, experience the joy of mastery, and develop and use basic academic skills such as counting, reading, and writing.

A major way children take ownership of new information is by playing with it. Learning requires an interactive balance of gaining the facts and skills required by the culture and making information one's own. This interactive cycle helps children understand their world in an intrinsically motivating fashion (Fromberg, 2002; McCune & Zanes, 2001; Wolery & McWilliams, 1998)

Stages of Play

During the first year of life, play centers on the exploration of the child's own body. In the gradual recognition of their sensory and motor skills examples, looking, listening, talking, walking and in the exploration of their own bodies examples playing with their hands or feet, Children come to have an understanding of themselves as different from other people. Erikson called play with one's own body autocosmic play. During the 2nd year of life children begin to go beyond their own bodies in play and to acquire mastery of objects, including toys. This form of mastery play further enhances the ego, and (Erikson, 1963) referred to it as microsphere play. During the preschool years Children at play move beyond mastery of their own bodies and mastery of objects to mastery in social interactions. Playing with peers, sharing both fantasy and reality with them, and demonstrating skills in a social setting are all elements of macrosphere play, which again strengthens children's ego, as they realize that they can be successful in the larger social world. Benefits of macrosphere play macrosphere play helps children better understand their culture and the social roles that they, and everyone else, are expected to assume.

The Nature of Fantasy Play

Children engage in a wide variety of play activities. Elements of fantasy will occur at differing levels within individual children's play and games and at different levels of maturity. In order to discuss the relationship between fantasy and socio-dramatic play it is useful to put it in the context and to view it as something separate from other forms of play (Smilansky & Shefatya 1990). Socio dramatic play is, for the most part, concerned with the nature of role and of social interaction, while other types of play involve bodily activity or the use and exploration of objects. There are four main types of play: functional play, constructive play, rule-governed play and socio-dramatic play. In socio-dramatic play children demonstrate a growing awareness of their social surroundings, consciously acting out social interactions and, in so doing, experiencing human relationships actively by means of symbolic representation.

The significant difference between socio- dramatic play and dramatic play, as (Smilansky & Shefatya, 1990) define it requires interaction, communication and cooperation. Dramatic play is imitative and draws upon first or second hand experiences and uses real or imaginary objects. This play becomes socio-dramatic play if the theme is elaborated in cooperation with at least one other person and the participants interact with each other in both *action* and *speech*.

The Importance of Socio Dramatic Play

The manifestation of the fantasy element in play develops as the child grows older. According to (Piaget, 1962) children progress through stages of functional play, through dramatic play and on to socio-dramatic play. Throughout, the child is bringing to the

fantasy play existing knowledge, skills and understanding of the world which they then assimilate within existing schema or create new and novel interconnections. If insufficiently valued, this natural facility to develop the child to understand changes the way in which it is manifested from the processes of accommodation.

Piaget postulates that fantasy play will, over time, change into rule-governed activities. Bruner et al., (1976) on the other hand sees fantasy play as being a precursor for social rules. What we learn through fantasy play then forms the basis of rule-governed behavior. He illustrates this through simple peek-a-boo games played by young children, showing how these lead to the development of structured interactions with turn taking.

(Erikson, 1965) stresses the importance of the life-rehearsal element in fantasy play, suggesting that, through play, children can begin to learn to cope with life and with a range of complex social issues such as failure, loneliness and disappointment. In encouraging children to enact fantasy scenes, he discovered that these scenes were metaphors of the children's lives and that it is the function of the teacher to enable the children to reflect on the significance of their play in order to learn from it.

Imaginative play is fun, but in the midst of the joys of making believe, children may also be preparing for the reality of more effective lives. Singer and Singer (1990). To summarize thus far, the value of fantasy play and in particular socio-dramatic play can be seen in its therapeutic, diagnostic and cognitive developmental functions. It helps the child to assimilate information to prepare for unknown situations. It also places the child's experience of life into a context which can be interpreted through reflection. This is something of a paradox for educators: while cognitive growth is enhanced by fantasy/socio-dramatic play, the very fact of this cognitive development will mean that

the child has less need of fantasy in order to explore simple behavior patterns and motives through observation of those immediately around them. As (Smilansky& Shefatya ,1990) suggest, the increasing influence that the child actually has on the world, coupled with the decreased need to test out and explore family roles and the development of reading enabling the child to open up and explore these elements through fantasy play. Educators need to move children beyond these immediate horizons so that they can begin to look at the deeper level of ‘role’ and the greater complexity of life. For this to happen, they need to be challenged.

Active Play

Active play fosters personal meaning. When children perceive events as personally relevant, their neural connections proliferate and situations, ideas, and skills become part of their long term memory. Meaningless concepts, such as isolated facts, are irrelevant and typically will not become part of long term memory (Fromberg, 2002)

Moreover, play and play contexts support intrinsic motivation that is driven by positive emotions (Jensen, 1999). Positive emotions, such as curiosity, generally improve motivation and facilitate learning and performance by focusing a learner’s attention on the task; negative emotions, such as anxiety, panic, threats, and stress, generally detract from motivation (Santrock, 2003)

Curiosity, flexible and insightful thinking and creativity are major indicators of the learner’s intrinsic motivation to learn, which is in large part a function of meeting basic needs to be competent and to exercise personal control. Because play is intrinsically motivating, learners perceive it to be interesting, personally relevant,

meaningful, and appropriate in terms of their abilities and their expectations of success (Johnson et al., 1999; Santrock, 2003)

Play-based learning activities provide multiple ways for children to learn a variety of different skills and concepts. They allow children the opportunities to learn relevant skills and feel competent about their ability to learn. When children are concerned about their competence or adequacy, they cannot make sense of their learning because emotions drive attention, create meaning, and forge their own memory pathways (Goleman, 1995). Children are more likely to feel successful when they can experience active, meaning learning; use complex challenging, and varied materials; learn in a safe, non threatening environment; and receive accurate and timely feedback (Fromberg, 1998, 2002; Isenberg & Jalongo, 2000; Jensen, 1999)

Children's play depends largely upon the play materials, equipment and role models available to them. Early exposure to appropriate play activities and materials is important and provides a sound basis for development (Fromberg, 202; Frost et al., 2001; Hughes, 1999 in press; Isenberg & Jalongo, 2000; Johnson et al., 1999; Moyer, 1995)

Children need early exposure to both visual and auditory stimuli (Murata & Maeda, 2002). Young children are interested in colors, sizes, shapes, and sounds and enjoy working with table toys that encourage matching, ordering, and comparing. Play with such equipment stimulates vocabulary and concept building. Young children play with these materials by grouping them according to size, color, form, and texture. They can recognize things that do not belong to a group. Older children group by function (Frost et al., 2001). Clay, sand, mud give children of all ages opportunities to explore

changes in form as they mold the substance (Jensen & Bullard, 2002; Langstaff & Sproul, 1979).

Play is a dynamic process that develops and changes as it becomes increasingly more varied and complex. It is considered a key facilitator for learning and development across domains, and reflects the social and cultural contexts in which children live (Christie, 2001; Fromberg, 1998, 2002; Hughes, 1999, in press). Theorists, regardless of their orientation, concur that play occupies a central role in children's lives. They also suggest that the absence of play is an obstacle to the development of healthy and creative individuals.

Psychoanalysts believe that play is necessary for mastering emotional traumas or disturbance; psycho socialists believe it is necessary for ego mastery and learning to live everyday experiences; constructivists believe it is necessary for cognitive growth; maturationists believe it is necessary for competence building and for socializing functions in all cultures of the world; and neuroscientists believe it is necessary for emotional and physical health, motivation, and love of learning.

Moreover, findings from the recent explosion of research on the brain and learning also delineate the importance of play (Jensen, 2000, 2001; Shore, 1997) Research on the brain demonstrates that play is a scaffold for development , a vehicle for increasing neural structures, and a means by which all children practice skills they will need in later life. This research raises new questions for those who view play as a trivial, simple, frivolous, unimportant, and purposeless behavior (Christie, 2001; Frost, Wortham, & Reifel, 2001, 2001; Shore, 1997)

A body of research on socio-cultural variations on play exists, but is less robust. We know that socio – cultural variations in play depend not only upon the attitudes of parents, teachers, and society in general, but also on such variables as the amount of play space and time that is available to children (Roopnaire, Lasker, Sacks, & Stores, 1998). Child development experts have been far less successful in understanding the contexts within which play occurs (Roopnaire, Shin, Donovan. & Suppal, 2000)

Both theorists and researchers do concur upon a common set of characteristics that distinguish play behaviors from non play behaviors for children across all ages, domains, and cultures. These unique features include behaviors that are: 1) intrinsically motivated and self initiated, 2) process oriented, 3) non literal and pleasurable, 4) exploratory and active and 5) rule – governed (Fromberg, 1998, 2002; Garvey, 1990; Johnson, Christie, & Yawkey, 1999; Rubin, Fein, & Vanderberg, 1983)

To best understand the relationship of play to learning and development, teachers must be knowledgeable about the research base and typical characteristics that describe how play enhances all children’s learning and development. From this knowledge base teachers will be able to argue convincingly and make appropriate decisions about providing adequate opportunities and time for all children to play (Christie, 2001; Fromberg, 1998, 2002; Frost et al., 1999; Wolery & McWilliams, 1998).

A report from the (American Academy of Pediatrics, 2007) documents that play promotes not only behavioral development but brain growth as well. The University of North Carolina's Abecedarian Early Child Intervention program found that children who received an enriched, play-oriented parenting and early childhood program had significantly higher IQ's at age five than did a comparable group of children who were

not in the program (105 vs. 85 points) In recent years, and most especially since the 2002 passage of the No Child Left Behind Act, we've seen educators, policy makers, and many parents embrace the idea that early academics leads to greater success in life. Yet several studies by (Pasek, 2003) and colleagues have compared the performance of children attending academic preschools with those attending play-oriented preschools. The results showed no advantage in reading and math achievement for children attending the academic preschools. But there was evidence that those children had higher levels of test anxiety, were less creative, and had more negative attitudes toward school than did the children attending the play preschools.

Thus, it seems that curriculum activities can either facilitate or constrain peer interactions, with table activities inviting less social interactions and block and dramatic play activities inviting more social interactions. This is corroborated by others (Kemple, 2004; Kemple, Dungan, & Strangis, 2002; Kontos, Burchina, Howes, Wisseh, & Galinsky, 2002; Kontos & Wilcox- Herzog, 1997; Petrakos & Howe, 1996)

Literacy in Play

Children need no encouragement to play. Within minutes of being presented with props', they are creating detailed and sustained play activities. In these activities they recreate the world they experience outside and inside school; they cook, clean, polish; they plan, travel explore; they fall ill, are hospitalized and recover. Play, based upon real life experiences, offers a number of valuable opportunities for children to experiment explicitly with and use, literacy in many different , but valid , ways;

- It enables children to experience a wide range of different situations within which literacy is appropriately embedded.
- It enables children to have holistic experience of literacy,
- It enables children to control the ways in which literacy is used and experienced
- It enables children to demonstrate what they know rather than what they can copy,
- It enables children to cooperate in learning about literacy.

Some Toys That Children Play

Indeed, toys may have a role in both cognitive and social development. For instance, children's social engagement is believed to be mediated by the availability of play materials (Hendrikson, Strain, Trembley, & Shores, 1981; Lieber & Beekman, 1991; Martin, Brady & Williams, 1991; Quilitch & Risley, 1973) However, it is not solely toy availability that is important, but also the type of toys that are available (Elder & Pederson, 1978; Murphy, Carr & Callias, 1896; Rubin, Fein & Vanderberg, 1983)

Action figures, activity centers, activity mats, balls, bicycle, blocks, block letters, board games, games, books, dominoes, electronic games, games, jigsaws, marbles, mobiles, models, musical toys, painting crafts, play sets, puppets, push and pull toys, puzzles, role playing props, shape sorters, soft toys, swings, slides, table top games, tool sets, toy vehicles, tricycles, word games

Constructional toys provide an extended range of possibilities through which children are able to develop increasing control over interlocking components and moving

parts as they acquire, refine and apply a range of skills which include: grasping, sliding, rotating, slotting, pulling, pushing, winding, and stacking.

Timing Playtime

Although (Peter et al, 1985 & Yawkey, 1990) recommended 60 minute free play periods, there is little argument that play periods in early childhood settings should be at least 30 minutes in length. Shorter periods do not allow time for children to initiate, develop, and extend play themes. Some of the richest and most creative play episodes observed by present authors occurs as children tire of common dramatic play themes and begins setting into novel uses or combinations of play themes. The skillful play leader looks to the child for cues to cut short or extend the play period.

Play and Areas of Development

While children are actively playing they may involve in more than one function of development. He tries to use his imagination to represent objects, people, and ideas in fantasy play. For instance, when he acts like a butterfly, he tries to really imagine, think and imitate the very special features of the butterfly. This enhances the cognitive development of the child. As he tries to use his body parts to imitate the flying butterfly he exercises his arms and legs that contributes to his physical development. If he is playing with other friends, they make take turns, show care and response to the insect contributing to the social development of the child. Numerous studies have shown that children with better social skills and emotional health succeed academically – and are

more likely to avoid high – risk activities as adolescents (Berk, Mann & Ogan, 2006; Fromberg, 2002; Shonkoff & Phillips, 2000) Thus, play benefits the child in many diverse ways through simple and relaxing activities that the child chooses to be involved in voluntarily.

As the children sit together and play blocks or lego with their friends, they imagine building forts, making machines or other figures. As they use each block they will compare the sizes, colors, quantity and practice putting them together. They communicate with their friends about their own creations, expressing their ideas in a relaxed manner, having the chance to use the related vocabulary that they have learnt.

Oral language skills and narrative capacity form the foundation for reading comprehension, the ability to produce coherent writing, and the ability to understand subjects such as history, social studies, and science (Fein, Ardelia-Ray & Groth, 2000; Jones & Cooper, 2006; Kim, 1999; Nicolopoulou, McDowell & Brockmeyer, 2006; Schickedanz & Casbergue, 2004) How it promotes school success:

Physical Development

Because play often involves physical activity, it is closely related to the development and refinement of children's gross and fine motor skills and their body awareness. As children vigorously and joyfully use their bodies in physical exercise, they simultaneously refine and develop skills that enable them to feel confident, secure, and self assured. In societies where children experience pressure to succeed in all areas, confidence and competence are essential (Berk, 2002; Fromberg, 2002, Frost et al., 2001

; Holmes & Geiger, 2002; McCune & Zanes, 2001; Murata & Maeda, 2002; Santrock, 2003).

Social and Emotional Development

As social organisms, humans have a basic need to belong to and feel part of a group and to learn how to live and work in groups with different needs and developing these social and emotional life skills. For example, children of all ages need to be socialized as contributing members of their respective cultures. Numerous studies (Creasey, Jarvis, & Berk, 1998; Erikson, 1963; Goleman, 1995; Piaget, 1962; Rubin & Howe, 1986; Rubin, Maioni, & Hormung, 1976; Rubin, Watson, & Jambor, 1978; Sutton Smith, 1997; Vygotsky, 1978) indicate that play with others gives children the opportunity to match their behavior with others and to take into account viewpoints that differ from their own. Thus, play provides the rich experience children need to learn social skills; become sensitive to others' need and values; handle exclusion and dominance; manage their emotions; learn self control; and share power, space, ideas with others. At all levels of development, play enables children to feel comfortable and in control of their feelings by: 1) allowing the expression of unacceptable feelings in acceptable ways and 2) providing the opportunity to work through conflicting feelings

Cognitive Development

Evidence also suggests a strong relationship between play and cognitive development. Studies indicate a positive between play and student learning (Kumar & Harizuka, 1998; Lieberman, 1997). They identify improvements to attention, planning skills, and attitudes

(McCune & Zanes, 2001; Smilansky & Shefatya 1900; Sylva, Bruner, & Genova, 1976); creativity and divergent thinking (Dansky, 1980; Holmes & Geiger, 2002; Pepler 1982; Sutton-Smith 1997); perspective taking (Burns & Brainerd, 1979); memory (Jensen, 1999, 2000; Saltz, Dixon, & Jonson, 1977); and language development Clawson, 2002; Creasey, Jarvis, & Berk, 1998; Gardner, 1993;Howes, Droege &Matheson, 1994).

While some consider play to be trivial and simple, and even a waste of time, “play is not wasted time but rather time spent building new knowledge from previous experience” (Bruner, 1972, cited in Harris, 1986, Piaget, 1962).Information about typical age-related play behaviors at different ages provides a useful framework for understanding different forms of children’s play and for providing environments that will facilitate these forms.

Educators long have recognized the centrality of play to children’s developmental and have provided opportunities for both structured and spontaneous play Both theory and research supports such a relationship. Play is not only children’s unique way of learning about their world, but also their way of learning about themselves and how they fit into their world, building on familiar knowledge and deepening their understanding through the recurring cycle of learning that is essential to what all children can understand and do (Erikson, 1963; Fromberg, 1998, 2002; Frost et al., 2001; Johnson et al., 1999; Monighan Nourot & Van Hoorn, 1991; Piaget, 1962)

CHAPTER III

RESEARCH DESIGN AND METHODOLOGY

This chapter contains a description of the methodology employed in studying the availability of student play in the ISAT schools in Thailand. This chapter will describe the population, sample, instrumentation, collection of data, treatment of data, and data analysis.

Research Design Procedure

The procedure in the research design was to explore the availability of play and to identify the strength and weaknesses in students play in the ISAT schools of Thailand referring it to the ten dimensions of play.

Population

The target population for the current research is ISAT school teachers currently teaching children age 2-5 years old teaching Pre K, K1, K2 and K3. The total population of ISAT school teachers of the particular level is estimated to be 344 teachers from 75 international schools member in Thailand. There are altogether 86 schools including the branch schools.

Instrumentation

In this study, the survey questionnaire employed to measure the availability of student play at the international school consist of the availability of play questionnaire that is constructed from The quality of play questionnaire Pascal & Bertram, 1991.Ten dimensions of play: This part is the core in this study which serves to collect information from the participants about and the availability of student play present in the ISAT schools of Thailand. It consists of ten parts each with five questions.

Draft of the questionnaire

The Ten Dimensions of play: The Availability of Student Play in School.

Teacher of Level	<input type="checkbox"/> Pre K	<input type="checkbox"/> K1	<input type="checkbox"/> K2	<input type="checkbox"/> K3
Sector 1	Aims and Objectives			5 items
Sector2	Curriculum			5 items
Sector 3	Teaching and Learning Strategies			5 items
Sector 4	Planning, assessment and record keeping			5 items
Sector 5	Staffing			5 items
Sector 6	Physical Environment			5 items
Sector 7	Relationships and Instruction			5 items
Sector 8	Equal Opportunities			5 items
Sector 9	Parental Partnership and Liaison			5 items
Sector 10	Monitoring and Evaluation			5 items
<u>Total</u>				<u>50 items</u>

The questionnaire consists of the level that the participant or teacher is currently teaching and a set of 50 questions based on the Ten Dimension of Play by Pascal & Bertram, 1991.

Ten Dimensions of Play: The Availability of Student Play in School

Appendix (B)

Purpose: To Explore the Availability of Student Play in School

Authors: Pascal & Bertram (1991)

Description: A 50 item set of questions design to evaluate the availability of play in the ISAT schools. The ten dimension is designed to measure 10 dimensions of play a set of ten areas that includes, aims and objectives, curriculum, teaching and learning strategies, planning, assessment and record keeping, staffing, physical environment, relationships and interactions, equal opportunities, parental partnerships and liaison and monitoring and evaluation. (Pascal & Bertram, 1991) It is an elaborated and complete set of questions in order to check the availability of play in schools. These dimensions set criteria in order to assess the availability of play in school that could cover a large area of play that would contribute to the student development in the schools.

Scoring: All the ten dimensions of play are rated on a 5 point Likert type scale varying from 1 to 5, in which different questions were set in different scales direction. In order to interpret the mean of the availability of play according to the ten dimensions of play was based on the Likert scale concept of the boundary of numerals.

