

Enhancing Attention Span in Kindergarten Pupils Through Play-Based Activities: Proposed Strategies

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ABSTRACT

This study explored the impact of play-based activities on the attention spans and holistic development of kindergarten pupils (sample size of 30) utilizing a mixed-methods approach. Quantitative data were gathered through teacher surveys and classroom observations, while qualitative insights were derived from interviews with teachers and parents. The results indicated that play-based activities effectively enhanced attention spans, with 43.33% of pupils concentrating for 10–20 minutes and another 43.33% for 5–10 minutes during these activities. Engaging, hands-on tasks, such as building blocks and puzzles, resulted in longer periods of engagement, whereas activities like drawing and playdough experienced higher rates of distraction. Despite the consistently positive perceptions of play-based learning, no significant differences were found in attention spans before, during, and after implementation (Chi-square test statistic equal to 1.43, degrees of freedom equal to 2, P value of 0.49; Kendall's W or Kendall's coefficient of concordance = 0.02). Qualitative findings revealed themes of engagement, socio-emotional development, motivation, and collaboration, underscoring the role of play in promoting cognitive and emotional growth. However, challenges such as distractions and limited sustained focus were also noted. The study highlights the necessity for tailored and differentiated play-based strategies to cater to diverse developmental needs, improve task design, and enhance long-term attention and learning outcomes. Recommendations include enhanced teacher training, collaboration with parents, and regular monitoring to optimize the benefits of play-based learning.

Keywords: Play-Based Learning, Attention Span, Kindergarten, Mixed Methods, Early Childhood Education.

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CHAPTER ONE

INTRODUCTION

Play-based activities are essential for nurturing children's natural curiosity and creativity. Instead of viewing learning as a set of tasks, children turn it into an exciting and adventurous experience. When they are in a happy and positive mood, their desire to explore, try new things, and discover their abilities helps maintain their attention through both play and social interaction. These activities also enhance their problem-solving skills. It's remarkable how simple games or playful tasks can significantly improve their learning, especially by extending their attention span. In early childhood education, play-based learning proves to be a powerful and effective approach. It engages children in a way that feels both natural and enjoyable. The goal is to support the learning journey of kindergarten students by developing their knowledge, skills, and attitudes. Play makes the learning process fun and fulfilling, addressing children's basic needs like toys, food, and games. Whether in the classroom or outdoors, play-based activities are highly effective for educating young learners.

A recent study highlights the integration of play-based learning within the new MATATAG curriculum in the Philippines, introduced for the 2024–2025 school year. The acronym MATATAG stands for: **MA** – Make the curriculum relevant to produce job-ready, active, and responsible citizens; **TA** – Take steps to accelerate the delivery of basic education services and improve facilities; **TA** – Take good care of learners by promoting well-being, inclusive education, and a positive learning environment; and **G** – Give support to teachers to enhance their teaching effectiveness. This educational framework is designed for kindergarten learners, aiming to prepare them for play-based activities and enrich their early educational experiences.

The MATATAG curriculum also promotes the development of 21st-century skills—such as creativity, critical thinking, communication, and collaboration—through play. It encourages learners to connect what they learn to real-life situations in an increasingly globalized world. Educators are encouraged to incorporate play-based strategies using toys and learning materials to provide meaningful and authentic learning experiences. Understanding students' attention and planning lessons that hold their focus are essential in tracking their learning progress effectively.

Lev Vygotsky emphasized the importance of play in fostering children's cognitive, social, and emotional development. His sociocultural theory highlights that children grow and learn through interactions with their surroundings and the people around them. A key element of his theory is the **Zone of Proximal Development (ZPD)**, which suggests that children can achieve more with the help of adults or more knowledgeable peers. Through play, children operate within their ZPD, allowing teachers to guide and support their learning. Teachers not only serve as role models but also as facilitators who help children progress in their development.

Even at home, children begin to learn by observing their environment, gradually becoming aware of their culture, language, and the tasks people do around them. Vygotsky's constructivist view highlights that play naturally draws children into focused, meaningful activities where they direct their attention based on interest and imagination. This process encourages self-regulation, helping them stay focused and curious during activities.

Both Vygotsky and Jean Piaget contributed significantly to constructivist theory, emphasizing that knowledge is built through social interaction and communication. Their work aligns with the cognitive development of children as they engage with others. Similarly, Erik Erikson's developmental theories complement Vygotsky's, showing how play contributes to a child's overall growth. These theoretical frameworks are foundational in research focused on holistic development, especially when integrating play-based approaches. Such strategies effectively support children's attention span and development across various learning domains.

As cited to Philip, et al., (2021), Contemporary research on student attention suggests that student concentration in class begins to wane within 10 minutes; that neither tutorials nor lectures tend to engage students effectively; and that the optimum length of a lecture is as little as 30 minutes. (p.13).

This is one of the reasons why play-based activities are implemented—to help capture and sustain young children's attention. Such activities are particularly suitable for kindergarten learners, as they encourage focus through engaging and interactive learning experiences. Children tend to lose interest when learning does not involve play, which led the researcher to explore whether play-based learning is effective in maintaining learners' attention spans.

This study aims to identify and address the difficulties kindergarten learners face in maintaining their attention, while also providing effective strategies to support their overall learning development. Play-based learning methods are designed to improve children's focus and contribute to the development of their knowledge, skills, and attitudes. By integrating play into educational activities, these approaches increase students' motivation and make learning a more engaging and enjoyable experience.

As cited by Haile, et al., (2024), Their results revealed various challenges were teachers face as they try to implement play-based learning, but the most common barrier discussed by interviewees was the lack of awareness of parents and principals towards PBL. (p.15).

In the teaching and learning process, lessons often become dull when there is a lack of interactive activities. Play-based activities can bring joy and active engagement to children, offering them hands-on, meaningful experiences that they will cherish throughout their childhood. To effectively support holistic development, educators need cooperation from both parents and school administrators.