Question no 1 range from 1. not at all 5 clearly

not at all	a little	moderate	mostly	clearly
1	2	3	4	5

Question no 2 ranges from 1. extremely inefficient 5.extremely efficient

Extremely Inefficient	worse than average	better than average	average	extremely efficient
1	2	3	4	5

Question no 3, 4, 11, 15, 16, 20, 22, 23, 29, 50 ranges from 1. Not at all 5. Fully

not at all	a little	moderate	mostly	fully
1	2	3	4	5

Question no 7, 8, 9, 10, 13, 18, 25, 30, 35, 36, 38, 43, 45, 46, 48, 49 ranges from 1.rarely 5
always

not a bit	a little	a fair amount	quite a bit	a great deal
1	2	3	4	5

Question no 5, 6, 13, 14, 17, 19, 31, 32, 33, 34, 40, 41,42,45,46, 48 and 49 ranges from
1.not a bit to 5 a great deal.

rarely	occasionally	sometimes	often	always
1	2	3	4	5

Question 21 ranges from 1.none 5.very high

none	small	moderate	high	very high
1	2	3	4	5

Question 24 ranges from 1.extremely ineffective 5.extremely effective

Extremely Ineffective	worse than average	better than average	average	extremely effective
1	2	3	4	5

Question 26,27,37,39 ranges from 1.extremely insufficient 5.extremely sufficient

Extremely Ineffective	worse than average	average	better than average	extremely effective
1	2	3	4	5

Question 28 ranges from 1. extremely inappropriate 5. extremely appropriate

extremely inappropriate	worse than average	average	better than average	extremely appropriate
1	2	3	4	5

The questionnaire Ten Dimensions of Play: evaluating quality play in the school has again been reconstructed in order to meet the objective of this research. Since the research is concerned with only the availability of student play and not its quality there was a need to limit the questions to an extent in order to produce a better result in identifying the availability of student play in school. Since quality of a certain aspect would need a rather thorough study, the original source of the questionnaire is similarly broader and more in depth. Some of the parts of the original source were made simpler, combined and modified. Another reason of the modification done is that this particular research is only concerned with teachers rather than the other members of the school like principals, students, parents or other staffs. Thus, the questions are also modified to the extent to what teachers should be able to answer. Further, to be able to get a clear picture of the availability of student play the Likert scale has been used to identify the degree of the availability of student play. In order to be clear about the modification made here is an example of the original and modified questionnaire. The original set of questions by the author Pascal & Bertram, 1991 is also attached, Appendix (C).

Aims and objectives originally consisted of seven questions. Most of the questions were related to the policy of the school in order to check the quality of play. Policy is a very broad aspect which is not only concerned with teachers as school member so the questions were rather modified to one of the ten dimension of play as it is called aims and objectives. So the questions modified were rather addressed as aims and

objectives rather than policy. Since this research is to know about the presence of the dimensions and the availability of it. According to the teachers' view, the five questions reconstructed were mainly focused on the objective of the research.

The constructed questionnaire applied in this research was to know if the aims, objectives were present, clear, and communicable, reinforced and involve parties in it. The areas mentioned are related to each question in the original questionnaire Questions 1 to 5 in the original source supported these areas.

Example

Ten dimension of play: evaluating quality of play in school

Aims and Objectives

1. Is there a policy on play?
2. How did the policy arise?
3. Who does it apply to?
4. What are the expressed aims and objectives?
5. What is the rationale for the play provision?
6. How is the policy communicated?
7. How far is the play policy shared between educators, parents and children?

Ten dimension of play: The availability of student play in school

Aims and Objectives

1. Is play clearly stated in any aspect of the aim and objectives of the school?

(This question refers to question no.1 of the Ten Dimension of Play: Evaluating Quality of Play in School)

2. Is play effectively communicated amongst teachers, school staff, parent and other involved parties?

(This question refers to question no.7, 6, 3 of the Ten Dimension of Play: Evaluating Quality of Play in School)

3. Do the aims and objectives of your school support children's play efficiently?

(This question refers to question no.5 of the Ten Dimension of Play: Evaluating Quality of Play in School)

4. Is there a need to further reinforce the importance of play in the aims and objectives of the school in order to provide quality play for the children at your school?

(This question refers to question no.1, 2, 3, 4, 5, 6, 7 of the Ten Dimension of Play: Evaluating Quality of Play in School)

5. Do you need to involve play in your classroom objective? (4)

(This question refers to question no.4 of the Ten Dimension of Play: Evaluating Quality of play in school)

Validity

In this study, content validity of the instrument will be evaluated with the support of three experts related to the need of the research topic. The experts have attained doctorate degrees. One of the expertises is in statistics; the second expert is a school administrator in one of the ISAT schools. Last but not the least; the third expert is an owner of a kindergarten. For further reference their names and addresses has been attached in Appendix (A).

Reliability

In this study, instrument reliability was measured by applying the Cronbach alpha Coefficient (α) for determining the reliability of the instrument. By pre-testing with the small group of 30 teachers (different from the sample group but in school similar to ISAT schools) the result of the reliability test is .873

Data Collection

It had earlier been planned that data collection would be accomplished after proposal defense. The questionnaire will be sent by post and email to the schools. The schools could choose any one method of delivering back the questionnaire.

Data Analysis

The collected data were statistically analyzed by using the Statistical Package for the Social Sciences (SPSS). The following appropriate statistical test Frequency to interpret data will be utilized to meet the objectives of the study.

CHAPTER IV

PRESENTATION, FINDINGS, ANALYSIS, AND DATA INTERPRETATION

This chapter presents and describes the results of data that had been collected from 180 respondents. A total of 344 questionnaires were distributed to the target sample participants. Completed responses from 180 respondents were received. The response rate was 50%. Data analyses were conducted by using the reported data collected from 180 ISAT teachers in the ISAT schools of Thailand. The research findings and their analysis provided valuable information required by the research questions stated in Chapter 1. The first objective of this research is to explore the availability of play in the ISAT schools of Thailand referring it to the ten dimensions of play. In order to support the findings each question from the questionnaire is represented in an individual table. The particular table is then explained according to the result produced by the SPSS. The Ten Dimensions are then explained in a separately in ten parts, each part consisting of a set of five subparts. As for the second objective is to identify the highest and lowest point of the availability student play according to the ten dimensions of play in the ISAT schools that could improve the availability of play in the ISAT schools. In the second part of the findings each dimension is supported with a bar graph chart in order to show the results of each dimension in order to identify the highest and lowest point of the availability student play according to the Ten Dimension of play in the ISAT schools. The graphs are then explained in detail in order to cover the second objective of the research.

Findings

Table 1: Level Taught by Teacher

		Frequency	Percent	Valid Percent	Cum
Valid	Pre K	14	7.8	7.8	7.8
	K1	58	32.2	32.2	40.0
	K2	60	33.3	33.3	73.3
	K3	48	26.7	26.7	100.0
	Total	180	100.0	100.0	

Table 1 above described the destitution of the respondents based on their level. Among the respondents in accounted for 7.8% are 4 Pre-K teachers, 58 respondents accounted for 32.2% are K1 teachers, 60 respondents accounted for 33.3% are K2 teachers and 48 respondents accounted for 26.7% are K3 teachers.

The Ten Dimensions of Play: The Availability of Student Play in School.

Aims and objectives

Table 2: AAO Clarity

AAO Clarity

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	not at all	2	1.1	1.1	1.1
	a little	4	2.2	2.2	3.3
	moderate	41	22.8	22.8	26.1
	mostly	78	43.3	43.3	69.4
	clearly	55	30.6	30.6	100.0
	Total	180	100.0	100.0	

Table 2: AAO Clarity depicts that consisted the largest group 78 respondents accounted for 43.3% stated that the aims and objectives of play is mostly clearly stated. As the second largest group with 55 respondents accounted for 30.6% stated that the aims and objective of play is clearly, stated in some aspect of the aims and objectives of the school

Table3: AAO Communicated

AAO Communicated					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	worse than average	2	1.1	1.1	1.1
	average	37	20.6	20.6	21.7
	better than average	99	55.0	55.0	76.7
	extremely efficient	42	23.3	23.3	100.0
	Total	180	100.0	100.0	

Table 3: AAO Communicated depicts that 99 respondents accounted for 55% stated that play is effectively communicated amongst teachers, school staff, parents and other involved parties better than average. Where as, 42 respondents accounted for 23.3% stated that play is extremely efficient

Table 4: AAO Support

AAO Support					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	a little	4	2.2	2.2	2.2
	moderate	37	20.6	20.6	22.8
	mostly	70	38.9	38.9	61.7
	fully	69	38.3	38.3	100.0
	Total	180	100.0	100.0	

Table 4: AAO Support depicts that 70 respondents representing the largest group of respondents stated that the aims and objectives of the school mostly support children's play efficiently. 69 respondents accounted for 38.3% stated that the aims and objectives of the school fully support children's play efficiently.

Table 5: AAO Reinforcement

AAO Reinforcement

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid not at all	7	3.9	3.9	3.9
a little	4	2.2	2.2	6.1
moderate	37	20.6	20.6	26.7
mostly	68	37.8	37.8	64.4
fully	64	35.6	35.6	100.0
Total	180	100.0	100.0	

Table 5: AAO Reinforcement Depicts that 68 respondents accounted for 37.8% mostly and 64 respondents accounted for 35.6% fully agreed that there is a need to further reinforce the importance of play in the aims and objectives of the school in order to provide quality play for the children at school.

Table 6: AAO Involve

AAO Involve

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid rarely	4	2.2	2.2	2.2
sometimes	42	23.3	23.3	25.6
of ten	79	43.9	43.9	69.4
always	55	30.6	30.6	100.0
Total	180	100.0	100.0	

Table 6: AAO Involve depicts that 79 respondents accounted for 43.9% stated often and 55 respondents accounted for 30.6% stated always play is involved in the classroom objectives.

In the first dimension of play : Aims and Objectives, AAO Communicated depicts that 99 respondents accounted for 55% stated that play is effectively communicated amongst teachers, school staff, parents and other involved parties better than average. AAO Involve depicts that 79 respondents accounted for 43.9% stated often always play is involved in the classroom objectives. AAO Clarity depicts that consisted the largest group 78 respondents accounted for 43.3% stated that the aims and objectives of play is mostly clearly stated. AAO Support depicts that 70 respondents representing the largest group of respondents stated that the aims and objectives of the school mostly support children's play efficiently. AAO Reinforcement Depicts that 68 respondents accounted for 37.8% mostly agreed that there is a need to further reinforce the importance of play in the aims and objectives of the school in order to provide quality play for the children at school.

Curriculum

Table 7: CLM Part

		CLM Part			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	occasionally	2	1.1	1.1	1.1
	sometimes	48	26.7	26.7	27.8
	of ten	62	34.4	34.4	62.2
	always	68	37.8	37.8	100.0
	Total	180	100.0	100.0	

Table 7 CLM Part depicts that 68 respondents representing 37.8 stated always and 62 respondent representing 34.4 stated often that play is considered as a part of the school curriculum.

Table 8: CLM Implementation

		CLM Implementation			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	not abit	1	.6	.6	.6
	a little	6	3.3	3.3	3.9
	a fair amount	44	24.4	24.4	28.3
	quite a bit	62	34.4	34.4	62.8
	a great deal	67	37.2	37.2	100.0
	Total	180	100.0	100.0	

Table 8 CLM Implementation depicts that 67 respondents accounted for 37.2% stated that the curriculum implement play as a part of developing the child's skill 62 respondents a great deal of for 34.4% stated quite a bit.

Table 9: CLM Opportunity

		CLM Opportunity			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	a little	9	5.0	5.0	5.0
	a fair amount	32	17.8	17.8	22.8
	quite a bit	93	51.7	51.7	74.4
	a great deal	46	25.6	25.6	100.0
	Total	180	100.0	100.0	

Table 9 CLM Opportunity shows that 93 respondents representing 51.7% stated that there quite a bit continuity and progression in children's play. 46 respondents representing 25.6 stated a great deal continuity and progression in children's play.

Table 10: CLM Diversity

		CLM Diversity			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	a little	2	1.1	1.1	1.1
	a fair amount	46	25.6	25.6	26.7
	quite a bit	95	52.8	52.8	79.4
	a great deal	37	20.6	20.6	100.0
	Total	180	100.0	100.0	

Table 10 CLM Diversity depicts that 95 respondent representing 52.8% stated quite a bit of the curriculum offer diverse kinds of play experiences and activities for the children according to their needs. The second largest group of respondents 46 representing 25.6% stated a fair amount.

Table 11: CLM Support

		CLM Support			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	a little	4	2.2	2.2	2.2
	a fair amount	36	20.0	20.0	22.2
	quite a bit	81	45.0	45.0	67.2
	a great deal	59	32.8	32.8	100.0
	Total	180	100.0	100.0	

Table 11 CLM Support depicts that 81% respondents accounted for 45% agreed quite a bit of the curriculum support teachings in having the freedom to use play as a part of child's development. The second largest group stated that 59 respondents accounted for 32.8% chose a great deal.

In the second dimension of play : Curriculum, CLM Diversity depicts that 95 respondent representing 52.8% stated quite a bit of the curriculum offer diverse kinds of play experiences and activities for the children according to their needs. CLM Opportunity shows that 93 respondents representing 51.7% stated that there quite a bit continuity and progression in children's play. CLM Support depicts that 81% respondents accounted for 45% agreed quite a bit of the curriculum support teachings in having the freedom to use play as a part of child's development. CLM Part depicts that 68 respondents representing 37.8 stated always that play is considered as a part of the school curriculum. CLM Implementation depicts that 67 respondents accounted for 37.2% stated that the curriculum implement play as a part of developing the child's skill

Teaching and Learning Strategies

Table12: TALS Encourage

		TALS Encourage			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	not at all	2	1.1	1.1	1.1
	moderate	42	23.3	23.3	24.4
	mostly	81	45.0	45.0	69.4
	fully	55	30.6	30.6	100.0
	Total	180	100.0	100.0	

Table 12 TALS Encourage depicts that 81 respondents accounted for 45% agreed mostly the school encourages teachers to continuously involve and upgrade in some teaching and learning strategies leading to the quality children's play regularly. The second largest group with 55 respondents accounted for 30.6% chose fully.

Table13: TALS Organized

		TALS Organized			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	occasionally	1	.6	.6	.6
	sometimes	49	27.2	27.2	27.8
	of ten	82	45.6	45.6	73.3
	always	48	26.7	26.7	100.0
	Total	180	100.0	100.0	

Table 13 TALS Organized depicts that 82 respondents accounted for 45.6% stated that often play is organized and manage efficiently during teaching and learning processes. The second largest group with 49 respondent accounted for 27.2% stated sometimes.

Table14: TALS Rules

		TALS Rules			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	not a bit	1	.6	.6	.6
	a fair amount	42	23.3	23.3	23.9
	quite a bit	93	51.7	51.7	75.6
	a great deal	44	24.4	24.4	100.0
	Total	180	100.0	100.0	

Table14 TALS Rules depicts that 93 respondents accounted for 51.7% stated quite a bit sets of rules made collaboratively with the students during play activities at the playground or in the classroom. Where as, the second largest group with 44 respondents accounted for 24.4% state a great deal.

Table15: TALS Roles

		TALS Roles			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	rarely	1	.6	.6	.6
	sometimes	33	18.3	18.3	18.9
	of ten	81	45.0	45.0	63.9
	always	65	36.1	36.1	100.0
	Total	180	100.0	100.0	

Table15 TALS Roles depicts that 81 respondents accounted for 45% stated often the teachers and staff roles in play elderly visible during play activities. 65 respondents accounted for 36.1% stated always.

Table16: TALS Competencies

TALS Competencies					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	a little	2	1.1	1.1	1.1
	moderate	45	25.0	25.0	26.1
	mostly	84	46.7	46.7	72.8
	fully	49	27.2	27.2	100.0
	Total	180	100.0	100.0	

Table16 TALS Competencies depicts that 84 respondents accounted for 46.7 stated mostly children's play lead to competencies that could contribute to their development. 49 Respondents accounted for 27.2% stated fully.

In the third dimension of play : Teaching and Learning Strategies, TALS Rules depicts that 93 respondents accounted for 51.7% stated quite a bit sets of rules made collaboratively with the students during play activities at the playground or in the classroom. TALS Competencies depicts that 84 respondents accounted for 46.7 stated mostly children's play lead to competencies that could contribute to their development. TALS Organized depicts that 82 respondents accounted for 45.6% stated that often play is organized and manage efficiently during teaching and learning processes. TALS Encourage depicts that 81 respondents accounted for 45% agreed mostly the school encourages teachers to continuously involve and upgrade in some teaching and learning strategies leading to the quality children's play regularly. TALS Roles depicts that 81 respondents accounted for 45% stated often the teachers and staff roles in play elderly visible during play activities.

Planning, Assessment and Record Keeping

Table17: PARK Necessary

PARK Necessary					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	a little	9	5.0	5.0	5.0
	moderate	31	17.2	17.2	22.2
	mostly	99	55.0	55.0	77.2
	fully	41	22.8	22.8	100.0
	Total	180	100.0	100.0	

Table 17 PARK Necessary depicts that 99 respondents accounted to 55% stated mostly it is necessary to plan the children's play according to the school rules. 41 respondents accounted for 22.8% stated fully.

Table18: PARK Competencies

PARK Competencies					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	rarely	4	2.2	2.2	2.2
	occasionally	2	1.1	1.1	3.3
	sometimes	47	26.1	26.1	29.4
	of ten	95	52.8	52.8	82.2
	always	32	17.8	17.8	100.0
	Total	180	100.0	100.0	

Table 18 PARK Competencies depicts that 95 respondents accounted for 52.8% stated often the competencies that the children achieve through play documented or recorded. 47 respondents accounted for 26.1% stated sometimes.

. *Table19: PARK Documentation*

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid not a bit	8	4.4	4.4	4.4
a little	10	5.6	5.6	10.0
a fair amount	35	19.4	19.4	29.4
quite a bit	84	46.7	46.7	76.1
a great deal	43	23.9	23.9	100.0
Total	180	100.0	100.0	

Table 19 PARK Documentation depicts that 84 respondents accounted for 46.7% stated quite a bit of the written documentations or records kept to track the child's development through play, 43 respondents accounted for 23.9% stated a great deal.

Table20: PARK Tools

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid rarely	2	1.1	1.1	1.1
occasionally	9	5.0	5.0	6.1
sometimes	54	30.0	30.0	36.1
of ten	83	46.1	46.1	82.2
always	32	17.8	17.8	100.0
Total	180	100.0	100.0	

Table 20 PARK Tools depicts that 83 respondents accounted for 46.1% stated often children are assessed during play with diverse testing tools. 54 respondents accounted for 30% stated sometimes.

Table 21: PARK Continuity

		PARK Continuity			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	not at all	2	1.1	1.1	1.1
	a little	10	5.6	5.6	6.7
	moderate	48	26.7	26.7	33.3
	mostly	88	48.9	48.9	82.2
	fully	32	17.8	17.8	100.0
	Total	180	100.0	100.0	

Table 21 PARK Continuity depicts that 88 respondents accounted for 48.9% stated mostly there is some continuity made through the records and assessments in order to develop the child. 48 respondents accounted for 26.7% stated moderate.

In the fourth dimension of play: Planning, Assessment and Record Keeping, PARK Necessary depicts that 99 respondents accounted to 55% stated mostly it is necessary to plan the children's play according to the school rules. PARK Competencies depicts that 95 respondents accounted for 52.8% stated often the competencies that the children achieve through play documented or recorded. Continuity depicts that 88 respondents accounted for 48.9% stated mostly there is some continuity made through the records and assessments in order to develop the child. PARK Documentation depicts that 84 respondents accounted for 46.7% stated quite a bit of the written documentations or records kept to track the child's development through play. 19 PARK Tools depicts that 83 respondents accounted for 46.1% stated often children are assessed during play with diverse testing tools.

Staffing

Table22: STF Support

		STF Support			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	small	10	5.6	5.6	5.6
	moderate	48	26.7	26.7	32.2
	high	85	47.2	47.2	79.4
	very high	37	20.6	20.6	100.0
	Total	180	100.0	100.0	

Table 22 STF Support depicts that 85 respondents accounted for 47.2% stated high and 48 respondents accounted for 26.7% stated moderate, teachers are supported with enough staffs and assistance when children are at play in the classroom.

Table23: STF Development

		STF Development			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	not at all	4	2.2	2.2	2.2
	a little	6	3.3	3.3	5.6
	moderate	40	22.2	22.2	27.8
	mostly	75	41.7	41.7	69.4
	fully	55	30.6	30.6	100.0
	Total	180	100.0	100.0	

Table 23 STF Development depicts that 75 respondents accounted for 41.7% stated mostly and 55 respondents accounted for 30.6% stated fully school provide the teachers and staffs with sufficient staff development program in order to facilitate the children at play.

Table24: STF Focus

STF Focus					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	a little	9	5.0	5.0	5.0
	moderate	54	30.0	30.0	35.0
	mostly	77	42.8	42.8	77.8
	fully	40	22.2	22.2	100.0
	Total	180	100.0	100.0	

Table 23 STF Focus depicts that 77 respondent accounted for 42.8% stated mostly and 54 respondents accounted for 30% stated moderate the continuity of the staff development and teachers' development focusing on play.

Table25: STF Involvement

STF Involvement					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	extremely ineffective	2	1.1	1.1	1.1
	worse than average	7	3.9	3.9	5.0
	average	36	20.0	20.0	25.0
	better than average	87	48.3	48.3	73.3
	extremely effective	48	26.7	26.7	100.0
	Total	180	100.0	100.0	

Table 25 STF Involvement depicts that 87 respondents accounted for 48.3% stated better than average and 48 respondents, accounted for 26.7% stated extremely effective staff involvement effectively managed.

Table 26: STF Observation

STF Observation

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	not a bit	2	1.1	1.1	1.1
	a fair amount	61	33.9	33.9	35.0
	quite a bit	80	44.4	44.4	79.4
	a great deal	37	20.6	20.6	100.0
	Total	180	100.0	100.0	

Table 26 STF Observation depicts that 80 respondents accounted for 44.4% stated quite a bit and 61 respondents accounted for 33.9% stated a fair amount of other staffs observation other than teachers contribute to the assessments.

In the fifth dimension of play: Staffing, STF Involvement depicts that 87 respondents accounted for 48.3% stated better than average staff involvement effectively managed. STF Support depicts that 85 respondents accounted for 47.2% stated high, teachers are supported with enough staffs and assistance when children are at play in the classroom. STF Observation depicts that 80 respondents accounted for 44.4% stated quite a bit of other staffs observation other than teachers contribute to the assessments. STF Focus depicts that 77 respondent accounted for 42.8% stated mostly for continuity of the staff development and teachers development focusing on play. STF Development depicts that 75 respondents accounted for 41.7% stated mostly school provide the teachers and staffs with sufficient staff development program in order to facilitate the children at play.

Physical Environment

Table27: PEVT Play Space

		PEVT PlaySpace			
		Frequency	Percent	Valid Percent	Cumulativ e Percent
Valid	extremely insufficient	2	1.1	1.1	1.1
	worse than average	10	5.6	5.6	6.7
	average	43	23.9	23.9	30.6
	better than average	82	45.6	45.6	76.1
	extremely sufficient	43	23.9	23.9	100.0
	Total	180	100.0	100.0	

Table 27 PEVT Play Space depicts that 82 respondents accounted for 45.6% stated better than average, 43 respondents accounted for 23.9% stated extremely sufficient and 43 respondents accounted for 23.9% stated average play space at the playground and in the classroom sufficient conduct diverse kinds of play leading to the child's development.

Table28: PEVT Sufficient

		PEVT Sufficient			
		Frequency	Percent	Valid Percent	Cumulativ e Percent
Valid	extremely insufficient	2	1.1	1.1	1.1
	worse than average	10	5.6	5.6	6.7
	average	37	20.6	20.6	27.2
	better than average	89	49.4	49.4	76.7
	extremely sufficient	42	23.3	23.3	100.0
	Total	180	100.0	100.0	

Table 28 PEVT Sufficient depicts that 89 respondents accounted for 49.4% stated better than average and 42 respondents accounted for 23.3% stated extremely sufficient diverse kinds of play materials equipments, facilities and toys sufficient for the children during play time at the playground or in the classroom.

Table29: PEVT Appropriate

		PEVT Appropriate			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	worse than average	10	5.6	5.6	5.6
	average	36	20.0	20.0	25.6
	better than average	54	30.0	30.0	55.6
	extremely appropriate	80	44.4	44.4	100.0
	Total	180	100.0	100.0	

Table 29 PEVT Appropriate depicts that 80 respondents accounted for 44.4% stated extremely appropriate and 54 respondents accounted for 30% stated better than average play materials, equipments, facilities, and toys sufficient for the children at the playground or in the classroom.

Table30: PEVT Continuity

		PEVT Continuity			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	a little	12	6.7	6.7	6.7
	moderate	44	24.4	24.4	31.1
	mostly	67	37.2	37.2	68.3
	fully	57	31.7	31.7	100.0
	Total	180	100.0	100.0	

Table 30 PEVT Continuity depicts that 67 respondents accounted for 37.2% stated mostly and 57 respondents accounted for 31.7% stated fully continuous arrangements made to the physical play environment to facilitate the child's learning.

Table 31: PEVT Safety

		PEVT Safety			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	not a bit	6	3.3	3.3	3.3
	a little	3	1.7	1.7	5.0
	a fair amount	24	13.3	13.3	18.3
	quite a bit	93	51.7	51.7	70.0
	a great deal	54	30.0	30.0	100.0
	Total	180	100.0	100.0	

Table 31 PEVT Safety depicts that 93 respondents accounted for 51.7% stated quite a bit and 54 respondents accounted for 30% stated a great deal for the physical environment safety that encourages the child's development through play.

In the sixth dimension of play: Physical environment, PEVT Safety depicts that 93 respondents accounted for 51.7% stated quite a bit of physical environment safety that encourages the child's development through play. PEVT Sufficient depicts that 89 respondents accounted for 49.4% stated better than average sufficient diverse kinds of play materials equipments, facilities and toys sufficient for the children during play time at the playground or in the classroom. PEVT Play Space depicts that 82 respondents accounted for 45.6% stated better than average, play space at the playground and in the classroom sufficient conduct diverse kinds of play leading to the child's development. PEVT Appropriate depicts that 80 respondents accounted for 44.4% stated extremely appropriate play materials, equipments, facilities, and toys sufficient for the children at the playground or in the classroom. PEVT Continuity depicts that 67 respondents accounted for 37.2% stated mostly continuous arrangements made to the physical play environment to facilitate the child's learning.

Relationships and Interactions

Table32: RAI Skillful

		RAI Skillful			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	occasionally	5	2.8	2.8	2.8
	sometimes	31	17.2	17.2	20.0
	of ten	83	46.1	46.1	66.1
	always	61	33.9	33.9	100.0
	Total	180	100.0	100.0	

Table 32 RAI Skillful depicts 83 respondents accounted for 46.1% stated often and 61 respondents accounted for 33.9% stated always the teachers and staff involve in the play using skillful interaction in responding and interacting with children at play.

Table33: RAI Nurture

		RAI Nurture			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	rarely	4	2.2	2.2	2.2
	sometimes	28	15.6	15.6	17.8
	of ten	90	50.0	50.0	67.8
	always	58	32.2	32.2	100.0
	Total	180	100.0	100.0	

Table 33 RAI Nurture depicts 90 respondents accounted for 50% stated often and 58 respondents accounted for 32.2% stated always the teachers and staffs guide the children to nurture positive relationships during play encouraging them to play collaboratively.

Table34: RAI Moments

		RAI Moments			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	rarely	4	2.2	2.2	2.2
	sometimes	39	21.7	21.7	23.9
	of ten	77	42.8	42.8	66.7
	always	60	33.3	33.3	100.0
	Total	180	100.0	100.0	

Table 34 RAI Moments depicts 77 respondents accounted for 42.8% stated often and 60 respondents accounted for 33.3 % stated always the teachers and staffs make use of the teachable moments that arises during play effectively.

Table35: RAI Encouraged

		RAI Encouraged			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	occasionally	1	.6	.6	.6
	sometimes	25	13.9	13.9	14.4
	of ten	79	43.9	43.9	58.3
	always	75	41.7	41.7	100.0
	Total	180	100.0	100.0	

Table 35 RAI Encouraged depicts 79 respondents accounted for 43.9% stated often and 75 respondents accounted for 41.7% stated always children are encouraged to initiate interaction during play.

Table36: RAI Relationship

		RAI Relationship			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	not a bit	2	1.1	1.1	1.1
	a little	2	1.1	1.1	2.2
	a fair amount	38	21.1	21.1	23.3
	quite a bit	91	50.6	50.6	73.9
	a great deal	47	26.1	26.1	100.0
	Total	180	100.0	100.0	

Table 36 RAI Relationship depicts 91 respondents accounted for 50.6% stated quite a bit and 47 respondents accounted for 26.1% stated a great deal of positive relationship between adults and children and children and children are observable during play activities.

In the seventh dimension of play: Relationship and Interactions, RAI Relationship depicts 91 respondents accounted for 50.6% stated quite a bit of positive relationship between adults and children and children and children are observable during play activities. RAI Nurture depicts 90 respondents accounted for 50% stated often the teachers and staffs guide the children to nurture positive relationships during play encouraging them to play collaboratively. RAI Skillful depicts 83 respondents accounted for 46.1% stated often the teachers and staff involve in the play using skillful interaction in responding and interacting with children at play. RAI Encouraged depicts 79 respondents accounted for 43.9% stated often children are encouraged to initiate interaction during play. RAI Moments depicts 77 respondents accounted for 42.8% stated often the teachers and staffs make use of the teachable moments that arises during play effectively.

*Equal Opportunities**Table37: EOP Reflect*

EOP Reflect					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	a little	4	2.2	2.2	2.2
	a fair amount	39	21.7	21.7	23.9
	quite a bit	80	44.4	44.4	68.3
	a great deal	57	31.7	31.7	100.0
	Total	180	100.0	100.0	

Table 37 EOP Reflect depicts 80 respondents accounted for 44.4% stated quite a bit and 57 respondents accounted for 31.7% stated a great deal of the children's play reflects cultural and physical diversity of children in the school.

Table38: EOP Sufficient

EOP Sufficient					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	extremely insufficient	2	1.1	1.1	1.1
	worse than average	13	7.2	7.2	8.3
	average	31	17.2	17.2	25.6
	better than average	73	40.6	40.6	66.1
	extremely sufficient	61	33.9	33.9	100.0
Total		180	100.0	100.0	

Table 38 EOP Sufficient depicts 73 respondents accounted for 40.6% stated better than average and 61 respondents accounted for 33.9% stated extremely sufficient toys For both boys and girls that leads to their interest and development.

Table39: EOP Awareness

		EOP Awareness			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	a little	4	2.2	2.2	2.2
	a fair amount	49	27.2	27.2	29.4
	quite a bit	64	35.6	35.6	65.0
	a great deal	63	35.0	35.0	100.0
	Total	180	100.0	100.0	

Table 39 EOP Awareness depicts 64 respondent accounted for 35.6% stated quite a bit and 49 respondents accounted for 27.2% stated a fair amount of play equipment and facilities reflect an awareness of equal opportunities issue.

Table40: EOP Sufficient

		EOP Cultural			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	worse than average	6	3.3	3.3	3.3
	average	46	25.6	25.6	28.9
	better than average	85	47.2	47.2	76.1
	extremely sufficient	43	23.9	23.9	100.0
Total		180	100.0	100.0	

Table 40 EOP Cultural depicts 85 respondents accounted for 47.2% state better than average and 46 respondents accounted for 25.6% stated average teachers and staff have sufficient support in introduction cultural toys and games for children.

Table 41: EOP Exchanged

		EOP Exchanged			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	rarely	3	1.7	1.7	1.7
	sometimes	34	18.9	18.9	20.6
	of ten	84	46.7	46.7	67.2
	always	59	32.8	32.8	100.0
	Total	180	100.0	100.0	

Table 41 EOP Exchanged depicts 84 respondents accounted for 46.7% stated often and 59 respondents accounted for 32.8% stated always boys and girls exchange toys and play together during play time.

In the eight dimension of play: Equal Opportunities, EOP Cultural depicts 85 respondents accounted for 47.2% state better than average teachers and staff have sufficient support in introduction cultural toys and games for children. EOP Exchanged depicts 84 respondents accounted for 46.7% stated often boys and girls exchange toys and play together during play time. EOP Reflect depicts 80 respondents accounted for 44.4% stated quite a bit EOP Sufficient depicts 73 respondents accounted for 40.6% stated better than average of the children's play reflects cultural and physical diversity of children in the school. EOP Awareness depicts 64 respondent accounted for 35.6% stated quite a bit of play equipment and facilities reflect an awareness of equal opportunities issue.

Parental Partnership and Liaison

Table42: PPL Chance

		PPL Chance			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	rarely	2	1.1	1.1	1.1
	occasionally	15	8.3	8.3	9.4
	sometimes	49	27.2	27.2	36.7
	of ten	72	40.0	40.0	76.7
	always	42	23.3	23.3	100.0
	Total	180	100.0	100.0	

Table 42 PPL Chance depicts 72 respondents accounted for 40% stated often and 49 respondents accounted for 27.2% stated sometimes there are events or chances for the parents and people in the community to involve in children's play in the school.

Table43: PPL Encouraged

		PPL Encouraged			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	rarely	10	5.6	5.6	5.6
	occasionally	4	2.2	2.2	7.8
	sometimes	36	20.0	20.0	27.8
	of ten	72	40.0	40.0	67.8
	always	58	32.2	32.2	100.0
	Total	180	100.0	100.0	

Table 43 PPL Encouraged depicts that 72 respondents accounted for 40% stated often and 58 respondents accounted for 32.2% stated always the school encourages parents to be aware and involve in the child's play directly or indirectly.

Table44: PPL Sources

		PPL Sources			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	not a bit	2	1.1	1.1	1.1
	a little	15	8.3	8.3	9.4
	a fair amount	30	16.7	16.7	26.1
	quite a bit	90	50.0	50.0	76.1
	a great deal	43	23.9	23.9	100.0
	Total	180	100.0	100.0	

Table 44 PPL Sources depicts that 90 respondents accounted for 50% stated quite a bit and 43 respondents accounted for 23.9% stated a great deal of the importance of play is communicated to parents through sources like articles school magazines or newsletters.

Table45: PPL Report

		PPL Report			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	rarely	4	2.2	2.2	2.2
	occasionally	9	5.0	5.0	7.2
	sometimes	53	29.4	29.4	36.7
	of ten	69	38.3	38.3	75.0
	always	45	25.0	25.0	100.0
	Total	180	100.0	100.0	

Table 45 PPL Report depicts that 69 respondents accounted for 38.3% stated often and 53 respondents accounted for 29.4% stated sometime there are observations on play reported through their daily, weekly or monthly notes by teachers.

Table 46: PPL Environment

		PPL Environment			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	not a bit	2	1.1	1.1	1.1
	a little	6	3.3	3.3	4.4
	a fair amount	27	15.0	15.0	19.4
	quite a bit	85	47.2	47.2	66.7
	a great deal	60	33.3	33.3	100.0
	Total	180	100.0	100.0	

Table 46 PPL Environment depicts that 85 respondents accounted for 47.2% stated quite a bit and 60 respondents accounted for 33.3% stated a great deal of play reflect the children's home and community environment.

In the ninth dimension of play: Parental Partnership and Liaison, PPL Sources depicts that 90 respondents accounted for 50% stated quite a bit of the importance of play is communicated to parents through sources like articles school magazines or newsletters. PPL Environment depicts that 85 respondents accounted for 47.2% stated a great deal of play reflect the children's home and community environment. PPL Encouraged depicts that 72 respondents accounted for 40% stated often the school encourages parents to be aware and involve in the child's play directly or indirectly. PPL Chance depicts 72 respondents accounted for 40% stated often there are events or chances for the parents and people in the community to involve in children's play in the school.

Monitoring and Evaluation MAE Quality

Table47: MAE Quality

MAE Quality					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	a little	6	3.3	3.3	3.3
	a fair amount	39	21.7	21.7	25.0
	quite a bit	84	46.7	46.7	71.7
	a great deal	51	28.3	28.3	100.0
	Total	180	100.0	100.0	

Table 47 MAE Quality depicts 84 respondents accounted for 46.7% stated quite a bit and 51 respondents accounted for 28.3% a great deal of the quality of play within the setting monitored and evaluated.

Table48: MAE Continuous

MAE Continuous					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	rarely	2	1.1	1.1	1.1
	occasionally	4	2.2	2.2	3.3
	sometimes	29	16.1	16.1	19.4
	of ten	90	50.0	50.0	69.4
	always	55	30.6	30.6	100.0
	Total	180	100.0	100.0	

Table 48 MAE Continuous depicts 90 respondents accounted for 50% stated often and 55 respondents accounted for 30.6% states always the evaluation quality of play in order to support the child's development is done periodically and continuously

Table49: MAE Contribute

		MAE Contribute			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	not a bit	2	1.1	1.1	1.1
	a little	4	2.2	2.2	3.3
	a fair amount	39	21.7	21.7	25.0
	quite a bit	48	26.7	26.7	51.7
	a great deal	87	48.3	48.3	100.0
	Total	180	100.0	100.0	

.Table 49 MAE Contribute depicts that 87 respondents accounted for 48.3 state a great deal and 48 respondents accounted for 26.7% stated quite a bit of the assessments made by teachers and staff contribute to the evaluation in order to improve quality of play for children.

Table50: MAE Considered

		MAE Considered			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	a little	5	2.8	2.8	2.8
	a fair amount	38	21.1	21.1	23.9
	quite a bit	66	36.7	36.7	60.6
	a great deal	71	39.4	39.4	100.0
	Total	180	100.0	100.0	

Table 50 MAE Considered depicts 71 respondents accounted for 39.4% stated a great deal and 66 respondent accounted for 36.7% stated quite a bit of the comments, suggestions of teachers, staff and parents considered in order to provide quality play for children through the process of evaluation.

Table 51: MAE Evaluation

		MAE Evaluation			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	not at all	2	1.1	1.1	1.1
	a little	4	2.2	2.2	3.3
	moderate	32	17.8	17.8	21.1
	mostly	74	41.1	41.1	62.2
	fully	68	37.8	37.8	100.0
	Total	180	100.0	100.0	

Table 51 MAE Evaluation depicts 74 respondents accounted for 41.1% stated mostly and 68 respondents accounted for 37.8% stated fully the evaluation of the quality of play contribute to the aims and objectives of the school.

In the tenth dimension of play: Monitoring and Evaluation, MAE Continuous depicts 90 respondents accounted for 50% stated often the evaluation quality of play in order to support the child's development is done periodically and continuously. MAE Contribute depicts that 87 respondents accounted for 48.3 states a great deal of the assessments made by teachers and staff contribute to the evaluation in order to improve quality of play for children. MAE Quality depicts 84 respondents accounted for 46.7% stated quite a bit of the quality of play within the setting monitored and evaluated. MAE Evaluation depicts 74 respondents accounted for 41.1% stated mostly the evaluation of the quality of play contribute to the aims and objectives of the school. MAE Considered depicts 71 respondents accounted for 39.4% stated a great deal of the comments, suggestions of teachers, staff and parents considered in order to provide quality play for children through the process of evaluation.

Summary of the Findings

In the first dimension of play : Aims and Objectives, AAO Communicated depicts that 99 respondents accounted for 55% stated that play is effectively communicated amongst teachers, school staff, parents and other involved parties better than average. AAO Involve depicts that 79 respondents accounted for 43.9% stated often always play is involved in the classroom objectives. AAO Clarity depicts that consisted the largest group 78 respondents accounted for 43.3% stated that the aims and objectives of play is mostly clearly stated. AAO Support depicts that 70 respondents representing the largest group of respondents stated that the aims and objectives of the school mostly support children's play efficiently. AAO Reinforcement Depicts that 68 respondents accounted for 37.8% mostly agreed that there is a need to further reinforce the importance of play in the aims and objectives of the school in order to provide quality play for the children at school.

In the second dimension of play : Curriculum, CLM Diversity depicts that 95 respondent representing 52.8% stated quite a bit of the curriculum offer diverse kinds of play experiences and activities for the children according to their needs. CLM Opportunity shows that 93 respondents representing 51.7% stated that there quite a bit continuity and progression in children's play. CLM Support depicts that 81% respondents accounted for 45% agreed quite a bit of the curriculum support teachings in having the freedom to use play as a part of child's development. CLM Part depicts that 68 respondents representing 37.8 stated always that play is considered as a part of the school curriculum. CLM Implementation depicts that 67 respondents accounted for 37.2% stated that the curriculum implement play as a part of developing the child's skill

In the third dimension of play : Teaching and Learning Strategies, TALS Rules depicts that 93 respondents accounted for 51.7% stated quite a bit sets of rules made collaboratively with the students during play activities at the playground or in the classroom. TALS Competencies depicts that 84 respondents accounted for 46.7 stated mostly children's play lead to competencies that could contribute to their development. TALS Organized depicts that 82 respondents accounted for 45.6% stated that often play is organized and manage efficiently during teaching and learning processes. TALS Encourage depicts that 81 respondents accounted for 45% agreed mostly the school encourages teachers to continuously involve and upgrade in some teaching and learning strategies leading to the quality children's play regularly. TALS Roles depicts that 81 respondents accounted for 45% stated often the teachers and staff roles in play elderly visible during play activities.