Play plays a vital role in early learning because children are natural explorers, eager to learn through their surroundings and cultural environment. Through play-based learning, children interact with materials like sand, mud, water, different sounds, scents, and textures. These experiences help deepen their understanding and knowledge through a variety of sensory and exploratory activities.

Moreover, play enhances children's emotional, cognitive, and social development, as well as their language, creativity, confidence, imagination, motor skills, communication, and physical growth. When teaching relies solely on lectures and worksheets, students often become bored and restless due to their limited attention span. This is why educators also need support in providing dynamic and engaging learning experiences that meet the developmental needs of young learners.

Play-based activities are highly effective in teaching and learning, especially for kindergarten students. This approach offers several advantages: it allows children to learn while playing, increasing their interest and encouraging active participation in classroom activities. Through play, children's social skills improve as they interact and cooperate with their peers during shared learning experiences.

Additionally, play nurtures children's creativity by providing opportunities to express their ideas to adults in unique and imaginative ways. As they engage in collaborative play, their problem-solving and critical thinking abilities are also enhanced. When learning happens naturally through hands-on experiences, it becomes more meaningful and memorable for young learners because they truly feel and live the experience.

Overall, play serves as a vital approach to meeting the educational needs of young children. It supports their focus, strengthens their understanding, and develops essential skills through engaging and developmentally appropriate activities.

➤ *Background of Study*

Educators prove play-based activity to be effective in implementing teaching strategies to sustain the learning attention span of learners and reinforce the performance of kindergarten learners in all domain development. Pupils' inspiration boosts their interest in learning and bolsters their confidence through play. Study is an essential part of learning that remediates learners' attention span. The goal of educators is that learners must adhere to the lessons that are intended to be learned by learners' equipping play approach.

➤ *Play is important to kindergarten pupils.*

Play is a crucial role in the development of kindergarten learners as it provides them with the freedom to engage in enjoyable activities, helping to reduce boredom associated with traditional learning. It forms a key part of the foundational learning experience in early childhood education. This approach emphasizes child-centered learning through hands-on experiences, creative expression, and social interaction. Examples include imaginative play—where children dress up and act out scenarios—and construction play using blocks or other materials to build structures. Arts and crafts help enhance fine motor skills, while outdoor play supports physical health and social development. Collaborative group projects also promote active participation, communication, and teamwork among young learners. Through play, children can improve their focus and interpersonal skills. The play-based learning model not only benefits children but also aids teachers in delivering more engaging lessons. This study centers on children aged 4 to 5 years who actively participate in such play-based activities.

➤ *Kindergarten Pupil's Age Range*

According to the suitable kindergarten age, 5 years old is the cut-off age for kindergarten in the Philippines. It can change if the school calendar is moved to a new arrangement at the beginning of the school calendar year. For Department of Education Kindergarten in 2024-2025, the learners must be at least five (5) years old on or before October 31, 2024 (born between November 1, 2018, to October 31, 2019). This is per DepEd Order No. 47, s. 2016 or the Omnibus Policy on Kindergarten Education. This means that children should turn 5 within the school year they are enrolling in kindergarten level. The age cut-off is typically that children should be 5 years old within the calendar year.

➤ *Skills Activities*

Childminder learners cater to their specific needs and interests according to their desires. Children's flexibility improves when their age increases, and they enhance their socio-emotional skills by looking for other children to build friendships and discover new things. Educators provide nurturing and enriching environments that satisfy the needs of children's early learning experiences.

➤ *The Possible Life Skills Activities of Children are:*

- **Storytellers** -where children engage to learn to read story books and interestingly listen to the storytelling led by teachers. Through this, the learners improve their listening and communication skills.
- **Building Blocks**- playing with multicolored blocks develops children's fine motor skills and enhances collaborative play. Playing with blocks also improves children's sensory skills of eyes and hands, coordinating their senses into colorful blocks activity.
- **Schedule Chart** - Displaying a calendar chart with pictures of daily activities helps learners engage in activities. It assists their hand skills in identifying the daily task. The days of the week and identifying the weather update. Also, it improves their hand skills in moving the clock in the right position of minute and hour hands.
- **Emotion games.** This skills activity improves learners identify different emotions by flashing varied pictures of emotional situations. They may raise flashcards with different kinds of feelings.
- **Board games**- is another activity that children entertain to improve their mathematical skills. These games include chess board games, sowing, and damath board.
- **Show and Tell**- Bring their favorite pictures of their pet, or favorite toys and let learners express their feelings about their toys or pet. This may improve children's communication, listening skills, and confidence.
- **Snack Preparation**- in cooking play activities the children are informed in preparing healthy food to eat. While they are cooking, they notice the importance of preparing nutritious food. Additionally, they identify the go, grow, and glow food and they also train to eat a portion of healthy food.
- **Art Activity**- Children love to paint and color on paper and share their paintings and drawings with their classmates. Through this, it helps improve their collaborative skills.
- **Puzzle games**- Kindergarten learners want to sort objects, pattern puzzles, and jigsaw puzzles. Through these games, children improve their spatial and problem-solving skills. Also, it improves their perseverance in forming puzzle games.
- **Class cleans up**- The activity assists learners in training in good values and household chores. Cleanliness in the classroom is the opportunity to develop their responsibility for maintaining cleanliness in their environment. This activity also helps improve their participation in teamwork in cleaning their school environment.
- **Imaginative Storytime**- this activity is part of language play here learners narrate their own stories to their classmates. It helps develop their communication skills and expressive language domain.