In the fourth dimension of play: Planning, Assessment and Record Keeping, PARK Necessary depicts that 99 respondents accounted to 55% stated mostly it is necessary to plan the children's play according to the school rules. PARK Competencies depicts that 95 respondents accounted for 52.8% stated often the competencies that the children achieve through play documented or recorded. Continuity depicts that 88 respondents accounted for 48.9% stated mostly there is some continuity made through the records and assessments in order to develop the child. PARK Documentation depicts that 84 respondents accounted for 46.7% stated quite a bit of the written documentations or records kept to track the child's development through play.¹⁹ PARK Tools depicts that 83 respondents accounted for 46.1% stated often children are assessed during play with diverse testing tools.

In the fifth dimension of play: Staffing, STF Involvement depicts that 87 respondents accounted for 48.3% stated better than average staff involvement effectively managed. STF Support depicts that 85 respondents accounted for 47.2% stated high, teachers are supported with enough staffs and assistance when children are at play in the classroom. STF Observation depicts that 80 respondents accounted for 44.4% stated quite a bit of other staffs observation other than teachers contribute to the assessments. STF Focus depicts that 77 respondent accounted for 42.8% stated mostly for continuity of the staff development and teachers development focusing on play. STF Development depicts that 75 respondents accounted for 41.7% stated mostly school provide the teachers and staffs with sufficient staff development program in order to facilitate the children at play.

In the sixth dimension of play: Physical environment, PEVT Safety depicts that 93 respondents accounted for 51.7% stated quite a bit of physical environment safely that encourages the child's development through play. PEVT Sufficient depicts that 89 respondents accounted for 49.4% stated better than average sufficient diverse kinds of play materials equipments, facilities and toys sufficient for the children during play time at the playground or in the classroom. PEVT Play Space depicts that 82 respondents accounted for 45.6% stated better than average, play space at the playground and in the classroom sufficient conduct diverse kinds of play leading to the child's development. PEVT Appropriate depicts that 80 respondents accounted for 44.4% stated extremely appropriate play materials, equipments, facilities, and toys sufficient for the children at the playground or in the classroom. PEVT Continuity depicts that 67 respondents accounted for 37.2% stated mostly continuous arrangements made to the physical play environment to facilitate the child's learning.

In the seventh dimension of play: Relationship and Interactions, RAI Relationship depicts 91 respondents accounted for 50.6% stated quite a bit of positive relationship between adults and children and children and children are observable during play activities. RAI Nurture depicts 90 respondents accounted for 50% stated often the teachers and staffs guide the children to nurture positive relationships during play encouraging them to play collaboratively. RAI Skillful depicts 83 respondents accounted for 46.1% stated often the teachers and staff involve in the play using skillful interaction in responding and interacting with children at play. RAI Encouraged depicts 79 respondents accounted for 43.9% stated often children are encouraged to initiate interaction during play. RAI Moments depicts 77 respondents accounted for 42.8% stated often the teachers and staffs make use of the teachable moments that arises during play effectively.

In the eight dimension of play: Equal Opportunities, EOP Cultural depicts 85 respondents accounted for 47.2% state better than average teachers and staff have sufficient support in introduction cultural toys and games for children. EOP Exchanged depicts 84 respondents accounted for 46.7% stated often boys and girls exchange toys and play together during play time. EOP Reflect depicts 80 respondents accounted for 44.4% stated quite a bit EOP Sufficient depicts 73 respondents accounted for 40.6% stated better than average of the children's play reflects cultural and physical diversity of children in the school. EOP Awareness depicts 64 respondent accounted for 35.6% stated quite a bit of play equipment and facilities reflect an awareness of equal opportunities issue.

In the ninth dimension of play: Parental Partnership and Liaison, PPL Sources depicts that 90 respondents accounted for 50% stated quite a bit of the importance of play is communicated to parents through sources like articles school magazines or newsletters. PPL Environment depicts that 85 respondents accounted for 47.2% stated a great deal of play reflect the children's home and community environment. PPL Encouraged depicts that 72 respondents accounted for 40% stated often the school encourages parents to be aware and involve in the child's play directly or indirectly. PPL Chance depicts 72 respondents accounted for 40% stated often there are events or chances for the parents and people in the community to involve in children's play in the school.

In the tenth dimension of play: Monitoring and Evaluation, MAE Continuous depicts 90 respondents accounted for 50% stated often the evaluation quality of play in order to support the child's development is done periodically and continuously. MAE Contribute depicts that 87 respondents accounted for 48.3 states a great deal of the assessments made by teachers and staff contribute to the evaluation in order to improve quality of play for children. MAE Quality depicts 84 respondents accounted for 46.7% stated quite a bit of the quality of play within the setting monitored and evaluated. MAE Evaluation depicts 74 respondents accounted for 41.1% stated mostly the evaluation of the quality of play contribute to the aims and objectives of the school. MAE Considered depicts 71 respondents accounted for 39.4% stated a great deal of the comments, suggestions of teachers, staff and parents considered in order to provide quality play for children through the process of evaluation.

Table 52: Ten Dimensions: The Availability of Play Present in ISAT Schools

Parts of Ten Dimension of Play	Avalability in %	Parts of Ten Dimension of Play	Avalability in %
AAO Clarity	43.3%	PEVT Appropriate	44.4%
AAO Communicated	55.0%	PEVT Continuity	32.2%
AAO Involve	43.9%	PEVT Play space	45.6%
AAO Reinforcement	37.8%	PEVT Safety	51.7%
AAO Support	38.9%	PEVT Sufficient	49.4%
CLM Diversity	37.8%	PPL Chance	40.0%
CLM Implementation	37.2%	PPL Encouraged	40.0%
CLM Opportunity	51.8%	PPL Environment	47.5%
CLM Part	37.8%	PPL Report	38.3%
CLM Support	45.0%	PPL Sources	50.0%
EOP Awareness	35.0%	RAI Encouraged	43.9%
EOP Cultural	47.2%	RAI Moments	42.8%
EOP Exchanged	46.7%	RAI Nurture	50.0%
EOP Reflect	44.4%	RAI Relationship	50.6%
EOP Sufficient	40.6%	RAI Skillful	46.1%
MAE Considered	39.4%	STF Development	41.7%
MAE Continuous	50.0%	STF Focus	42.8%
MAE Contribute	48.3%	STF Involvement	48.3%
MAE Evaluation	41.2%	STF Observation	44.4%
MAE Quality	46.7%	STF Support	47.2%
PARK Competencies	52.8%	TALS Competencies	46.7%
PARK Continuity	48.9%	TALS Encourage	45.0%
PARK Documentation	46.7%	TALS Organized	45.6%
PARK Necessary	55.0%	TALS Roles	45.0%
PARK Tools	46.1%	TALS Rules	51.7%

As the second objective of this study is to identify the highest and lowest point of the availability of student play according to the ten dimensions of play in the ISAT schools that could improve the availability of play in the ISAT schools. This part of the findings is to locate the highest and lowest point of all the ten dimensions. The dimension that will have the least number amongst all the ten dimensions will be considered as the lowest point of the ten dimensions. This means that the particular dimensions need more help or support to develop in order to provide a quality and make play available at the school. On the other hand the largest number or greatest number in from all the dimensions will be regarded as the highest point of the ten dimensions. The number doesn't mean that it does not need more attention but of all the dimensions that dimension is more present in the school.

*The Highest and Lowest Points in the Dimension
Aims and Objectives*

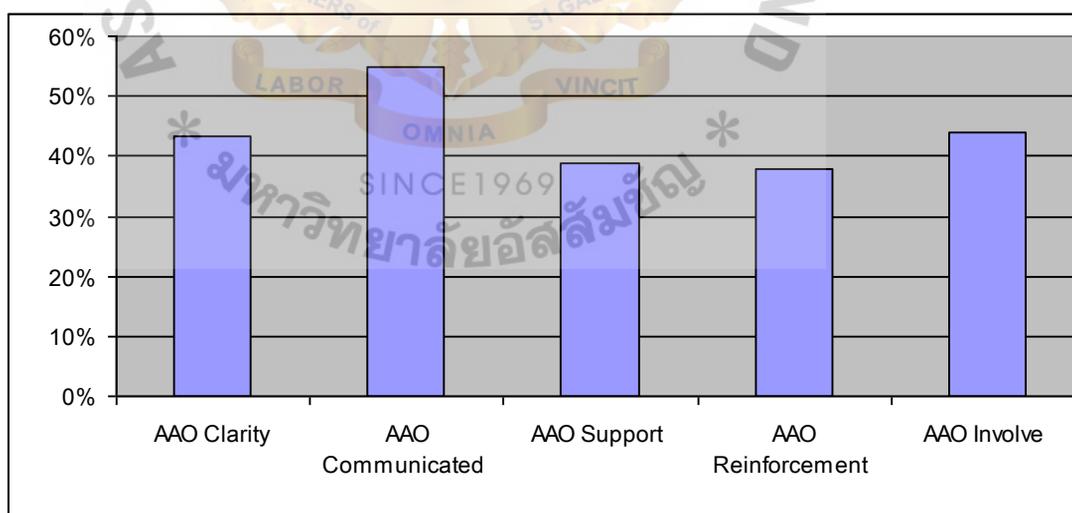


Figure3: Aims and Objective

Aims and Objectives

Figure 3: Aims and Objectives depicts that the first Dimension of play Aims and Objectives are summarized as below. AAO Communicated as the highest point in this dimension depicts that 99 respondents accounted for 55% stated that play is effectively communicated amongst teachers, school staff, parents and other involved parties better than average. AAO Reinforcement as the lowest point in this dimension depicts that 68 respondents accounted for 37.8% mostly agreed that there is a need to further reinforce the importance of play in the aims and objectives of the school in order to provide quality play for the children at school.

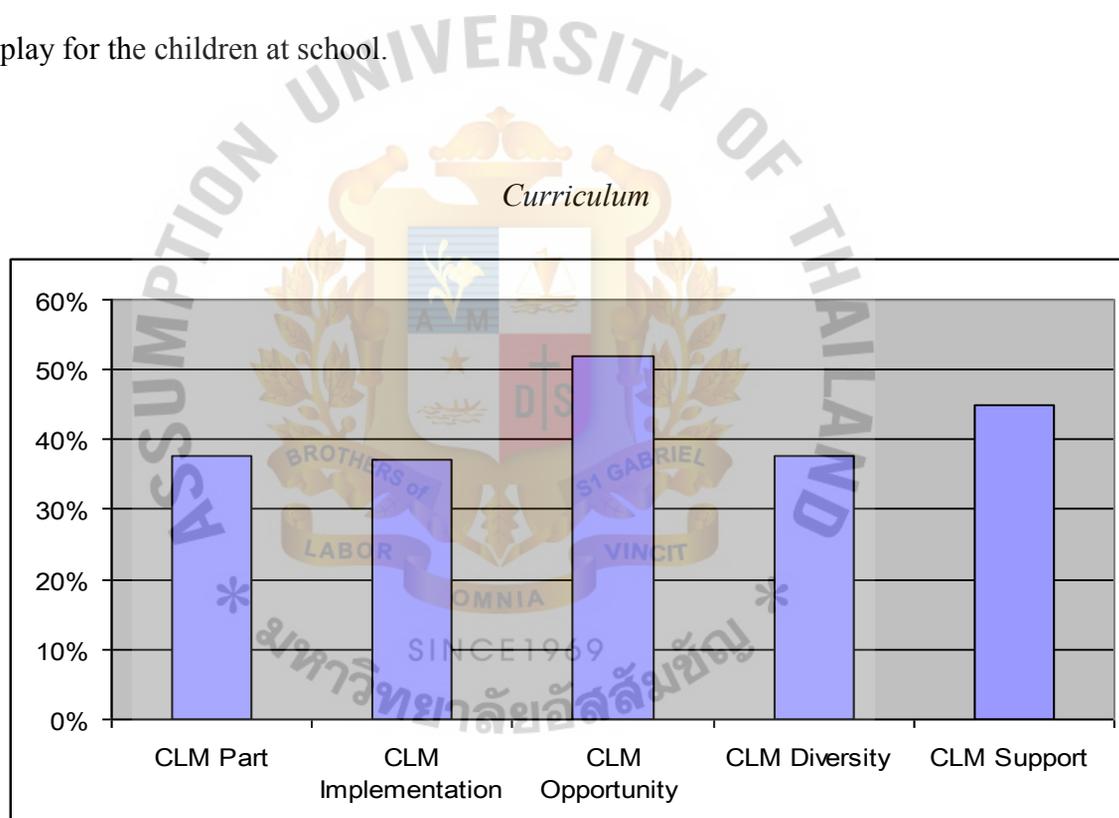


Figure 4: Curriculum

Curriculum

Figure 4: Curriculum depicts that Curriculum: CLM Diversity as the highest point in this dimension depicts that 95 respondent representing 52.8% stated quite a bit of the curriculum offer diverse kinds of play experiences and activities for the children according to their needs. CLM Implementation as the lowest point in this dimension depicts that 67 respondents accounted for 37.2% stated that the curriculum implement play as a part of developing the child's skill

Teaching and Learning Strategies

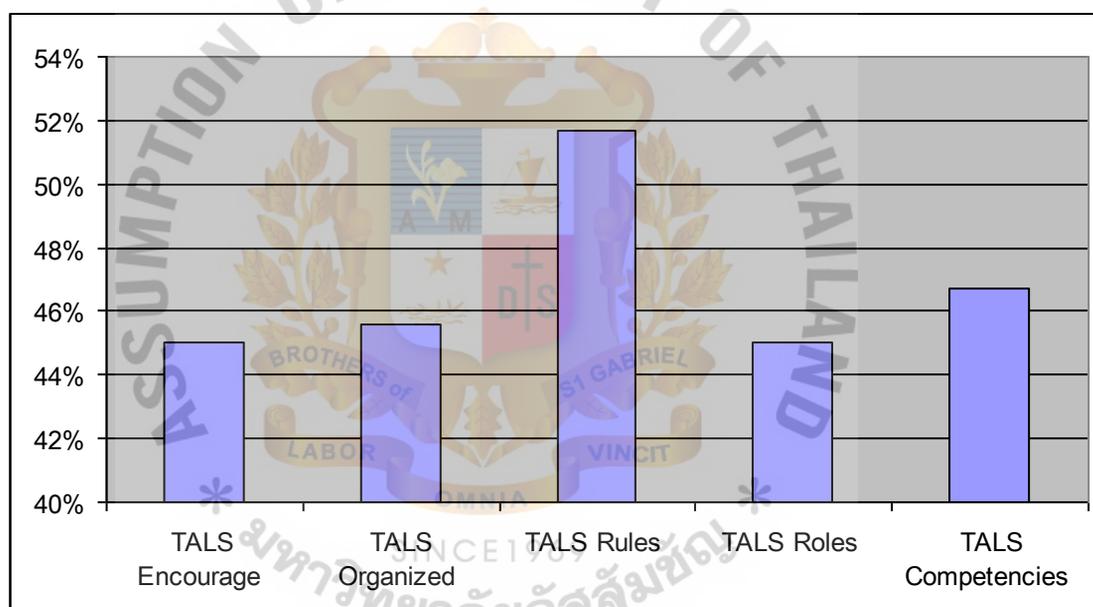


Figure 5: Teaching and Learning Strategies

Teaching and Learning Strategies

Figure 5: Teaching and learning strategies depicts that TALS Rules as the highest point in this dimension with 93 respondents accounted for 51.7% stated quite a bit sets of rules made collaboratively with the students during play activities at the playground or in the classroom. TALS Roles as the lowest point in this dimension depicts that 81 respondents accounted for 45% stated often the teachers and staff roles in play elderly visible during play activities.

Planning, Assessment and Record Keeping

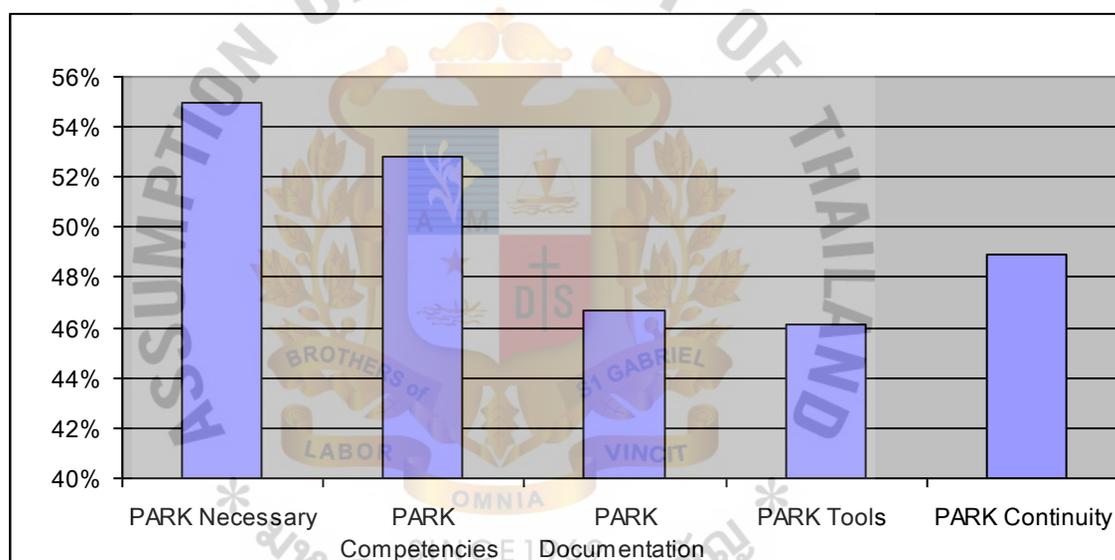


Figure 6: Planning, Assessment and Record Keeping

Planning, Assessment and Record Keeping

Figure 6: Planning, Assessment and Record Keeping shows that PARK Necessary as the highest point in this dimension depicts 99 respondents accounted to 55% stated mostly it is necessary to plan the children's play according to the school rules. PARK Tools as the

lowest point depicts that 83 respondents accounted for 46.1% stated often children are assessed during play with diverse testing tools.

Staffing

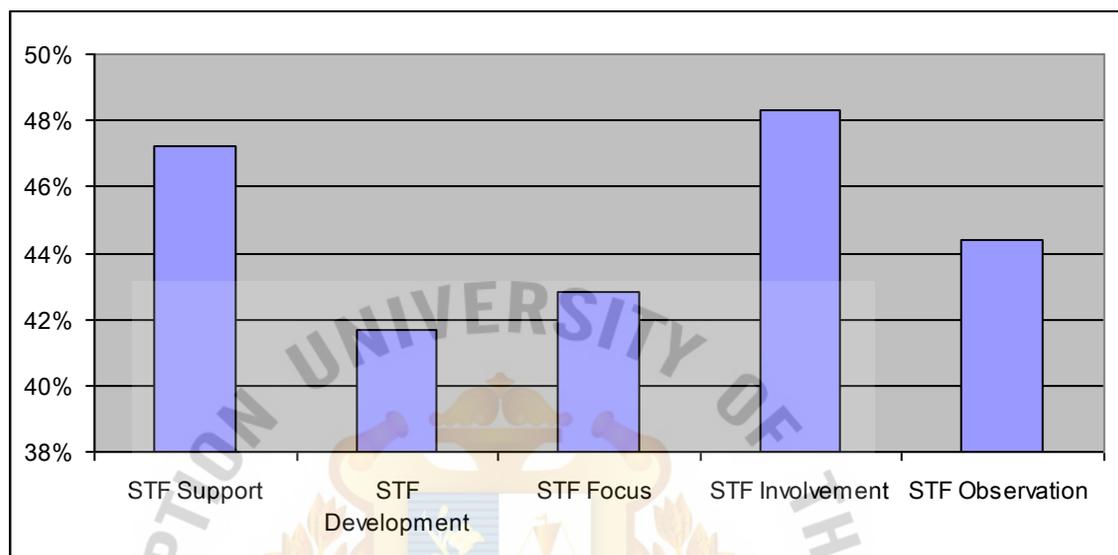


Figure 7: Staffing

Staffing

Figure 7: Staffing shows that STF Involvement as the highest point in this dimension depicts 87 respondents accounted for 48.3% stated better than average staff involvement effectively managed. STF Development as the lowest point in this dimension depicts 75 respondents accounted for 41.7% stated mostly school provide the teachers and staffs with sufficient staff development program in order to facilitate the children at play.

Physical Environment

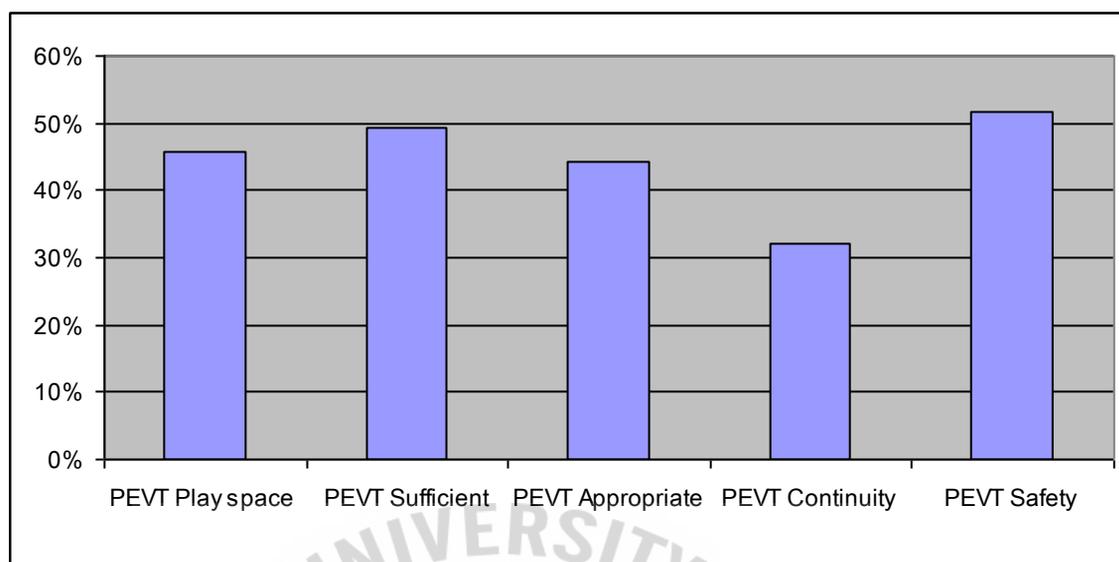


Figure 8: Physical Environment

Physical Environment

Figure 8: Physical Environment shows that PEVT Safety as highest point in the dimension depicts that 93 respondents accounted for 51.7% stated quite a bit of physical environment safely that encourages the child's development through play. PEVT Continuity as the lowest point in the dimension depicts that 67 respondents accounted for 37.2% stated mostly continuous arrangements made to the physical play environment to facilitate the child's learning.

Relationship and Interactions

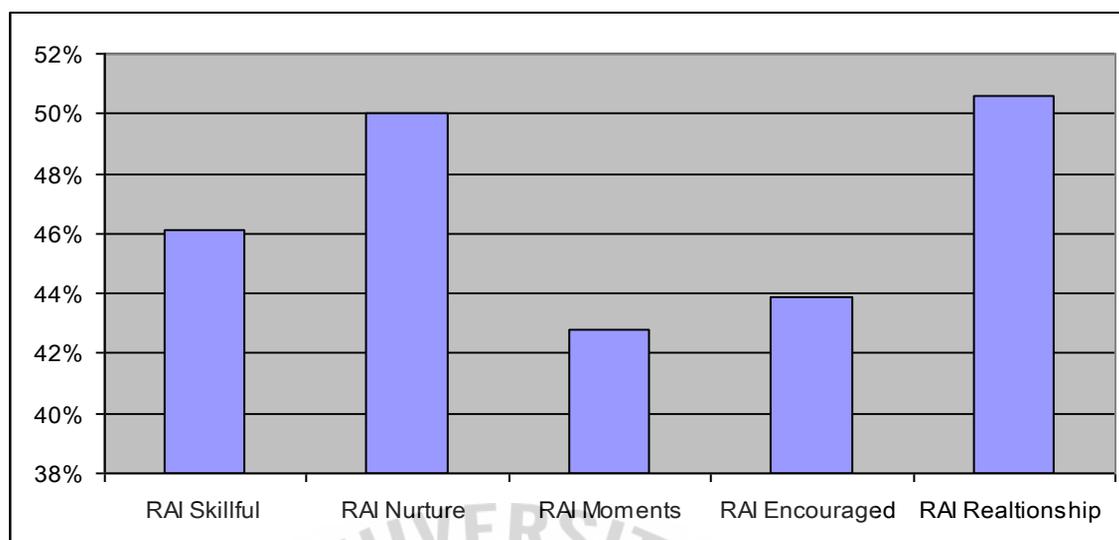


Figure 9: Relationship and Interactions

Relationship and Interactions

Figure 9: Relationship and Interactions shows that RAI Relationship as the highest point in this dimension depicts 91 respondents accounted for 50.6% stated quite a bit of positive relationship between adults and children and children and children are observable during play activities. RAI Moments as the lowest point in this dimension depicts 77 respondents accounted for 42.8% stated often the teachers and staffs make use of the teachable moments that arises during play effectively.

Equal Opportunities

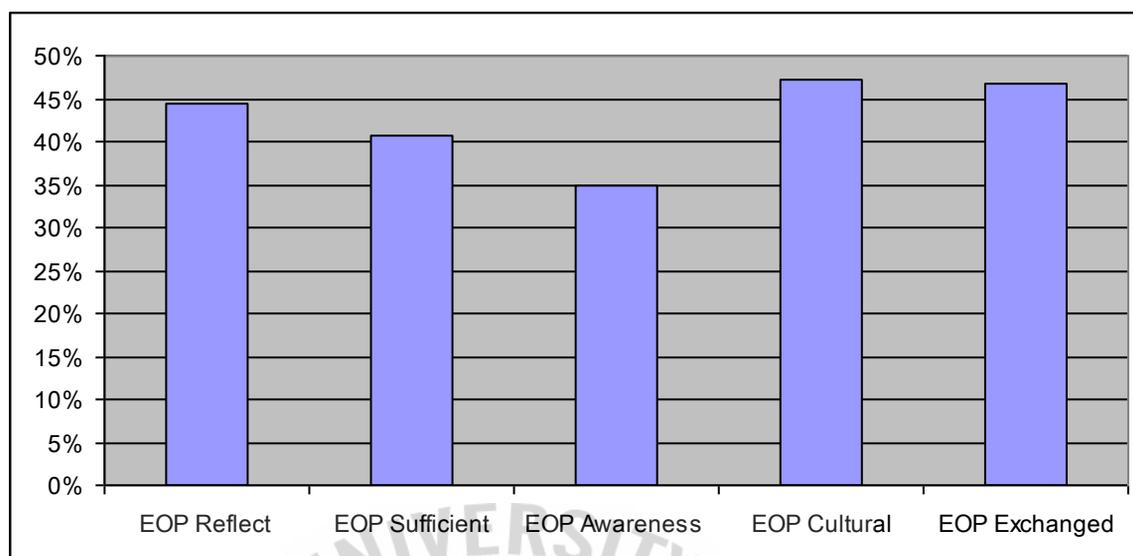


Figure 10: Equal Opportunities

Equal Opportunities

Figure 10: Equal Opportunities shows that EOP Cultural as the highest point in this dimension depicts 85 respondents accounted for 47.2% state better than better than average teachers and staff have sufficient support in introduction cultural toys and games for children. EOP Awareness shows that this is the lowest point in this dimension, it depicts 64 respondent accounted for 35.6% stated quite a bit of play equipment and facilities reflect an awareness of equal opportunities issue.

Parental Partnership and Liaison

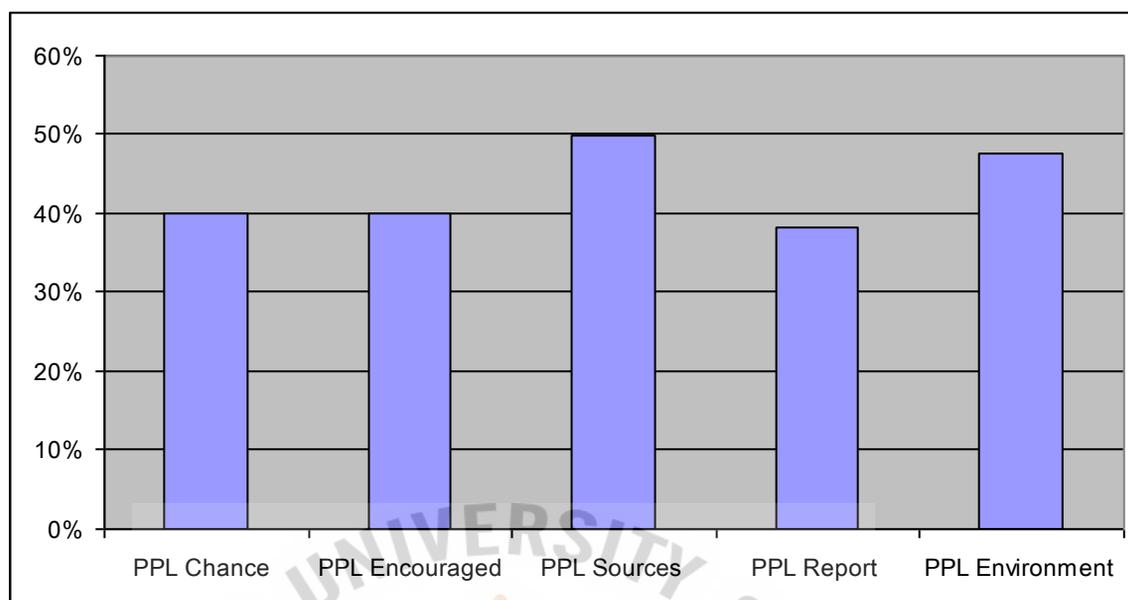


Figure 11: Parental Partnership and Liaison

Parental Partnership and Liaison

Graph: 9 Parental Partnership and Liaison shows that PPL Sources is the highest point, it depicts that 90 respondents accounted for 50% stated quite a bit of the importance of play is communicated to parents through sources like articles school magazines or newsletters. PPL Chance is the lowest point in this dimension. It depicts 72 respondents accounted for 40% stated often there are events or chances for the parents and people in the community to involve in children's play in the school.

Monitoring and Evaluation

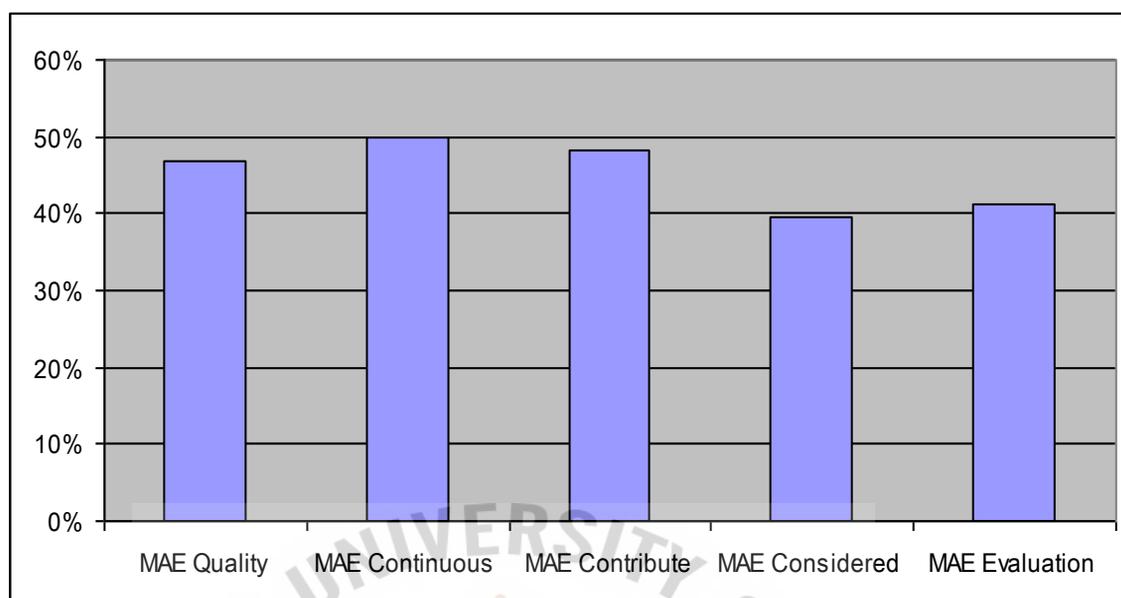


Figure 12: Monitoring and Evaluation

Monitoring and Evaluation

Figure 12: Monitoring and Evaluation show that MAE Continuous is the highest point in this dimension. It depicts 90 respondents accounted for 50% stated often the evaluation quality of play in order to support the child's development is done periodically and continuously. MAE Considered as the lowest point in this dimension it, depicts 71 respondents accounted for 39.4% stated a great deal of the comments, suggestions of teachers, staff and parents considered in order to provide quality play for children through the process of evaluation.

The Highest Points in the Ten Dimension of play

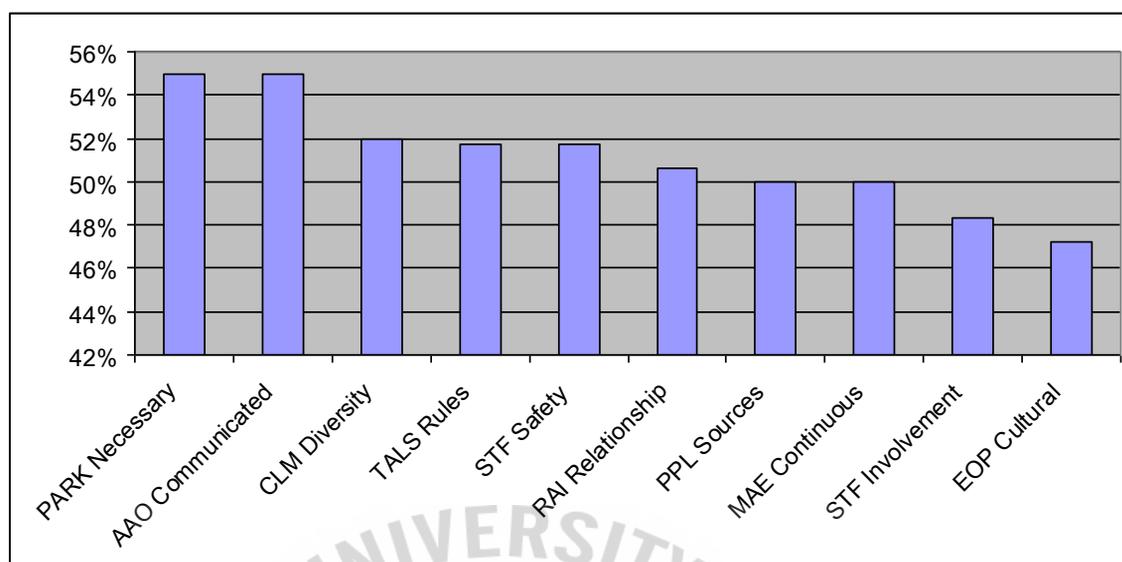


Figure 13: The Highest Points in the Ten Dimension of play

The Highest Points in the Ten Dimension of play

Figure 13: Ten Dimensions with the highest point shows all the highest points in all the dimensions. The result is as follows:

1. In the first dimension of play : Aims and Objectives AAO Communicated depicts that 99 respondents accounted for 55% stated that play is effectively communicated amongst teachers, school staff, parents and other involved parties better than average.
2. In the fourth dimension of play : Planning, Assessment and Record Keeping shows that PARK Necessary depicts that 99 respondents accounted to 55% stated mostly it is necessary to plan the children's play according to the school rules.

3. In the second dimension of play : Curriculum CLM Diversity depicts that 95 respondent representing 52.8% stated quite a bit of the curriculum offer diverse kinds of play experiences and activities for the children according to their needs.
4. In the third dimension of play : Teaching and Learning Strategies shows that TALS Rules depicts that 93 respondents accounted for 51.7% stated quite a bit sets of rules made collaboratively with the students during play activities at the playground or in the classroom.
5. In the sixth dimension of play : Physical Environment shows that PEVT Safety depicts that 93 respondents accounted for 51.7% stated quite a bit of physical environment safely that encourages the child's development through play.
6. In the seventh dimension of play : Relationship and Interactions shows that RAI Relationship depicts 91 respondents accounted for 50.6% stated quite a bit of positive relationship between adults and children and children and children are observable during play activities.
7. In the ninth dimension of play : Parental Partnerships and Liaison, PPL Sources depicts that 90 respondents accounted for 50% stated quite a bit of the importance of play is communicated to parents through sources like articles school magazines or newsletters.
8. In the tenth dimension of play: Monitoring and Evaluation, MAE Continuous depicts 90 respondents accounted for 50% stated often the evaluation quality of play in order to support the child's development is done periodically and continuously.

9. In the fifth dimension of play : Staffing shows that STF Involvement depicts that 87 respondents accounted for 48.3% stated better than average staff involvement effectively managed.
10. In the eighth dimension of play : Equal Opportunities, EOP Cultural depicts 85 respondents accounted for 47.2% state better than better than average teachers and staff have sufficient support in introduction cultural toys and games for children.

The Lowest Points in the Ten Dimension of play

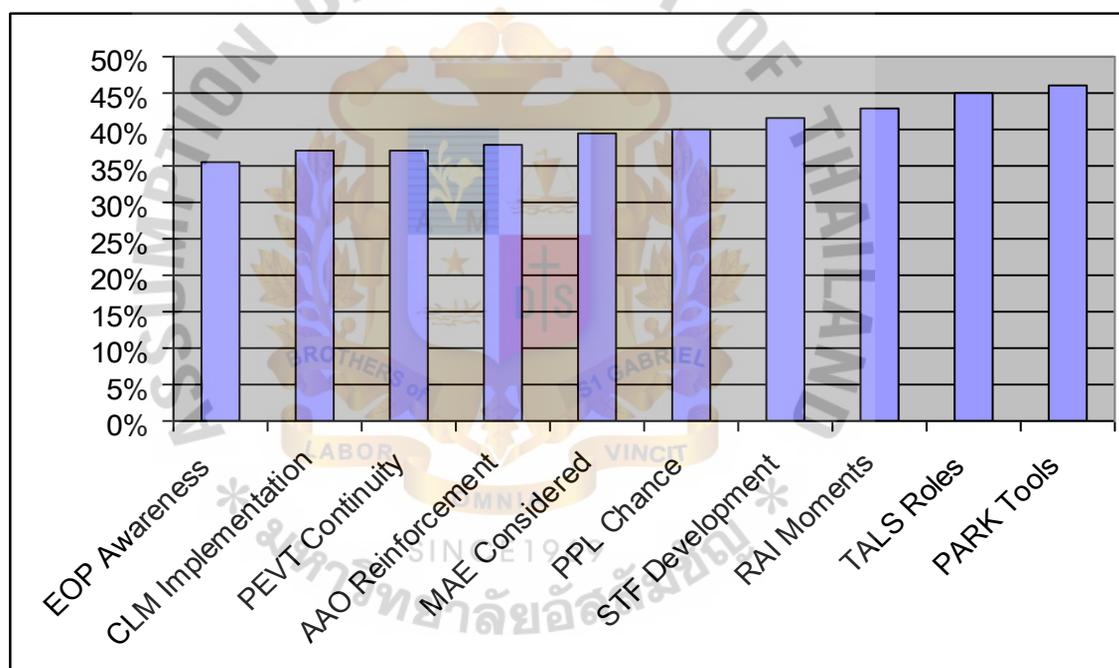


Figure 12: The Lowest Points in the Ten Dimension of play

The Lowest Points in the Ten Dimension of play

1. In the eighth dimension of play : Equal Opportunities, EOP Awareness depicts 64 respondent accounted for 35.6% stated quite a bit of play equipment and facilities reflect an awareness of equal opportunities issue.
2. In the second dimension of play: Curriculum CLM Implementation depicts that 67 respondents accounted for 37.2% stated that the curriculum implement play as a part of developing the child's skill.
3. In the sixth dimension of play : Physical Environment PEVT Continuity depicts that 67 respondents accounted for 37.2% stated mostly continuous arrangements made to the physical play environment to facilitate the child's learning.
4. In the first dimension of play : Aims and Objectives AAO Reinforcement depicts that 68 respondents accounted for 37.8% mostly agreed that there is a need to further reinforce the importance of play in the aims and objectives of the school in order to provide quality play for the children at school.
5. In the tenth dimension of play: Monitoring and Evaluation, MAE Considered depicts 71 respondents accounted for 39.4% stated a great deal of the comments, suggestions of teachers, staff and parents considered in order to provide quality play for children through the process of evaluation.
6. In the ninth dimension of play : Parental Partnerships and Liaison, PPL Chance depicts 72 respondents accounted for 40% stated often there are events or chances for the parents and people in the community to involve in children's play in the school.