➤ *Academic Learning of Early Childhood Learners*

It is important to administer early childhood education. This is the foundation of learning where the impact of this education is to build up kindergarten performance, especially in the foundation of reading, writing, and mathematics. Additionally, it is vital to support learners in honing their literacy, numeracy, and socio-emotional skills to train them holistically. According to a research study in the Department of Education, In the Philippines, ECE for 3–4-year-old children is commonly called “preschool,” which is a devolved service to local government units. ECE for 5-year-old children is “kindergarten” and it is the mandate of the Department of Education (DepEd). Teachers should enhance children's numeracy, literacy, socio-emotional abilities, and moral values to boost their academic achievement and prepare them for the next grade level. Using a play-based approach in teaching helps capture children's interest, supports better learning, and encourages positive behaviors like sharing, especially by improving their attention span.

➤ *Impact of Play-based Learning Activities on Early Childhood Learners*

Moreover, the academic performance of kindergarten learners is highly monitored by the educators. It monitors the daily attendance of learners to trace their better learning and how essential it is to their domain development. There are advantages in the learning of preschool and kindergarten learners. It introduces literacy and numeracy and good values to them. Play works to learners in helping learners to focus while learning. Observations were made for teachers to assess children for their learning growth.

Play-based activities are effective and efficient in terms of benefits and are most advocated and recommended among educators as a teaching approach for kindergarten pupils, emphasizing the help of play-based activities in developing their attention span. It is positive that play-based activities influence children in all growth development, and it upholds their academic enhancement when they are at the grade level. The possible impact of play-based activities on learners is cognitive development in which they develop decision-making and how they react to the great activities. There are lots of studies that explain how play is an effective strategy for learners. In the situations, when children begin to have a conversation, it develops their language skills and

their communication skills. It also honed their conceptual understanding by allowing them to sort, categorize, and count, which assists children in improving their numeracy and science skills. This theme of study is crucial in benefiting learners in different ways of play such as sorting objects like shapes, sizes, and colors, and engaging puzzles help children understand the concept of classification, measurement, and spatial awareness.

Besides this, children's social and emotional development was developed through collaboration and teamwork. Play engages learners in participation, agreement, and sharing. It enhances their working as a team, problem solvers in simple conflict situations, and promotes respect, opinions, and ideas which are important in social skills that lead children to success in life from the environment they belong to. During play, children are exposed to a wide range of different emotions and know how to manage it. They learn to understand other emotions like empathy, working together happily, and recognizing the emotions of others. They execute the play scenarios by facing a challenge knowing self-regulation. In play-based learning, children enhance their self-confidence and independence to select and make decisions on their own without teaching them the best for them. This activity helps children feel empowered in their learning process.

Play also includes movement which means it involves running, jumping, and hands-on activities like manipulating objects such as puzzles and crayons. These activities advocate the improvement of both fine motor skills including drawing and coloring and gross motor skills where children are happy to have walking, jumping, or balancing. Play activities also include hand-eye coordination which children enjoy with interactive games like painting, drawing, and building blocks which improve their hand-eye coordination which is essential in tasks like writing which they harness in their lives.

It also allows children to explore and build unique creations that are best for them. When children experience imaginative play, for example, they pretend to be a doctor, nurse, teacher, or parent they build creativity which is necessary for improving problem-solving skills. Exploration and experiments allow children to express what they understand from different roles, scenarios, and identities. This activity improves the learning skills of children and their academic achievements.

Also, it promotes a positive attitude which builds trust and confidence when children play with learning as well. In play-based learning is covered with fun and interest, and children are motivated to engage in learning. Intriguingly, the enjoyment during play can be unbeatable to the happiness of loving the learning process. Observe how learners are smiling, laughing, and comforted on play activities surely, children are delighted curiously, and the eagerness of children to explore new ideas and concepts supports their knowledge and understanding. It is noticeable that play-based activities nurture intrinsic motivation, where children drive their interests to play more and learn more ideas that they greatly discover. It is crucial to them in sustaining their academic achievement and personal growth.

However, in play, children learn about social norms, good values, and the environmental culture of the people they interact with by experiencing following rules and regulations in their community. Additionally, maintaining good relationships is through participation in group activities. The materials provided in the activities are necessary to work on the play for children and could be integrated into children's backgrounds and language. Because of culture, it influences children to develop their learning holistically. Providing them with a specific design for their inclusivity and appreciating their diversity.

In a play-based learning environment, the teacher has a role to guide learners in their learning path. Also, teachers are facilitators in supporting children to achieve their task. It could be challenging for educators to plan specific strategies and give children appropriate activities depending on their developmental level of age. Also, the teacher's role is to be responsible for helping children to engage and catch up with their attention span by observing them and responding to their needs and to their interests.

➤ *Behavior of Kindergarten Learners*

Kindergarten behavior problems are encountered mostly because they feel tardiness, absenteeism, and classroom disturbances. This behavior of learners affects their performance and for some reasons are economic family status and lack of support of parents in their schooling.

Moreover, kindergarten pupils show behaviors as they navigate their experience at the stage of being between 4 and 6 years old, and various social development and environmental factors influence their behavior. The common behaviors and characteristics that educators and parents might observe are the following:

- ***Curiosity and Exploration:*** *Most children observe inquisitiveness and exploration of natural environments. Children have many questions and discover the model things and works in their surroundings.*
- ***Active Learning:*** *Children are active learners, they are best in play and hands-on activities like building blocks, drawing, or imaginative play that help them to focus on learning.*

- **Social Development:** Children's social development is also developed through the period of socio-emotional development using communicating with their peers, resolving conflicts situations and, share ideas. Through social development children build friendships and they begin to understand and follow social rules.
- **Emotional Expression:** Kindergarten learners begin to recognize and manage their emotions by expressing their feelings openly and regulating their emotions such as happy or sad.
- **Attention Span:** Children's attention span is short, through engaging play activities helps to extend their challenging activities and helps sustain to focus their learning task.
- **Communication Skills:** Language development is a key to developing kindergarten communication. At the age of 4 to 5 years old, they help expand their expressive skills by expressing their thoughts and needs. Children's language skills are honed through the forming of words through alphabet letters, creating simple sentences, and identifying vocabulary through the influence of their environment.
- **Independence:** Learners begin to develop their independence, and their imagination improves through their desire to do things in themselves. They need help but they need guidance in the times of activities preferring to do things themselves.
- **Routine and Structure:** Children have routines and expectations that help them secure and clearly understand to them what to expect from them. Through their environment, they know what to expect in structured outcomes.
- **Motor Skills:** Children's fine and gross motor skills are developed in such activities as drawing, cutting with scissors, and playing with pebbles, and balls which help hone their skills.
- **Imaginative Play:** Imaginative play is a very important part of kindergarten learners. These activities include role playing and pretend play scenarios which assist learners to exhibit socio-emotional skills and problem solvers.
- **Learning through play:** Play is an essential way for kindergarten learners to learn best in playful activities in which the interactive environment helps to deliver the lessons well to kindergarten learners. Through play, it also assists learners to focus on learning.