7. In the fifth dimension of play: Staffing STF Development depicts that 75 respondents accounted for 41.7% stated mostly school provide the teachers and staffs with sufficient staff development program in order to facilitate the children at play.
8. In the seventh dimension of play: Relationship and Interactions RAI Moments depicts 77 respondents accounted for 42.8% stated often the teachers and staffs make use of the teachable moments that arises during play effectively.
9. In the sixth dimension of play : Physical Environment PEVT Continuity depicts that 67 respondents accounted for 37.2% stated mostly continuous arrangements made to the physical play environment to facilitate the child's learning.
10. In the fourth dimension of play : Planning, Assessment and Record Keeping PARK Tools depicts that 83 respondents accounted for 46.1% stated often children are assessed during play with diverse testing tools.

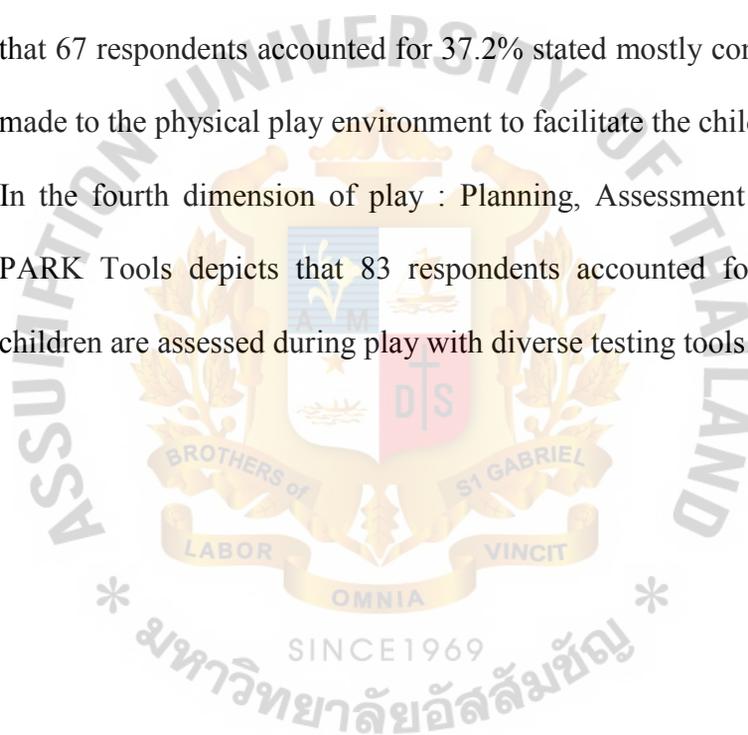


Table 53: The Highest Point in Ten Dimension

Highest Points in the Ten Dimensions	
Ten Dimensions	Availability of Play
AAO Communicated	55%
CLM Diversity	52%
TALS Rules	51.70%
PARK Necessary	55%
STF Involvement	48.30%
PEVT Safety	51.70%
RAI Relationship	50.60%
EOP Cultural	47.20%
PPL Sources	50%
MAE Continuous	50%

Table 53: The Highest Point in Ten Dimension shows that Aims and Objectives AAO Communicated and PARK Necessary are the highest, AAO Communicated depicts that 99 respondents accounted for 55% stated that play is effectively communicated amongst teachers, school staff, parents and other involved parties better than average .As for PARK Necessary, with the same number of respondents

depicts mostly it is necessary to plan the children's play according to the school rules.

Table 54: The Lowest Point in Ten Dimension

<i>Lowest Points in the Ten Dimensions</i>	
<i>Ten Dimensions</i>	<i>Availability of Play</i>
<i>AAO Reinforcement</i>	<i>37.80%</i>
<i>CLM Implementation</i>	<i>37.20%</i>
<i>TALS Roles</i>	<i>45%</i>
<i>PARK Tools</i>	<i>46.10%</i>
<i>STF Development</i>	<i>41.70%</i>
<i>PEVT Continuity</i>	<i>37.20%</i>
<i>RAI Moments</i>	<i>42.80%</i>
<i>EOP Awareness</i>	<i>35.60%</i>
<i>PPL Chance</i>	<i>40%</i>
<i>MAE Considered</i>	<i>39.40%</i>

Table 54: The Lowest Point in the Ten Dimension shows that Equal Opportunities, EOP Awareness depicts 64 respondent accounted for 35.6% stated quite a bit of play equipment and facilities reflect an awareness of equal opportunities issue.

Curriculum; CLM Implementation depicts that 67 respondents accounted for 37.2% stated that the curriculum implements play as a part of developing the child's skill.

Summary of the Findings

The Ten Dimensions of Play: The Availability of Play in School.

Aims and Objectives

AAO Communicated depicts that 99 respondents accounted for 55% stated that play is effectively communicated amongst teachers, school staff, parents and other involved parties better than average. AAO Reinforcement Depicts that 68 respondents accounted for 37.8% mostly agreed that there is a need to further reinforce the importance of play in the aims and objectives of the school in order to provide quality play for the children at school.

Curriculum

CLM Diversity depicts that 95 respondent representing 52.8% stated quite a bit of the curriculum offer diverse kinds of play experiences and activities for the children according to their needs. CLM Implementation depicts that 67 respondents accounted for 37.2% stated that the curriculum implement play as a part of developing the child's skill.

Teaching and Learning Strategies

Thus the third dimension of play ; Teaching and learning strategies shows that TALS Rules depicts that 93 respondents accounted for 51.7% stated quite a bit sets of rules made collaboratively with the students during play activities at the playground or in the classroom. TALS Roles depicts that 81 respondents accounted for 45% stated often the teachers and staff roles in play elderly visible during play activities.

Planning, Assessment and Record Keeping

Thus The fourth Dimension of play ; Planning, Assessment and Record Keeping shows that PARK Necessary depicts that 99 respondents accounted to 55% stated mostly it is necessary to plan the children's play according to the school rules. PARK Tools depicts that 83 respondents accounted for 46.1% stated often children are assessed during play with diverse testing tools.

Staffing

Thus the fifth dimension of play ; Staffing shows that STF Involvement depicts that 87 respondents accounted for 48.3% stated better than average staff involvement effectively managed. STF Development depicts that 75 respondents accounted for 41.7% stated mostly school provide the teachers and staffs with sufficient staff development program in order to facilitate the children at play.

Physical Environment

Thus the sixth dimension of play; Physical Environment shows that PEVT Safety depicts that 93 respondents accounted for 51.7% stated quite a bit of physical environment safely that encourages the child's development through play. PEVT Continuity depicts that 67 respondents accounted for 37.2% stated mostly continuous arrangements made to the physical play environment to facilitate the child's learning.

Relationship and Interactions

Thus the seventh dimension of play; Relationship and Interactions shows that RAI Relationship depicts 91 respondents accounted for 50.6% stated quite a bit of positive relationship between adults and children and children and children are observable during play activities. RAI Moments depicts 77 respondents accounted for 42.8% stated often the teachers and staffs make use of the teachable moments that arises during play effectively.

Equal Opportunities

Thus the eighth dimension of play; Equal Opportunities, EOP Cultural depicts 85 respondents accounted for 47.2% state better than average teachers and staff have sufficient support in introduction cultural toys and games for children. EOP Awareness depicts 64 respondent accounted for 35.6% stated quite a bit of play equipment and facilities reflect an awareness of equal opportunities issue.

Parental Partnerships and Liaison

Thus the ninth dimension of play; Parental Partnerships and Liaison, PPL Sources depicts that 90 respondents accounted for 50% stated quite a bit of the importance of play is communicated to parents through sources like articles school magazines or newsletters. PPL Chance depicts 72 respondents accounted for 40% stated often there are events or chances for the parents and people in the community to involve in children's play in the school.

Monitoring and Evaluation

Thus the tenth dimension of play; Monitoring and Evaluation, MAE Continuous depicts 90 respondents accounted for 50% stated often the evaluation quality of play in order to support the child's development is done periodically and continuously. MAE Considered depicts 71 respondents accounted for 39.4% stated a great deal of the comments, suggestions of teachers, staff and parents considered in order to provide quality play for children through the process of evaluation.

CHAPTER V

FINDINGS, CONCLUSION, DISCUSSION, AND RECOMMENDATIONS

The final chapter starts with a brief overview of the study followed by the summary of findings, for reference purposes. The findings are subsequently discussed. The researcher also draws conclusions based on the findings of the study. Finally, the remaining section offers general recommendations as well as suggestions for further studies.

Overview of the Study

The present study was conducted to explore the availability of student play that leads to the student development according to the ten dimensions of play in the ISAT schools of Thailand. The research also intends to identify the strength and weaknesses of the schools in making play available for the students that leads to student development in the kindergarten. The theories of Vygotsky and Piaget have been used to support the idea of play for students, as a means of learning.

There were 180 participants in the study, consisting of kindergarten teachers from level Pre K to K3, children of age 2 to 5 years old from the 86 ISAT schools of Thailand.. Among the respondents in accounted for 7.8% are 4 Pre-K teachers, 58 respondents accounted for 32.2% are K1 teachers, 60 respondents accounted for 33.3% are K2 teachers and 48 respondents accounted for 26.7% are K3 teachers. Data collection was accomplished with the use of paper- based survey questionnaires. Data obtained from

the participants were processed through SPSS Version 15.0 and consequently, findings were presented in tables with corresponding analysis.

Based on the given input elements, the researcher adopted international standards in the processes of data collection and data analysis. This research instrument was confirmed by three experts for validity and pretested on a small group of 30 teachers by applying Cronbach Alpha Coefficient (α) to determine the reliability of the instruments. The research instrument is reliable. In this study, the research instrument employed to explore the availability of play based on the Ten Dimension of Play, Bertram & Pascal, 1991 consists of 10 parts each with five items assessing the presence of the student play at the kindergarten level.

As to data analysis, appropriate descriptive statistical tool frequency was utilized to give profile of the respondents. The summary of findings is thus presented in the following section.

Summary of the Findings

Aims and Objectives

AAO Communicated depicts that 99 respondents accounted for 55% stated that play is effectively communicated amongst teachers, school staff, parents and other involved parties better than average. AAO Reinforcement Depicts that 68 respondents accounted for 37.8% mostly agreed that there is a need to further reinforce the importance of play in

the aims and objectives of the school in order to provide quality play for the children at school.

Curriculum

CLM Diversity depicts that 95 respondent representing 52.8% stated quite a bit of the curriculum offer diverse kinds of play experiences and activities for the children according to their needs. CLM Implementation depicts that 67 respondents accounted for 37.2% stated that the curriculum implement play as a part of developing the child's skill.

Teaching and Learning Strategies

The third dimension of play ; Teaching and learning strategies shows that TALS Rules depicts that 93 respondents accounted for 51.7% stated quite a bit sets of rules made collaboratively with the students during play activities at the playground or in the classroom. TALS Roles depicts that 81 respondents accounted for 45% stated often the teachers and staff roles in play elderly visible during play activities.

Planning, Assessment and Record Keeping

The fourth Dimension of play ; Planning, Assessment and Record Keeping shows that PARK Necessary depicts that 99 respondents accounted to 55% stated mostly it is necessary to plan the children's play according to the school rules. PARK Tools depicts that 83 respondents accounted for 46.1% stated often children are assessed during play with diverse testing tools.

Staffing

The fifth dimension of play; Staffing shows that STF Involvement depicts that 87 respondents accounted for 48.3% stated better than average staff involvement effectively managed. STF Development depicts that 75 respondents accounted for 41.7% stated mostly school provide the teachers and staffs with sufficient staff development program in order to facilitate the children at play.

Physical Environment

The sixth dimension of play; Physical Environment shows that PEVT Safety depicts that 93 respondents accounted for 51.7% stated quite a bit of physical environment safely that encourages the child's development through play. PEVT Continuity depicts that 67 respondents accounted for 37.2% stated mostly continuous arrangements made to the physical play environment to facilitate the child's learning.

Relationship and Interactions

The seventh dimension of play; Relationship and Interactions shows that RAI Relationship depicts 91 respondents accounted for 50.6% stated quite a bit of positive relationship between adults and children and children and children are observable during play activities. RAI Moments depicts 77 respondents accounted for 42.8% stated often the teachers and staffs make use of the teachable moments that arises during play effectively.

Equal Opportunities

The eighth dimension of play; Equal Opportunities, EOP Cultural depicts 85 respondents accounted for 47.2% state better than average teachers and staff have sufficient support in introduction cultural toys and games for children. EOP Awareness depicts 64 respondent accounted for 35.6% stated quite a bit of play equipment and facilities reflect an awareness of equal opportunities issue.

Parental Partnerships and Liaison

The ninth dimension of play; Parental partnerships and liaison, PPL Sources depicts that 90 respondents accounted for 50% stated quite a bit of the importance of play is communicated to parents through sources like articles school magazines or newsletters. PPL Chance depicts 72 respondents accounted for 40% stated often there are events or chances for the parents and people in the community to involve in children's play in the school.

Monitoring and Evaluation

The tenth dimension of play; Monitoring and Evaluation, MAE Continuous depicts 90 respondents accounted for 50% stated often the evaluation quality of play in order to support the child's development is done periodically and continuously. MAE Considered depicts 71 respondents accounted for 39.4% stated a great deal of the comments, suggestions of teachers, staff and parents considered in order to provide quality play for children through the process of evaluation.

Discussion

The current findings in this research will be discussed in this section. Each dimension will be supported with its findings and previous researches or theories.

Aims and Objectives

In this dimension AAO Communicated depicts that 99 respondents accounted for 55% stated that play is effectively communicated amongst teachers, school staff, parents and other involved parties better than average. AAO Reinforcement Depicts that 68 respondents accounted for 37.8% mostly agreed that there is a need to further reinforce the importance of play in the aims and objectives of the school in order to provide quality play for the children at school. Slogan such as “play is children’s work” (NAEYC, 1988) guidelines for developmentally appropriate curricula, and the general “play ethos” or at least give lip service to the importance of fantasy play for preschool children’s education and development. A body of research on socio-cultural variations on play exists, but is less robust. We know that socio – cultural variations in play depend not only upon the attitudes of parents, teachers, and society in general, but also on such variables as the amount of play space and time that is available to children (Roopnaire, Lasker, Sacks, & Stores, 1998). Child development experts have been far less successful in understanding the contexts within which play occurs (Roopnaire, Shin, Donovan. & Suppal, 2000) (Pellegrini& Boyd, 1993) states that the attitudes of the public at large and school personnel, specifically, have an important impact on children’s fantasy play. At the level of preschool policy, the role of fantasy play for preschoolers seems for the moment at

least, well established. Moreover, findings from the recent explosion of research on the brain and learning also delineate the importance of play (Jensen, 2000, 2001; Shore, 1997)

In a study conducted by (King 1979, 1982) it was found that children still think their play to be work if it was assigned by the teachers , on the other hand if they have chosen the similar activities by themselves they regard it as play. Students would not be experiencing all the benefits of play if they do not know the differences between play and work. However, practitioners themselves do not always find it easy to be clear about the implications for their work (Bruce, 1992)

Elkind (2007) agrees that play; love and work is an essential trio that is important for the developing child. They want their children to work and learn compete each day and little emphasis is given on play. Despite of numerous strong grounded researchers available in this modern era agreeing that child's play is vital toward students development and preschools, schools teaching students form 2 to 6 years should provide quality play for children. (Pasek & Golinkoff, 2003). Research on the brain demonstrates that play is a scaffold for development , a vehicle for increasing neural structures, and a means by which all children practice skills they will need in later life. This research raises new questions for those who view play as a trivial, simple, frivolous, unimportant, and purposeless behavior (Christie, 2001; Frost, Wortham, & Reifel, 2001, 2001; Shore, 1997)

Curriculum

In this dimension CLM Diversity depicts that 95 respondent representing 52.8% stated quite a bit of the curriculum offer diverse kinds of play experiences and activities for the children according to their needs. CLM Implementation depicts that 67 respondents accounted for 37.2% stated that the curriculum implement play as a part of developing the child's skill. Evidence also suggests a strong relationship between play and cognitive development. Studies indicate a positive between play and student learning (Kumar & Harizuka, 1998; Lieberman, 1997). There is a well-established consensus among early childhood professionals that play is an essential element of developmentally appropriate high quality early education programs. (NAEYC&NAECSSDE, 2003)

Dempsey & Frost (1993) states that the curriculum may be viewed as an aspect of the ecology of the setting in that various curricula differently prescribe appropriate and necessary material, space arrangements, group size, and social interaction, both peer/peer and adult / child. When children play, they have many opportunities to apply mental representations of the world to new objects, people, and situations – the key ability for future academic learning. They integrate all types of learning – physical, social, emotional, intellectual, and language development. They are engaged in things they're interested in – so they have a natural motivation to learn (Shonkoff & Phillips, 2000) They identify improvements to attention, planning skills, and attitudes (McCune & Zanes, 2001; Smilansky & Shefatya 1900; Sylva, Bruner, & Genova, 1976); creativity and divergent thinking (Dansky, 1980; Holmes & Geiger, 2002; Pepler 1982; Sutton-Smith 1997); perspective taking (Burns & Brainerd, 1979); memory (Jensen, 1999, 2000; Saltz,

Dixon, & Jonson, 1977); and language development Clawson, 2002; Creasey, Jarvis, & Berk, 1998; Gardner, 1993;Howes, Droegge &Matheson, 1994).

Educators long have recognized the centrality of play to children's developmental and have provided opportunities for both structured and spontaneous play. Both theory and research supports such a relationship. Play is not only children's unique way of learning about their world, but also their way of learning about themselves and how they fit into their world, building on familiar knowledge and deepening their understanding through the recurring cycle of learning that is essential to what all children can understand and do (Erikson, 1963; Fromberg, 1998, 2002; Frost et al., 2001; Johnson et al., 1999; Monighan Nourot & Van Hoorn, 1991; Piaget, 1962)

Although (Peter et al, 1985 & Yawkey ,1990) recommended 60 minute free play periods, there is little argument that play periods in early childhood settings should be at least 30 minutes in length. Shorter periods do not allow time for children to initiate, develop, and extend play themes. In recent years, and most especially since the 2002 passage of the No Child Left Behind Act, we've seen educators, policy makers, and many parents embrace the idea that early academics leads to greater success in life. Yet several studies by (Pasek, 2003) and colleagues have compared the performance of children attending academic preschools with those attending play-oriented preschools. The results showed no advantage in reading and math achievement for children attending the academic preschools. But there was evidence that those children had higher levels of test anxiety, were less creative, and had more negative attitudes toward school than did the children attending the play preschools.

Thus, it seems that curriculum activities can either facilitate or constrain peer interactions, with table activities inviting less social interactions and block and dramatic play activities inviting more social interactions. This is corroborated by others (Kemple, 2004; Kemple, Dungan, & Strangis, 2002; Kontos, Burchina, Howes, Wisseh, & Galinsky, 2002; Kontos & Wilcox- Herzog, 1997; Petrakos & Howe, 1996)

Teaching and Learning Strategies

The third dimension of play ; Teaching and learning strategies shows that TALS Rules depicts that 93 respondents accounted for 51.7% stated quite a bit sets of rules made collaboratively with the students during play activities at the playground or in the classroom. TALS Roles depicts that 81 respondents accounted for 45% stated often the teachers and staff roles in play clearly visible during play activities.