➤ *Attention Time of Kindergarten*

The researcher researched information about the attention span of kindergarten learners and the exact attention span for the age of kindergarten learners age of 4 years old are 8-12 minutes and kindergarten ages 5-6 years old are in 12-18 minutes. On average children's attention span.

On average, a child's attention span is about two to three minutes per year of age. This means that a kindergartner's attention span may be between 10 and 18 minutes long. The average attention span of a third grader may be between 16 and 27 minutes. Play is an effective activity that is engaging, interacting, and sustaining for children to focus on their better time of learning.

However, previous research suggests that most educators in early childhood learners have integrated into the field of teaching using a play-based activity which helps learners to pay attention to learning and learn more in all aspects of domains development. There is a related issue between the play-based activity and the learning development of learners in the academic curriculum of pupils at the kindergarten level.

➤ *Play is not an Academic Part of Learning Subject Matter, but it is Playing Strategies*

According to Pyle, et al., (2020), Their study demonstrates the slow pace of the shift from traditional pedagogical approaches to play-based learning. The play has always been an accepted and valued part of kindergarten programs, but it has not traditionally been accepted to academic learning. Enhancing performance in all domains of development of kindergarten learners is important as their learning basis to arouse their interest in learning. (p.77-78).

Play-based learning is vital for children to develop their learning capabilities. The purpose of teachers in teaching holistically is to train pupils to be skilled in numbers, literacy, and socio-emotional skills. The teacher measures pupil's performance to resolve their needs whether they commit to having remedial classes or boost their ability in all aspects of domain improvement. In teaching all domains, the teacher gives play instructional teaching such as art activities, cooking, movement activities, water play, sensory play, role play, storytelling using puppets, playdough showing them colorful clay for clay molding, and nature play. It arouses their motivation for the excitement to learn. Learners feel stress-free through that activity. A teacher applies a play-based learning approach as a teaching technique to sustain the learning growth of learners. Moreover, children visualize that they are in a real situation by showing them a story with images and providing them with real objects as guided by a teacher.

Play-based learning is not part of the academic curriculum, but it is relevant to students as a play strategy for teachers so that they don't get bored while learning. Furthermore, using a play-based approach is fundamental to support learners learning progress. Besides that, integrating play-based is vital for teaching to lean on the understanding of learners in learning. Provided that, other materials with a variety of themes on play are needed such as movement play, art play, nature play, playdough, language play, puzzle games, and cooking play this kind of activity leads learners to be confidently happy in learning. According to Montessori's theory, children need to provide materials for them to do the task independently and develop their learning style. These theories understand the learning individual development of learners through observation and correct it by employing trial and error. In addition to the study, learning materials are important in preparation for the teaching and learning process.

A teacher may support children while they're doing their work as they express their feelings about exploring and studying all aspects of domain development through play activities. Educators may vary different techniques whether they utilize authentic modeling of objects. In this strategy, learners increase their logistic thinking skills to perform their reasonable ability to participate actively in action, and surely their attention span increases to participate in the lesson activity.

➤ *Factors that Affect Learner's Attention Span*

In addition to this study, children's performance is a failure since many children have an issue with their attention span in learning. There are many challenges in determining if they are studying very well in their classroom environment which significantly impacts their learning achievement. The teacher observed that a few students face threat experiences according to their social status in their community. Their socialization in a group of people is a great observation of how children deal with people in their home environment. Their emotions as well can also affect their learning span. If learners experience discouragement, demotivation, depression, hopelessness, anxiety, and doubtfulness according to their parental background are psychological factors that lead to poor learning performance of learners. The researcher is looking for the best strategies to resolve this alarming issue in hurdling their learning attention in learning in school. Implementing play-based activities is the thought way to address the needs of learners. Another is, Peer bullying, these are a common issue in school. Teaching effectiveness is not manageable due to the factors affecting teachers' teaching. It is not easy to control this kind of behavior but seeking some solution on how play works this kind of varied false behavior of learners. Likewise, if the classroom is not conducive to teaching and learning the presence of mind, and knowledge of the learners in the target subject lead to flunk because of not comfortable leads to lack of understanding about the subject matter. Learning curricula is crucial, that's why teachers could be knowledgeable and passionate about the subject that they deliver to students and engage them effectively and confidently. Preparation of best teaching strategies including lesson planning, and classroom management that can adapt the teaching strategies is important in different learning styles to meet the diverse learning of learners. The mental level of teachers that can teach a subject matter is limited only to the right capacity of student-teacher ratio. The researcher will give a step to solve this problem to come up with this issue, Teachers may vary into play-based activities that suit the sustaining needs of children. Implementing play-based activities is a helpful way to defend the learning problems that they have encountered in the classroom and through the support of each other.