To best understand the relationship of play to learning and development, teachers must be knowledgeable about the research base and typical characteristics that describe how play enhances all children's learning and development. From this knowledge base teachers will be able to argue convincingly and make appropriate decisions about providing adequate opportunities and time for all children to play (Christie, 2001; Fromberg, 1998, 2002; Frost et al., 1999; Wolery & McWilliams, 1998). Many educators believe that play is the ideal form of instruction in the early years (Bennet, Wood, & Rogers, 1997; Bruce, 1991; Hughes, 1999; Monighan Nourot, 1997; Moyles, 1994; Wood & Atfield, 1996). In order to grant freedom of choice, institutions of early childhood education, including kindergartens, pre schools, and childcare centers, provide children with a variety of materials, and then leave them free to choose activities

and play according to their interests, need, and inclinations. Of the play situations, free play has the greatest degree of internal control and motivation (Bergen, 1988). In a free play situation, children themselves determine what activities they will engage in, where and how they will play, and with whom they will play. They not only initiate but also elaborate on, withdraw, or change the activities they have chosen in response to their purposes and the way the play develops.

Of itself, free play is, however, never sufficient, in a classroom setting, there must always be some practical concerns about freedom of choice. Vygotsky attached to language for expressing purposes, it is not surprising that he emphasized dialogue, that is, verbal exchanges. Using dialogue, adults can link stimuli with children's responses, and provide the psychological tools for thinking such as posing questions, reflecting on actions, and noticing cause and effect (Buzzelli, 1995; Malaguzzi, 1993; Nutbrown, 1994; Williams, 1989). This allows children to respond competently and solve problems independently.

We all need to remember that to maintain its status as a play activity; it is necessary for the activity to remain player-centered, initiated, paced and stylized by the child (Johnson & Esler, 1982). Nicolopoulou warns, that teachers must not be too controlling the stories they create. As with language, we need to be partners with children, and we need to fit their themes into the story they have ownership to it. This also applies in play for children. Since play is intrinsically motivated and should be something that the child really wanted to so sometimes the teachers may destroy the essence of the play. Thus, it is very important to be clear about the extent of teachers facilitation and adult involvement during playtime.

Planning, Assessment, and Record Keeping

The fourth Dimension of play ; Planning, Assessment and Record Keeping shows that PARK Necessary depicts that 99 respondents accounted to 55% stated mostly it is necessary to plan the children's play according to the school rules. PARK Tools depicts that 83 respondents accounted for 46.1% stated often children are assessed during play with diverse testing tools. Teachers should plan time to conduct observations during playtime and record notes about their observations (Billman & Sherman, 1996)

As also pointed out by (Moyles ,1989) these might range from the use of tape recorders, video cameras, photographs, diaries, notebooks and journals to the use of systematic recording systems involving time and event-sampling, target-child methods, structured interviews, record sheets and check lists. This dimension refers to the aspect of play is catered to the children. Planning is a set of activities that are plan before hand for play. It could include lesson plans, activity plans. It could be timely done like daily, monthly, quarterly or yearly. This would help teachers to prepare the materials, learning environment and other needful to design quality play for the children. It would enable the teacher to reach the objective of a particular play activity. The teacher could also prepare some relevant information on learning experience through planning. (Moyles, 1994) conveys that "Knowing children's learning needs also enables adults to encompass the notions of (Vygotsky,1978&Bruner,1978) respectively in relation to the 'zone of proximal development' from which scaffolding by the adults will enable progress in learning to proceed from a point of current understanding. (Ornstein, 1998) identifies objectives as to the level for which they are written. Program objectives, addressing

subjects course objectives relating to particular courses classroom objectives which are further divided into unit objectives and lesson plan objectives.

Staffing

The fifth dimension of play; Staffing shows that STF Involvement depicts that 87 respondents accounted for 48.3% stated better than average staff involvement effectively managed. STF Development depicts that 75 respondents accounted for 41.7% stated mostly school provide the teachers and staffs with sufficient staff development program in order to facilitate the children at play.

Children and staff ratio is an important aspect in this dimension. (Dempsey&Frost,1993) conveys that “Evidence suggests that relatively small increases in adult/ child ration in preschool setting lead to more verbal exchange among peers, less verbal exchange with teachers, less absorption in play activity, and more teasing among children (Russell, 1990) As Fantasy play is more likely to occur in a small class of preschoolers of then versus a large class of 30 (Smith & Connolly 1980) Children play significantly longer when adults are present and involved than when children play alone or only with peers (Sylva, Roy & Painter, 1980)

Children who experience rich conversation with adults doing their preschool years achieve greater academic success in later years. (Dickinson & Snow, 1987; Scarborough & Dobrich, 1994) On the other hand, (Beruetta- Clement et al., 1984; Osborn and Milbank 1987) states that providing young children with opportunities for quality play experiences is a challenge which all early childhood educators must address. The sensitivity of educators to children’s play cannot be over emphasized. We all need to

remember that to maintain its status as a play activity, it is necessary for the activity to remain player- centered, initiated, paced and stylized by the child (Johnson & Esler, 1982)

Deep involvement by children is necessary and must be allowed and encouraged by the adults if they play is to be really challenging and contributing fully to the learning process (Monininghan – Nourout et al.,1987)

Despite the fun and learning that can come about through free play, some play can become very repetitive. It has, therefore, been argued that educators have a key role to play in helping children develop their play; the adult can, as it were, stimulate, encourage or challenge the child to play in more developed and mature ways. (Smilansky 1968, Smilansky & Shefatya 1990)

Physical Environment

The sixth dimension of play; Physical Environment shows that PEVT Safety depicts that 93 respondents accounted for 51.7% stated quite a bit of physical environment safely that encourages the child's development through play. PEVT Continuity depicts that 67 respondents accounted for 37.2% stated mostly continuous arrangements made to the physical play environment to facilitate the child's learning. The quantity of play materials available to the child clearly correlates with the children's cognitive development. A synthesis of studies found a mean correlation coefficient of .37 between quantity of play materials in the home and IQ seems at ages 3 and 4 (Gottfried, 1984). On the other the reduction of the play materials could also help students more in social development. Since the opportunity of sharing and playing together would encourage more social interaction

among the students. For instance playing sand at the sand area would encourage students to interact more.

Paying attention to the setting of the toy arrangements will also make supervision and facilitation easier for teachers and other staffs. (Esbensen, 1990) suggest the following 7 zones: manipulating/ creative, projective/fantasy, focal/social, social/dramatic, physical, natural element and transition.

A fundamental practice in early childhood education is the use of specific areas, or learning centers, for different types of activities, such as art manipulative and block, housekeeping, music science and Language arts. Children act and play differently in different areas within the same class room (Shure, 1963). A developmental perspective for play environment design is shown in a call for separate playground environment for infants/ toddlers, preschoolers, and school ages (Frost & Dempsey, 1994)

Children can themselves provide information to assist in the design of play environment (Parkinson, 1985). Playgrounds that are designed in cooperation with school children are more used and less abused by children (Hutslar, 1976). Adults, on the other hand may not know what children prefer on their playgrounds (Bishop, Peterson & Michael, 1972). Thus while teachers are arranging play centers they can ask the children to participate in arranging the play space so that they could feel more motivated and confident at the arranged play space.

Children's play depends largely upon the play materials, equipment and role models available to them. Early exposure to appropriate play activities and materials is important and provides a sound basis for development (Fromberg, 2002; Frost et al., 2001; Hughes, 1999 in press; Isenberg & Jalongo, 2000; Johnson et al., 1999; Moyer, 1995)

Relationship and Interactions

The seventh dimension of play; Relationship and Interactions shows that RAI Relationship depicts 91 respondents accounted for 50.6% stated quite a bit of positive relationship between adults and children and children and children are observable during play activities. RAI Moments depicts 77 respondents accounted for 42.8% stated often the teachers and staffs make use of the teachable moments that arises during play effectively.

As social organisms, humans have a basic need to belong to and feel part of a group and to learn how to live and work in groups with different needs and developing these social and emotional life skills. For example, children of all ages need to be socialized as contributing members of their respective cultures. Numerous studies (Creasey, Jarvis, & Berk, 1998; Erikson, 1963; Goleman, 1995; Piaget, 1962; Rubin & Howe, 1986; Rubin, Maioni, & Hormung, 1976; Rubin, Watson, & Jambor, 1978; Sutton Smith, 1997; Vygotsky, 1978) indicate that play with others gives children the opportunity to match their behavior with others and to take into account viewpoints that differ from their own. Thus, play provides the rich experience children need to learn social skills; become sensitive to others' need and values; handle exclusion and dominance; manage their emotions; learn self control; and share power, space, ideas with others. At all levels of development, play enables children to feel comfortable and in control of their feelings by: 1) allowing the expression of unacceptable feelings in acceptable ways and 2) providing the opportunity to work through conflicting. A major way children take ownership of new information is by playing with it. Learning requires an interactive balance of gaining the facts and skills required by the culture and making information one's own. This interactive cycle helps children understand their world in an

intrinsically motivating fashion (Fromberg, 2002; McCune & Zanes, 2001; Wolery & McWilliams, 1998)

Thus, it seems that curriculum activities can either facilitate or constrain peer interactions, with table activities inviting less social interactions and block and dramatic play activities inviting more social interactions. This is corroborated by others (Kemple, 2004; Kemple, Dungan, & Strangis, 2002; Kontos, Burchina, Howes, Wisseh, & Galinsky, 2002; Kontos & Wilcox- Herzog, 1997; Petrakos & Howe, 1996)

The significant difference between socio- dramatic play and dramatic play, as (Similansky& Shefatya, 1990) define it requires interaction, communication and cooperation. Dramatic play is imitative and draws upon first or second hand experiences and uses real or imaginary objects. This play becomes socio-dramatic play if the theme is elaborated in cooperation with at least one other person and the participants interact with each other in both *action* and *speech*.

Indeed, toys may have a role in both cognitive and social development. For instance, children's social engagement is believed to be mediated by the availability of play materials (Hendrikson, Strain, Trembley, &Shores, 1981; Lieber &Beekman, 1991; Martin, Brady & Williams, 1991; Quilitch & Risley, 1973) However, it is not solely toy availability that is important, but also the type of toys that are available (Elder & Pederson, 1978; Murphy, Carr & Callias, 1896; Rubin, Fein & Vanderberg, 1983)

Equal Opportunities

The eighth dimension of play; Equal Opportunities, EOP Cultural depicts 85 respondents accounted for 47.2% state better than better than average teachers and staff have sufficient support in introduction cultural toys and games for children. EOP Awareness depicts 64 respondent accounted for 35.6% stated quite a bit of play equipment and facilities reflect an awareness of equal opportunities issue.

We all need to remember that to maintain its status as a play activity, it is necessary for the activity to remain player- centered, initiated, paced and stylized by the child (Johnson & Esler, 1982)

Indeed, toys may have a role in both cognitive and social development. For instance, children's social engagement is believed to be mediated by the availability of play materials (Hendrikson, Strain, Trembley, & Shores, 1981; Lieber & Beekman, 1991; Martin, Brady & Williams, 1991; Quilitch & Risley, 1973) However, it is not solely toy availability that is important, but also the type of toys that are available (Elder & Pederson, 1978; Murphy, Carr & Callias, 1896; Rubin, Fein & Vanderberg, 1983)

In order to grant freedom of choice, institutions of early childhood education, including kindergartens, pre schools, and childcare centers, provide children with a variety of materials, and then leave them free to choose activities and play according to their interests, need, and inclinations. Of the play situations, free play has the greatest degree of internal control and motivation (Bergen, 1988). In a free play situation, children themselves determine what activities they will engage in, where and how they will play, and with whom they will play. They not only initiate but also elaborate on,

with draw, or change the activities they have chosen in response to their purposes and the way the play develops.

Parental Partnership and Liaison

The ninth dimension of play; Parental partnerships and liaison, PPL Sources depicts that 90 respondents accounted for 50% stated quite a bit of the importance of play is communicated to parents through sources like articles school magazines or newsletters. PPL Chance depicts 72 respondents accounted for 40% stated often there are events or chances for the parents and people in the community to involve in children's play in the school.

Often play is overlooked as an important aspect of the whole child development. (Pellegrini& Boyd, 1993) states that the attitudes of the public at large and school personnel, specifically, have an important impact on children's fantasy play. At the level of preschool policy, the role of fantasy play for preschoolers seems for the moment at least, well established. Slogan such as "play is children's work" (NAEYC, 1988) guidelines for developmentally appropriate curricula, and the general "play ethos" or at least give lip service to the importance of fantasy play for preschool children's education and development. Deep involvement by children is necessary and must be allowed and encouraged by the adults if they play is to be really challenging and contributing fully to the learning process (Monininghan – Nourout et al.,1987)

Despite the fun and learning that can come about through free play, some play can become very repetitive. It has, therefore, been argued that educators have a key role to play in helping children develop their play; the adult can, as it were, stimulate,

encourage or challenge the child to play in more developed and mature ways. (Smilansky 1968, Smilansky & Shefatya 1990)

As skillful interaction can stimulate and act as catalyst (Moyles, 1989) similarly too much interaction or adult involvement could destroy the essence of the quality play. (Tharp & Gallimore, 1988) suggested, although assisted performance is found commonly among parent and child relationships, it is rarely found in schools.

As parents too in an international may come from diverse culture and race their acceptance, idea, values about play may not be the same. A lot of parents are aware that play is essential for development but at the same time parents need guidance too. Parental experiences and observation at home would also add value when it's communicated to other parties. Each parent may have different strategies ideas on play. Workshops, gatherings and seminars would be a great chance for parents and teachers to have a chance to discuss and share their experiences.

(Swadener & Johnson 1989), in reviewing studies on parental attitudes and beliefs towards play, concluded that the involvement of parents in their children's play will raise levels of play. Overall it appears that where parents have positive attitudes towards play, children are likely to become involved in high levels of imaginative and creative play.

Monitoring and Evaluation

The tenth dimension of play; Monitoring and Evaluation, MAE Continuous depicts 90 respondents accounted for 50% stated often the evaluation quality of play in order to support the child's development is done periodically and continuously. MAE Considered

depicts 71 respondents accounted for 39.4% stated a great deal of the comments, suggestions of teachers, staff and parents considered in order to provide quality play for children through the process of evaluation.

A variety of strategies and techniques for observing, recording and assessing children's play must be employed – (Hurst, 1994) and (Moyles, 1989), also pointed out some tools for observation, record and assessment these might range from the use of tape recorders, video cameras, photographs, diaries, notebooks and journals to the use of systematic recording systems involving time and event-sampling, target-child methods, structured interviews, record sheets and check lists.

Conclusion

Objective 1: To explore the availability of play in the ISAT schools of Thailand referring it to the ten dimensions of play.

Aims and Objectives

In this dimension of play, Aims and Objectives shows that AAO Communicated depicts that 99 respondents accounted for 55% stated that play is effectively communicated amongst teachers, school staff, parents and other involved parties better than average. AAO Reinforcement Depicts that 68 respondents accounted for 37.8% mostly agreed that there is a need to further reinforce the importance of play in the aims and objectives of the school in order to provide quality play for the children at school.

Curriculum

In this dimension of play, Curriculum shows that CLM Diversity depicts that 95 respondent representing 52.8% stated quite a bit of the curriculum offer diverse kinds of play experiences and activities for the children according to their needs. CLM Implementation depicts that 67 respondents accounted for 37.2% stated that the curriculum implement play as a part of developing the child's skill.

Teaching and Learning Strategies

In this dimension play , Teaching and Learning Strategies shows that TALS Rules depicts that 93 respondents accounted for 51.7% stated quite a bit sets of rules made collaboratively with the students during play activities at the playground or in the classroom. TALS Roles depicts that 81 respondents accounted for 45% stated often the teachers and staff roles in play elderly visible during play activities.

Planning, Assessment and Record Keeping

In this Dimension of play, Planning, Assessment and Record Keeping shows that PARK Necessary depicts that 99 respondents accounted to 55% stated mostly it is necessary to plan the children's play according to the school rules. PARK Tools depicts that 83 respondents accounted for 46.1% stated often children are assessed during play with diverse testing tools.

Staffing

In this dimension of play, Staffing shows that STF Involvement depicts that 87 respondents accounted for 48.3% stated better than average staff involvement effectively managed. STF Development depicts that 75 respondents accounted for 41.7% stated mostly school provide the teachers and staffs with sufficient staff development program in order to facilitate the children at play.

Physical Environment

In this dimension of play, Physical Environment shows that PEVT Safety depicts that 93 respondents accounted for 51.7% stated quite a bit of physical environment safely that encourages the child's development through play. PEVT Continuity depicts that 67 respondents accounted for 37.2% stated mostly continuous arrangements made to the physical play environment to facilitate the child's learning.

Relationship and Interactions

In this dimension of play, Relationship and Interactions shows that RAI Relationship depicts 91 respondents accounted for 50.6% stated quite a bit of positive relationship between adults and children and children and children are observable during play activities. RAI Moments depicts 77 respondents accounted for 42.8% stated often the teachers and staffs make use of the teachable moments that arises during play effectively.

Equal Opportunities

In this dimension of play, Equal Opportunities, EOP Cultural depicts 85 respondents accounted for 47.2% state better than better than average teachers and staff have sufficient support in introduction cultural toys and games for children. EOP Awareness depicts 64 respondent accounted for 35.6% stated quite a bit of play equipment and facilities reflect an awareness of equal opportunities issue.

Parental Partnerships and Liaison

In this dimension of play; Parental Partnerships and Liaison, PPL Sources depicts that 90 respondents accounted for 50% stated quite a bit of the importance of play is communicated to parents through sources like articles school magazines or newsletters. PPL Chance depicts 72 respondents accounted for 40% stated often there are events or chances for the parents and people in the community to involve in children's play in the school.

Monitoring and Evaluation

In this dimension of play, Monitoring and Evaluation, MAE Continuous depicts 90 respondents accounted for 50% stated often the evaluation quality of play in order to support the child's development is done periodically and continuously. MAE Considered depicts 71 respondents accounted for 39.4% stated a great deal of the comments, suggestions of teachers, staff and parents considered in order to provide quality play for children through the process of evaluation.

Objective 2: To identify the highest and lowest point of the student play according to the ten dimensions of play in the ISAT schools that could improve the availability of play in the ISAT schools.

The highest points are as follows:

1. In the first dimension of play : Aims and Objectives AAO Communicated depicts that 99 respondents accounted for 55% stated that play is effectively communicated amongst teachers, school staff, parents and other involved parties better than average.
2. In the second dimension of play : Curriculum CLM Diversity depicts that 95 respondent representing 52.8% stated quite a bit of the curriculum offer diverse kinds of play experiences and activities for the children according to their needs.
3. In the third dimension of play : Teaching and learning strategies shows that TALS Rules depicts that 93 respondents accounted for 51.7% stated quite a bit sets of rules made collaboratively with the students during play activities at the playground or in the classroom.
4. In the fourth dimension of play : Planning, Assessment and Record Keeping shows that PARK Necessary depicts that 99 respondents accounted to 55% stated mostly it is necessary to plan the children's play according to the school rules.
5. In the fifth dimension of play : Staffing shows that STF Involvement depicts that 87 respondents accounted for 48.3% stated better than average staff involvement effectively managed.

6. In the sixth dimension of play : Physical Environment shows that PEVT Safety depicts that 93 respondents accounted for 51.7% stated quite a bit of physical environment safely that encourages the child's development through play.
7. In the seventh dimension of play : Relationship and Interactions shows that RAI Relationship depicts 91 respondents accounted for 50.6% stated quite a bit of positive relationship between adults and children and children and children are observable during play activities.
8. In the eighth dimension of play : Equal Opportunities, EOP Cultural depicts 85 respondents accounted for 47.2% state better than average teachers and staff have sufficient support in introduction cultural toys and games for children.
9. In the ninth dimension of play : Parental partnerships and liaison, PPL Sources depicts that 90 respondents accounted for 50% stated quite a bit of the importance of play is communicated to parents through sources like articles school magazines or newsletters.
10. In the tenth dimension of play: Monitoring and Evaluation, MAE Continuous depicts 90 respondents accounted for 50% stated often the evaluation quality of play in order to support the child's development is done periodically and continuously.

Arranged according to the order of more respondents

1. In the first dimension of play : Aims and Objectives AAO Communicated depicts that 99 respondents accounted for 55% stated that play is effectively communicated amongst teachers, school staff, parents and other involved parties better than average.

2. In the fourth dimension of play : Planning, Assessment and Record Keeping shows that PARK Necessary depicts that 99 respondents accounted to 55% stated mostly it is necessary to plan the children's play according to the school rules.
3. In the second dimension of play : Curriculum CLM Diversity depicts that 95 respondent representing 52.8% stated quite a bit of the curriculum offer diverse kinds of play experiences and activities for the children according to their needs.
4. In the third dimension of play : Teaching and learning strategies shows that TALS Rules depicts that 93 respondents accounted for 51.7% stated quite a bit sets of rules made collaboratively with the students during play activities at the playground or in the classroom.
5. In the sixth dimension of play : Physical Environment shows that PEVT Safety depicts that 93 respondents accounted for 51.7% stated quite a bit of physical environment safely that encourages the child's development through play.
6. In the seventh dimension of play : Relationship and Interactions shows that RAI Relationship depicts 91 respondents accounted for 50.6% stated quite a bit of positive relationship between adults and children and children and children are observable during play activities.
7. In the ninth dimension of play : Parental partnerships and liaison, PPL Sources depicts that 90 respondents accounted for 50% stated quite a bit of the importance of play is communicated to parents through sources like articles school magazines or newsletters.

8. In the tenth dimension of play: Monitoring and Evaluation, MAE Continuous depicts 90 respondents accounted for 50% stated often the evaluation quality of play in order to support the child's development is done periodically and continuously.
9. In the fifth dimension of play : Staffing shows that STF Involvement depicts that 87 respondents accounted for 48.3% stated better than average staff involvement effectively managed.
10. In the eighth dimension of play : Equal Opportunities, EOP Cultural depicts 85 respondents accounted for 47.2% state better than better than average teachers and staff have sufficient support in introduction cultural toys and games for children.

The lowest points are as follows:

1. In the first dimension of play : Aims and Objectives AAO Reinforcement Depicts that 68 respondents accounted for 37.8% mostly agreed that there is a need to further reinforce the importance of play in the aims and objectives of the school in order to provide quality play for the children at school.
2. In the second dimension of play: Curriculum CLM Implementation depicts that 67 respondents accounted for 37.2% stated that the curriculum implement play as a part of developing the child's skill.
3. In the third dimension of play : Teaching and learning strategies TALS Roles depicts that 81 respondents accounted for 45% stated often the teachers and staff roles in play elderly visible during play activities.

4. In the fourth dimension of play : Planning, Assessment and Record Keeping PARK Tools depicts that 83 respondents accounted for 46.1% stated often children are assessed during play with diverse testing tools.
5. Thus the fifth dimension of play STF Development depicts that 75 respondents accounted for 41.7% stated mostly school provide the teachers and staffs with sufficient staff development program in order to facilitate the children at play.
6. In the sixth dimension of play : Physical Environment PEVT Continuity depicts that 67 respondents accounted for 37.2% stated mostly continuous arrangements made to the physical play environment to facilitate the child's learning.
7. In the seventh dimension of play: Relationship and Interactions RAI Moments depicts 77 respondents accounted for 42.8% stated often the teachers and staffs make use of the teachable moments that arises during play effectively.
8. In the eighth dimension of play : Equal Opportunities, EOP Awareness depicts 64 respondent accounted for 35.6% stated quite a bit of play equipment and facilities reflect an awareness of equal opportunities issue.
9. In the ninth dimension of play : Parental partnerships and liaison, PPL Chance depicts 72 respondents accounted for 40% stated often there are events or chances for the parents and people in the community to involve in children's play in the school.
10. In the tenth dimension of play: Monitoring and Evaluation, MAE Considered depicts 71 respondents accounted for 39.4% stated a great deal of the comments, suggestions of teachers, staff and parents considered in order to provide quality play for children through the process of evaluation.

The lowest points are as follows:

1. In the eighth dimension of play : Equal Opportunities, EOP Awareness depicts 64 respondent accounted for 35.6% stated quite a bit of play equipment and facilities reflect an awareness of equal opportunities issue.
2. In the second dimension of play: Curriculum CLM Implementation depicts that 67 respondents accounted for 37.2% stated that the curriculum implement play as a part of developing the child's skill.
3. In the sixth dimension of play : Physical Environment PEVT Continuity depicts that 67 respondents accounted for 37.2% stated mostly continuous arrangements made to the physical play environment to facilitate the child's learning.
4. In the first dimension of play : Aims and Objectives AAO Reinforcement Depicts that 68 respondents accounted for 37.8% mostly agreed that there is a need to further reinforce the importance of play in the aims and objectives of the school in order to provide quality play for the children at school.
5. In the tenth dimension of play: Monitoring and Evaluation, MAE Considered depicts 71 respondents accounted for 39.4% stated a great deal of the comments, suggestions of teachers, staff and parents considered in order to provide quality play for children through the process of evaluation.
6. In the ninth dimension of play : Parental partnerships and liaison, PPL Chance depicts 72 respondents accounted for 40% stated often there are events or chances for the parents and people in the community to involve in children's play in the school.

7. In the fifth dimension of play: Staffing STF Development depicts that 75 respondents accounted for 41.7% stated mostly school provide the teachers and staffs with sufficient staff development program in order to facilitate the children at play.
8. In the seventh dimension of play: Relationship and Interactions RAI Moments depicts 77 respondents accounted for 42.8% stated often the teachers and staffs make use of the teachable moments that arises during play effectively.
9. In the sixth dimension of play : Physical Environment PEVT Continuity depicts that 67 respondents accounted for 37.2% stated mostly continuous arrangements made to the physical play environment to facilitate the child's learning.
10. In the fourth dimension of play : Planning, Assessment and Record Keeping PARK Tools depicts that 83 respondents accounted for 46.1% stated often children are assessed during play with diverse testing tools.

Recommendation

Teachers

Teachers could use the ten dimension of play in order to assess or reflect on the play that they are catering to the students currently. They could constantly check and upgrade play so that the students could benefit from it. As in the ten dimension of play a lot of parties are involved in order to make student play successful and meaningful teachers could approach or involve in the parties that could contribute to the students play. As the research depicts that Equal Opportunities is the dimension that has the least number, they

could give more attention to it by considering the relevant needful point in the research mentioned on it. Secondly, teachers could help in making play more meaningful for the children through the curriculum, the second dimension by curriculum implement play as a part of developing the child's skill. Thirdly, teacher could help in making continuous arrangements to the physical play environment to facilitate the child's learning in the classroom setting as a point mentioned in the Physical Environment the sixth dimension of play.

Administrators

In order to make play available and meaningful all members of the school are equally important. As administrators, they should raise awareness of the importance of play and help to provide opportunities for the school members to be able to make play useful for the students of the school. Equal importance should be given to all aspects of child's learning or education. Student play should also be regarded as an important issue not only academics and other school related issue. In the first dimension of play : Aims and Objectives AAO Reinforcement Depicts there is a need to further reinforce the importance of play in the aims and objectives of the school in order to provide quality play for the children at school. Administrators could take this point in to consideration and help reinforcing the importance of play in the first dimension of play: Aims and Objectives.

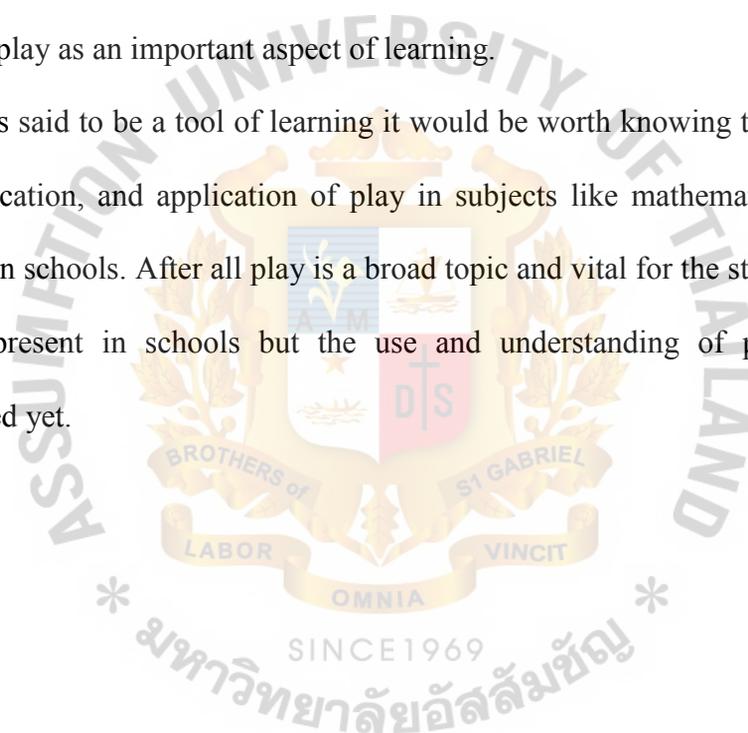
Where as, in Monitoring and Evaluation administrators in the ten dimension of play could help making comments, suggestions of teachers, staff and parents considered in order to provide quality play for children through the process of evaluation.

Future Researches

For future researches, researchers should pay attention to the meaning of play from various aspects like teachers, parents, administrators and the student themselves. This is because the meaning of play is rather broad than just an action of children doing some action that adults think as playing.

On the other hand, the research was conducted only for ISAT teachers, in order to get and learn more about teachers' perspectives on play a larger sample and population. It would also be worth studying how the diverse cultures in the international school interact and perceive play as an important aspect of learning.

As play is said to be a tool of learning it would be worth knowing the methodologies and the implication, and application of play in subjects like mathematic, science and other subjects in schools. After all play is a broad topic and vital for the students in schools, it is already present in schools but the use and understanding of play have lots to be discovered yet.



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Appendix A

The three experts consulted for the purposes of the study are as follows:

Samakee Rd.,

Tasai

Muang

11000



Appendix A

The three experts consulted for the purposes of the study are as follows:

No.	Name	Position	Address
1	Dr. Sangob Laksana	Lecturer	Graduate School of Education Assumption University
2	Dr. Surapee Sorajjakool	School Administrator & Lecturer	Graduate School of Education Assumption University
3	Dr.Pimolpun Burapharat	Director	68/74 Soi Reunkeaw 1 Nonthaburi

Appendix B

A Study on the Availability of Student Play towards Student Development in the International School of Thailand

Ten Dimension of Play Questionnaire

Availability of Play at the ISAT schools

Indicate the level that you teach with a tick mark.

Teacher of level

- Pre K (± 2 years old)
- K1 (± 3 years old)
- K2 (± 4 years old)
- K3 (± 5 years old)

Instructions: This questionnaire contains items that ask you to describe your school situation in terms of providing quality play for children according to the ten dimensions of play. For each item, indicate the degree to which you think the item is true for you by circling one of the responses that appear below the item.

Please circle the number that corresponds to your work situation in your school.

1. Is play clearly stated in any aspect of the aims and objectives of the school?

not at all a little moderate mostly clearly
1 2 3 4 5

2. Is play effectively communicated amongst teachers, school staff, parents and other involved parties?

extremely worse average better than extremely
Inefficient than average Average Average efficient
1 2 3 4 5

3. Do the aims and objectives of your school support children's play efficiently?

not at all	a little	moderate	mostly	fully
1	2	3	4	5

4. Is there a need to further reinforce the importance of play in the aims and objectives of the school in order to provide quality play for the children at your school?

not at all	a little	moderate	mostly	fully
1	2	3	4	5

5. Do you need to involve play in your classroom objectives?

rarely	occasionally	sometimes	often	always
1	2	3	4	5

6. Is play considered a part of the school curriculum?

rarely	occasionally	sometimes	often	always
1	2	3	4	5

7. Does the curriculum implement play as a part of developing the child's skill?

not a bit	a little	a fair amount	quite a bit	a great deal
1	2	3	4	5

8. Is there continuity and progression in children's play?

not a bit	a little	a fair amount	quite a bit	a great deal
1	2	3	4	5

9. Does the curriculum offer diverse kinds of play experiences and activities for the children according to their needs?

not a bit	a little	a fair amount	quite a bit	a great deal
1	2	3	4	5

16. Is it necessary to plan the children's play according to the school rules?

not at all	a little	moderate	mostly	fully
1	2	3	4	5

17. Are the competencies that the children achieve through play documented or recorded?

rarely	occasionally	sometimes	often	always
1	2	3	4	5

18. Are there any written documentations or records kept to track the child's development through play?

not a bit	a little	a fair amount	quite a bit	a great deal
1	2	3	4	5

19. Are the children assessed during play with diverse testing tools?

rarely	occasionally	sometimes	often	always
1	2	3	4	5

20. Is there any continuity made through the records and assessments in order to develop the child?

not at all	a little	moderate	mostly	fully
1	2	3	4	5

21. Are the teachers supported with enough staff and assistance when children are at play in the classroom or at the playground?

none	small	moderate	high	very high
1	2	3	4	5

22. Does the school provide the teachers and staff with sufficient staff development programs in order to facilitate the children at play?

not at all	a little	moderate	mostly	fully
1	2	3	4	5

23. Is the staff development and teachers' development focusing on play continuous?

not at all	a little	moderate	mostly	fully
1	2	3	4	5

24. Is the staff involvement effectively managed?

extremely Ineffective	worse than average	average	better than average	extremely effective
1	2	3	4	5

25. Do other staff members' observations (other than teachers) contribute to the assessments?

not a bit	a little	a fair amount	quite a bit	a great deal
1	2	3	4	5

26. Is the play space at the playground and in the classroom sufficient to conduct diverse kinds of play leading to the child's development?

extremely insufficient	worse than average	average	better than average	extremely sufficient
1	2	3	4	5

27. Are there diverse kinds of play materials, equipments, facilities and toys sufficient for the children during play time at the playground or in the classroom?

extremely insufficient	worse than average	average	better than average	extremely sufficient
1	2	3	4	5

28. Are the play materials, equipment, facilities and toys developmentally appropriate for the children in the playground or in the classroom?

extremely inappropriate	worse than average	average	better than average	extremely appropriate
1	2	3	4	5

29. Are there continuous arrangements made to the physical play environment to facilitate the child's learning?

not at all	a little	moderate	mostly	fully
1	2	3	4	5

30. Is the physical environment safe and does it encourage the child's development for through play?

not a bit	a little	a fair amount	quite a bit	a great deal
1	2	3	4	5

31. Are the teachers and staffs involved in the play using skillful interaction in responding and interacting with the children at play?

rarely	occasionally	sometimes	often	always
1	2	3	4	5

32. Do the teachers and staff guide the children to nurture positive relationships during play by encouraging them to play collaboratively?

rarely	occasionally	sometimes	often	always
1	2	3	4	5

33. Do the teachers and staffs make use of the teachable moments that arise during play effectively?

rarely	occasionally	sometimes	often	always
1	2	3	4	5

34. Are the children encouraged to initiate interaction during play?

rarely	occasionally	sometimes	often	always
1	2	3	4	5

35. Is a positive relationship between adults and children and children and children observable during the play activities?

not a bit	a little	a fair amount	quite a bit	a great deal
1	2	3	4	5

36. Does the children's play reflect to the cultural and physical diversity of the children in the school?

not a bit	a little	a fair amount	quite a bit	a great deal
1	2	3	4	5

37. Are there sufficient toys for both boys and girls leading to their interest and development?

extremely insufficient	worse than average	average	better than average	extremely sufficient
1	2	3	4	5

38. Does the play equipment and facilities reflect an awareness of equal gender opportunities' issues?

not a bit	a little	a fair amount	quite a bit	a great deal
1	2	3	4	5

39. Do the teachers and staff have sufficient support in introducing cultural toys and games for the children?

extremely insufficient	worse than average	average	better than average	extremely sufficient
1	2	3	4	5

40. Do boys and girls exchange toys and play together during play time?

rarely	occasionally	sometimes	often	always
1	2	3	4	5

41. Are there events or chances for parents and people in the community to be involved in children's play in the school?

rarely	occasionally	sometimes	often	always
1	2	3	4	5

42. Does the school encourage parents to be aware and involved in the child's play directly or indirectly communicated?

rarely	occasionally	sometimes	often	always
1	2	3	4	5

43. Is the importance of play communicated to parents through sources like articles, school magazines or a news letter?

not a bit	a little	a fair amount	quite a bit	a great deal
1	2	3	4	5

44. Are there the observations on play reported to parents through their daily, weekly or monthly notes by the teachers?

rarely	occasionally	sometimes	often	always
1	2	3	4	5

45. Does the play reflect the children's home and community environment?

not a bit	a little	a fair amount	quite a bit	a great deal
1	2	3	4	5

46. Is the quality of play within the setting monitored and evaluated?

not a bit	a little	a fair amount	quite a bit	a great deal
1	2	3	4	5

47. Is the evaluation of quality of play in order to support the child's development done periodically and continuously?

rarely	occasionally	sometimes	often	always
1	2	3	4	5

48. Do the assessments made by the teachers and staffs contribute to the evaluation in order to improve quality play for the children?

not a bit	a little	a fair amount	quite a bit	a great deal
1	2	3	4	5

49. Are the comments, suggestions of teachers, staffs and parents considered in order to provide quality play for the children through the process of evaluation?

not a bit	a little	a fair amount	quite a bit	a great deal
1	2	3	4	5

50. Does the evaluation of the quality of play contribute to the aims and objectives of the school?

not at all	a little	moderate	mostly	fully
1	2	3	4	5

Appendix B

Questionnaire

A Study on the Availability of Student Play towards Student Development in the
International School of Thailand



Appendix C
(The Original Sets of Questions)



Appendix C

Original Set of Questionnaire

The Ten Dimensions of Play, Bertram and Pascal, 1991

Evaluating and improving the quality of play 167

Figure 13.2 Schedule for evaluating the quality of play

1 Aims and objectives

- Is there a policy on play?
- How did the policy arise?
- Who does it apply to?
- What are the expressed aims and objectives of play?
- What is the rationale for the play provision?
- How is the policy communicated?
- How far is the play policy shared between educators, parents and children?

2 Curriculum

- What play activities are available?
- What kind of play do these activities facilitate?
- What curriculum experiences do they offer?
- How broad and balanced are these experiences?
- Is there continuity and progression in children's play?
- How far does the play cater for individuals?

3 Teaching and learning strategies

- How is the play structured or directed to encourage learning?
- How is the play organized and managed?
- What rules operate and who sets these?
- Who is participating in the play?
- How are the children using the play activity?
- What competencies are the children displaying?
- What is the role of the adult in the play?

4 Planning, assessment and record keeping

- How are the play activities planned?
- Who is involved in the planning?
- Are the children assessed in their play and how is this managed?
- How is this assessment recorded?
- What use is made of these play records?

5 Staffing

- Which staff are involved in the children's play?
- How is the staff involvement managed?
- What staff development opportunities are offered which focus on play?

6 Physical environment

- How much space is available for play activities inside and outside?
- How is this space organized and utilized?
- What facilities and equipment are available?
- How developmentally appropriate are they?
- What condition are they in?
- How are they organized and utilized?

7 Relationships and interactions

- What kind of interactions are occurring in the play?
- Who initiates the interaction?

- What relationships are observable in the play activity?
- What relationships does the play encourage?
- How much involvement is there?
- What codes of conduct operate?

8 Equal opportunities

- In what ways do the play activities reflect cultural and physical diversity?
- How far and in what ways does the play challenge stereotypes?
- Do the play equipment and facilities reflect an awareness of equal opportunities' issues?

9 Parental partnership and liaison

- How are parents involved in the play?
- In what ways do parents, and other adults in the community, contribute to the play activities?
- Does the play reflect the children's home and community environment?
- What liaison is there between the setting and other play providers in the community?

10 Monitoring and evaluation

- How is the quality of play within the setting monitored and evaluated?
- How often is this done?
- Who is involved in the process?
- How is this evaluation acted upon?

BIOGRAPHY

Personal Profile

Name of Researcher: Ms. Divia Rishi
Date of Birth: 01 05 1982
Nationality: Indonesian
E-mail Address: diviarishi@gmail.com

Education Background

2006 – 2009: Master of Education in Curriculum and Instruction
Assumption University, Bangkok.
2000 – 2004: Bachelors of Arts in English Language and Literature
Universitas Methodist Indonesia, Medan
1999 – 2001: Bachelors of Science in Business Administration
LMII Kennedy Western University, Medan

Working Experiences

2007 – 2009: Teacher (Sabai Jai International School), Bangkok
2005 – 2006: Teacher (La Salle School), Bangkok