Furthermore, during the implementation of activities, teachers provide children with essential information to strengthen their foundational skills across various learning domains. This is particularly important at Habay Elementary School, where kindergarten pupils often struggle to engage in class activities due to their limited attention spans. As a result, the researcher explored how play-based activities could support the improvement of their focus while learning. Play-based learning plays a vital role in children's daily lives—upon waking, their natural inclination is to play, as it is what excites them most. Ultimately, play is a crucial component in enhancing children's attention spans, skills, and attitudes. Teaching across all developmental domains lays the groundwork for children to build basic competencies and recognize their multiple intelligence, preparing them for future educational and career paths.

➤ *Statement of the Problem*

This study was conducted to determine the utilization of play-based activities for attention span enhancement in kindergarten pupils in the school of Habay Elementary School.

• *Specifically, this Sought Answers to the Following Questions:*

- ✓ What is the attention span of kindergarten pupils before playtime, during playtime, and after the implementation of play-based activities?
- ✓ Is there a significant difference in the attention span of kindergarten pupils before and after the implementation of play-based learning?
- ✓ What is the effect of play-based activities on the attention span of kindergarten pupils?
- ✓ What are teachers' and parents' perceptions of play-based learning for attention span enhancement in kindergarten pupils?
- ✓ What will be the plan materials that will be utilized to enhance the attention span of kindergarten pupils?

➤ *Scope and Limitation of the Study*

This study focuses on improving the attention span of kindergarten pupils through play-based activities at Habay Elementary School, located in the City of Bacoar, Cavite. The research was conducted from November to January and will involve a limited group consisting of thirty (30) kindergarten pupils, eight (8) parents, and eight (8) teachers, all from the same school, during the academic year 2024–2025.

The study is intentionally carried out in a single school, as it aligns with specific objectives related to implementing play-based strategies for kindergarten learners. However, the results are confined to the sample size within this institution and cannot be generalized beyond it. The choice of one school is due to the practical benefits it offers—such as ease of access, simpler coordination with school staff, efficient monitoring of participants, and more manageable time and budget requirements.

The researcher selected only one kindergarten section as the study group. Prior to implementation, approval was obtained from the Division Superintendent, allowing the research to proceed with the planned play-based interventions.

➤ *Research Instruments*

The researcher used the questionnaire as the main data-gathering instrument. It was also submitted to the thesis adviser after checking three (3) expert validators upon validation of the tool questionnaires. After all the necessary revisions were made, it underwent pilot testing and Cronbach alpha for the questionnaire in quantitative data. The researchers personally distributed the questionnaires to the respondents with a letter of consent to the principal teachers and parents.

The following details was used in conducting research:

➤ *Observation Checklists*

- *Description:*

It is a tool used to record specific behaviors during play-based activities. These instruments guarantee consistent data collection and assist researchers in determining the attention span of learners.

- *Sections:*

- ✓ **Activity Description:** (Nature play, water play, cooking, puzzle game, playdough, movement play, art play, sensory play, and language play).
- ✓ **Behavioral indicators:** This study observe children build friendships while they are in play-based activities, focus on tasks, develop confidence, and build up performance in all aspects of domain development.
- ✓ **Duration metrics:** Time observed before attention shifts or distractions occur. Before the attention span of children is expected to be short, executing time for play-based activities occurs. Learners are expected in every session of play-based activities to have 30 minutes which predetermined their enhancement in attention span through play-based activities.
- ✓ **Environment factors:** The setup of their play-time activities is the children are on the carpet. The selected kindergarten teachers are the ones to guide them.
- ✓ **Activities focus:** To assess the attention span of kindergarten pupils, Educators and researcher identifies their engagement and distraction during various play-based activities. Also, determine the difference in playtime activities before, during, and after playtime by observing children how play works for learners and what is the effect of play on them.

➤ *Time Sampling Tools*

- **Description:** This study involves observing and recording children's attention span during play activities.
- **Sections: 3 day sessions**
- **Observation Periods:** Every play-based activity has a lesson plan and has 5-minute time intervals. The following play activities have their own time intervals for every session:
- *Lesson Plan (Day 1)*
- ✓ **Movement play:** Songs about plants, and trees (can you plant a bean?) (5 mins)
- ✓ **Story of planting beans** (plant the tiny seed story time). (5 minutes)
- ✓ **Art Play:** paint your plants (provide also original leaves) and let the children do their art (5 mins)

- ✓ **Nature play:** planting monggo beans in the pots. (10-15 mins).
- ✓ **Water play:** watering the plants using a tiny sprinkler (time included in nature play)

- Total minutes: 30 minutes
- Reflection: _____

- *Lesson Plan (Day 2)*

- ✓ **Sensory play** (allow them to feel and explore) find the animals and name them, using the sandbox also, include different objects to identify the colors and texture. (10 mins)
- ✓ **Playdough-** create or form animals. Let the children do it themselves. (15 mins)
- ✓ **Language play-** The teacher will join first them let the students sing on their own. Provide them with a microphone to sing while playing guitar and let them sing. (songs: Look at me (2x) I can fly like a butterfly (3x). I can fly like a butterfly. (frog-hop, fish-swim, and kangaroo-jump). (5 minutes)

- Total minutes: 30 minutes
- Reflection: _____

- ✓ **Story:** Showing story about go, grow, and glow foods (watching story videos about healthy foods) (5 minutes).
- ✓ **Movement:** dancing to the music with exercise. (5 minutes).
- ✓ **Puzzle game:** Sorting a proper go, grow, and glow foods. (5 minutes)
- ✓ **Cooking:** Preparing food for cooking (let children do their cooking activities (15 minutes)

- Total minutes: 30 minutes
- Reflection: _____

- ✓ Engagement status: In this study, students are expected to enhance their attention span and develop all aspects of domain development.
- ✓ Activities type: Holistic play-based activities.
- ✓ Transitions: It indicates this study the reflection for taking notes for the educator's observation among kindergarten learners.

- *Attention Span Rating Scales*

- ✓ **Description:** Rating scales guide teachers and parents to assess the attention span of children before, during, and after playtime. These could be rated after all the activities are completed.
- ✓ **Engagement level:** Scale from fully focused to not paying attention at all
- ✓ **Focus Stability:** Consistency of attention span through play-based activities.
- ✓ **Distraction factors:** All learners involved in these activities observe their distractions from external and internal activities.
- ✓ **Task Completion:** Ability to complete play-based activities without paying attention.
- ✓ **Focus:** To give value in a standardized assessment of attention span that can be examined in contrast in varied play settings.

- *Structures Interviews or Questionnaires*

- **Description:** These tools are a combination of mixed methods which are quantitative and qualitative data from educators in kindergarten and parents about the attention span of kindergarten learners before, during, and after playtime-based activities.
- **Sections:**
- **Activity Preferences:** These are the most wants of children in play-based activities.
- **Observed Engagement:** It is the perception of teachers and parents before, during, and after playtime activities.
- **Challenges:** These are observing the factors that affect children's disrupted focus during play activities.
- **Strategies:** Play-based method used by teachers in maintaining the paying attention in executing activities.
- **Focus:** To comprehend the context of internal and external factors of attention span through influencing play activities among children.

- *Video Recording and Coding Software*

- **Description:** Video recordings are included in the letter of consent of researchers to review play sessions in couple of times, taking notes on children's behavior, especially on their attention span with providing a reflection from educators.
- **Sections:**
- **Session Details:** These activities have a date of day, year, and time when the study is conducted. This study was conducted in the month of December 2024. The following play session of activities consists of a total of 30 minutes.

- **Attention Metrics:** All playtime activities were expected to engage learners in task activities, looking for enhancement of attention span, and collaboration with peers or in hands-on materials.
- **Behavioral patterns:** Instances of concentration versus not focus manifestation.
- **Environmental Triggers:** The environment has its common factors where children influence attention span development or distractions environment.
- **Focus:** To give value to the observation for detailed analysis of attention during play-based activities.

➤ *Cognitive Tests and Task-Based Assessments*

- **Description:** These are engaging play-based activities to monitor attention span in observation and facilitating way, either before, during, or after playtime activities.
- **Sections:**
- **Pre-Activities Assessment:** Baseline for the attention levels before play using the provided checklists.
- **Task Performance:** Observing performance on specific activities, particularly sorting puzzles into go, grow and glow food, expression during planting zinnia flowers or monggo seeds, molding favorite animals, singing songs into a microphone with music, having an interest to dance with movement of the exercise and wants to water the plants, and enjoy cooking.
- **Post-activity comparison:** Attention spans are being compared if tasks could help their performance like playing varied play-based activities.
- **Focus:** To quantify the attention span of learners and qualify if the play activities will enhance the attention span of kindergarten learners or cause them to be less.

➤ *Summary*

Using the following instruments, the researcher understands the significance of this study about play-based activities and the importance of the relationship between before, during and after playtime activities and identifying what the best time for them is the play activities and effect of play in enhancing their attention span among kindergarten pupils. Each tool is helpful in giving insights, for combining qualitative and quantitative data in providing a relevant criterion in understanding this study.

CHAPTER TWO

THEORITICAL FRAMEWORK

Play-based activities play an essential role in the teaching and learning process, especially in classroom management. They create a dynamic connection between educators and kindergarten learners, supporting the development of learning through structured and engaging activities. Without games, children may lose interest, making learning unproductive and unmotivating. Play serves as a key element in making education meaningful and enjoyable. Activities such as sensory play, language games, art, cooking, gardening, and dancing are particularly engaging for young learners. When incorporated into lessons, play-based strategies positively influence children's learning experiences and guide them toward effective educational growth. This approach is intended to enhance kindergarten pupils' overall performance across all areas of development. In this setup, the teacher takes on the role of facilitator, carefully observing and assessing the quality of learning through the implementation of play-based methods.

Theorists cannot agree upon one way to define the wordplay. Therefore, the term play-based learning can have various definitions. According to Daniells et al., 2023, the objective of the current study was to explore the perspectives and classroom practices of three kindergarten teachers who highly valued, and strived to enable, participation and inclusion in play-based learning for children of all abilities. Therefore, there is beneficial learning available in a play-based method in which children are convenient to learn. The play brought a comfortable atmosphere to the children and their moods were calm. They greatly enjoy the fun activities that they experience in their daily routine. In this observation to children their multiple intelligences where find out.

Cognitive psychologist Howard Gardner first proposed the theory of multiple intelligences in his 1983 book "Frames of Mind", where he broadens the definition of intelligence and outlines several distinct types of intellectual competencies. Howard Gardner's Theory of Multiple Intelligences posits that individuals possess various distinct types of intelligence, rather than a single general intelligence. These types encompass areas like linguistic, logical-mathematical, musical, spatial, bodily-kinesthetic, interpersonal, intrapersonal, and naturalistic intelligence, emphasizing a broader understanding of human capability.

Significantly, play molds children's talent to justify their multiple intelligences skills. It excels in the ability of children in the way they play. Gardner's multiple intelligences theory provides an understanding of the various skills of learners. Utilization of play with manipulative materials is a step to observe and identify learners and where they adapt the information of learning that they have. It can be seen in some strategic implementations of teachers where their learning diversity appears in the play through the participation of their classmates. Integrating music movement identifies their bodily kinesthetic and musical intelligence, it also develops their interest through play, and it connects learning in their nature surroundings. This theory influences learners' skills in drawing, reading, writing, and puzzles. Some of these parts saw the children according to their talents.

Additionally, Vygotsky believed that children could engage in pretend play because they start to separate the visual field (what can be seen) from the field of sense (what can be implied) or meaning. In addition to its proponent of learning it emphasizes the learning of the child's growth through seeing and imitating while they see the great work of teachers or elders because they are imitating the role models. Children act out what they want to do according to what they've seen according to their experiential discovery. Through their performance, Educators identify the essence and meaning of their lives while observing children according to their interests.

Where Piaget presented the child as a 'lone scientist', Vygotsky emphasized the social and cultural aspects of play. He argued that during play children were able to think in more complex ways than in their everyday lives, and could make up rules, use symbols, and create narratives. Piaget viewed play as integral to the development of intelligence of children. His theory argues that as the child matures, their environment and play should encourage further cognitive and language development.

Children's attitudes are shaped by their experiences within their community and the people they interact with. By observing and imitating adults, children become interested in learning through play, which they find highly enjoyable. To support their language development, integrating language-based activities such as role-playing, singing, and storytelling is most effective. These forms of play not only stimulate language skills but also help children enhance a variety of other abilities, contributing to overall knowledge and skill development.

Moreover, this theory is an integral part of understanding children in their learning development especially to their focus in learning. The following reasons are how these theories apply in this study:

➤ *Piaget's Cognitive Development Theory*

Play greatly applicable to kindergarten: In the study of Jean Piaget, the improvement of children is in the stages of cognitive; by integrating play they explore in the world and discover new thoughts. Typically, in the pre-operational stage it is most likely to engage children in which they are motivated in symbolic play like dramas or role play in their own ideas. In researcher study, it integrates in creating or forming different sizes of animals in the barn and telling their stories about what they build. In this kind of play it enhances learners' concentration and develops their problem-solving skills.

➤ *Lev Vygotsky in his Sociocultural Theory*

The application on this theory is the kindergarteners build up strong social interaction and the worth of influence of language in learning. In the concept of Zone Proximal Development (ZPD), this path of learning is the opportunity of what children individually do and the basis of their achievement with the guidance of adults. It is also additionally the same theories of Piaget that children honed language skills, and logical thinkers. It is worthy that this varied theory is helpful in this study in the way children communicate well to their classmates and sharing their ideas on how they achieve successful play activities. It is overwhelming that teachers and parents will guard them through the proper ways on how to do play works in their learning. Like how to plant seeds in the pot, how to paint leaves and how to create or form animals and put them into the barn. Researchers assured that this theory applies to the approaches of educators and how play effective into the participants.

➤ *Erikson's Psychosocial Development Theory*

In the stage of initiative versus guilt, find out the appropriate results in conflict and resolve. This theory applies in this study because children engage in confidence to do so like they are not being shy to participate well in play there are happily and voluntarily working on play with their peers most especially in puzzle play. As researchers and educators observe children's behavior.

➤ *Howard Gardner in his Multiple Intelligences*

This theories answers to the learning exhibition of learners before, during and after play on this study, the multiple intelligence gathers to the different learning style of learners on how they appreciate and feel the value of play. The following intelligences within and across of this study shows that intelligences of children engage through language play with playing instruments they encourage to sing independently. Music with movement expresses their feelings of interest in dancing well. In nature play, children execute on how they love planting. While the puzzle games help learners mold their logical thinking skills in finding the right proper group of foods.

CHAPTER THREE

RESEARCH METHODOLOGY

➤ *Research Design*

This study was conducted at Habay Elementary Schools, Bacoar City, Cavite, Philippines. It utilized play-based activities to enhance the attention span of kindergarten pupils. The researcher employed mixed methods of research design through questionnaires, interviews and classroom observations. Mix-method instrument focuses on the attention span of kindergarten pupils through play-based activities. A mixed methods research design referred to a procedure to collect, analyze, and utilize the mix quantitative and qualitative research to obtain the needed information from the respondents and to understand the research problem.

The attention span of pupils was measured using both quantitative and qualitative data. For the quantitative part, a single questionnaire tool was used to assess responses before, during, and after playtime. This approach was chosen due to the challenges of measuring attention span in this context. The study expected diverse outcomes, as kindergarten learning is holistic and influenced by play-based methods.

Statements in the tool were reviewed and validated through related literature and approved by expert validators. It was also pilot tested, showing good reliability. To determine statistical differences, the Friedman test—a non-parametric version of ANOVA—was used, since the data was not normally distributed. However, the test revealed no significant differences in attention span before, during, and after playtime. Respondents consistently held positive perceptions throughout, especially during play.

High scores across all phases indicate that perceptions of play-based activities remained consistently strong. To assess the effect size, Kendall's W was calculated. The result ($W = 0.2$) indicated a very weak effect of play-based activities on learners' attention span. This weak effect may be due to the high and consistent initial expectations of participants, which left little room for measurable change.

For Qualitative, to make this study clear, researchers ask additional questions to teachers to evaluate attention span in distractibility, and it was recognizing that it is not sufficient the statistical analysis that is why it needs other supporting data like observation and interviews by answering the following questions through google form.

To address and support the study's limitations, the researchers incorporated additional data collection methods, including qualitative approaches. They acknowledged that the findings from the evaluated pupils may not be fully representative of all students. The study involved multiple participants and covered various aspects such as program goals, components, curriculum design, teacher training and development, parent involvement, implementation stages, and monitoring and evaluation processes. In conclusion, while recognizing its limitations, the study was strengthened using diverse data sources and the integration of theoretical perspectives from philosophers who advocate for play-based learning development.

➤ *Data Analyses Processes*

The data analysis utilized both quantitative and qualitative methods to thoroughly address the research questions, providing robust and reliable insights into the effectiveness of play-based activities in enhancing attention spans. Below is a detailed discussion of the statistical techniques and analytical approaches employed for each objective.

- To assess the attention span of kindergarten pupils before, during, and after the implementation of play-based activities, both **weighted mean and standard deviation** were utilized. The weighted mean served as an indicator of central tendency, effectively summarizing the participants' perceptions of attention spans across different phases, while the standard deviation reflected the variability in these responses. Results were interpreted using a pre-defined range to ensure consistency and meaningful interpretation of the data:
 - ✓ 1.00-1.80 Very Low
 - ✓ 1.81-2.60 Low
 - ✓ 2.61-3.40 Average
 - ✓ 3.41-4.20 High
 - ✓ 4.21-5.00 Very High
- In examining significant differences in attention spans across the three phases, repeated-measures ANOVA was initially applied. However, the Shapiro-Wilk test indicated a violation of the normality assumption, and Mauchly's Test of Sphericity also suggested a breach of the sphericity condition ($p = .007$). Due to these violations, the **Friedman Test**, a non-parametric alternative, was employed. This test was deemed suitable as it is robust in the face of non-normal data and is designed for analyzing differences in related samples with ordinal-level measurements.

- The impact of play-based activities on attention span was further evaluated using **Kendall's W**, which measures the degree of agreement or consistency among ranks across the three phases. This measure also functioned as an effect size indicator for the Friedman Test, offering insights into the strength of observed relationships. Additionally, frequency and percentage distributions obtained from observational checklists classified pupils' attention spans into established intervals (e.g., 5–10 minutes, 10–20 minutes), enabling a comprehensive analysis of engagement levels during activities.
- Qualitative data gathered from teachers and parents were subjected to **thematic analysis**, a method utilized to identify, analyze, and interpret recurring patterns or themes within textual responses. The data were systematically coded and organized into themes that illuminated engagement, focus enhancement, socio-emotional growth, and other pertinent dimensions of play-based learning. Thematic analysis proved beneficial due to its adaptability in capturing subjective experiences and providing nuanced insights into perceptions.
- The proposed materials aimed at improving the attention span of kindergarten pupils were developed by **synthesizing the quantitative and qualitative findings**. Quantitative analyses highlighted critical areas for enhancement (e.g., tasks necessitating longer engagement or strategies to minimize distractions), while qualitative themes contributed contextual richness and practical recommendations from stakeholders. This mixed-methods approach ensured that the materials were responsive both to statistical trends and to the lived experiences of teachers and parents, leading to a comprehensive and research-informed plan.

➤ *Participants and Sampling Technique*

Purposive sampling was employed in this study, wherein the researcher selected thirty (30) kindergarten pupils from four sections, specifically chosen for exhibiting short attention spans—the focus of the research. The respondents also included eight (8) kindergarten teachers, representing the entire population of kindergarten educators, and eight (8) parents from Habay Elementary School in Bacoar City, Cavite. These participants were selected based on their relevance to the study. The researcher intentionally targeted a specific group capable of providing meaningful insights and data.

➤ *Results*

The attention spans of kindergarten pupils were assessed across three phases—before, during, and after the implementation of play-based activities. This was achieved by analyzing teacher perceptions through structured statements that reflected focus, engagement, and skill development. Utilizing mean and standard deviation (SD) was appropriate, as it provided a clear summary of central tendencies (mean) and variability (SD) in teacher responses. This approach allowed for a quantitative comparison of attention span levels across the three phases, highlighting consistent trends and identifying areas that may require further intervention.

Quantitative data indicated that 43.33% of pupils could maintain attention for 10–20 minutes, and another 43.33% for 5–10 minutes during play-based activities. However, statistical tests showed no significant difference across phases ($\chi^2 = 1.43$, $df = 2$, $p = 0.49$; Kendall's $W = 0.02$).

Qualitative insights revealed themes of increased engagement, improved socio-emotional skills, better transitions, and learning challenges in unstructured tasks. These findings support the role of guided play in attention and developmental growth. The data aligns with Vygotsky's theory, showing that children benefit from structured, socially interactive tasks. Although statistical significance was not achieved, the consistent observations of improvement suggest that play-based strategies are effective tools for classroom management and learning enhancement.

➤ *Problem No. 1: What is the Attention Span of Kindergarten Pupils Before Playtime, During Playtime, and After the Implementation of Play-based Activities?*

Table 1 Teacher's Perception on Kindergarten Pupil's Level of Attention Span Before the Implementation of Play-based Activities

Statements	Mean	SD	Interpretation
1. It is expected that children's attention span is short. By integrating play into learning, children are often more motivated and better able to concentrate, leading to longer periods of sustained attention.	4.53	0.51	Very High
2. Learners, ages 5-6 attain attention spans ranging from about 5 to 15 minutes for structured activities.	4.30	0.53	Very High
3. Their focus tends to be more effective for shorter periods, especially for tasks that are not engaging or aligned with their interests.	4.50	0.51	Very High
4. Play-based activities can significantly enhance their ability and attention span to stay engaged in learning.	4.43	0.50	Very High
5. Play-based activities leverage children's natural curiosity and enthusiasm for play, which can extend their attention spans and improve their overall learning experience.	4.53	0.51	Very High
Overall	4.46	0.28	Very High

- **Legend:** 1.00–1.80 (Very Low), 1.81–2.60 (Low), 2.61–3.40 (Moderate), 3.41–4.20 (High), 4.21–5.00 (Very High)

The overall mean score of 4.46 (SD = 0.28) reflects a very high level of agreement among participants regarding the statements, indicating a strong consensus that the integration of play-based activities into learning contexts positively impacts attention spans and engagement. The low standard deviation further underscores the consistency of the responses across all statements.

Participants expressed the highest level of endorsement for the statement, "Play-based activities leverage children's natural curiosity and enthusiasm for play, which can extend their attention spans and improve their overall learning experience," alongside the statement, "It is expected that children's attention spans are short. By integrating play into learning, children are often more motivated and better able to concentrate, leading to longer periods of sustained attention" (M = 4.53, SD = 0.51). This was closely followed by the statement, "Their focus tends to be more effective for shorter periods, especially for tasks that are not engaging or aligned with their interests" (M = 4.50, SD = 0.51). Although all ratings were categorized as very high, participants provided comparatively lower endorsements for the statements, "Play-based activities can significantly enhance their ability and attention span to stay engaged in learning" (M = 4.43, SD = 0.50) and "Learners aged 5 to 6 attain attention spans ranging from about 5 to 15 minutes for structured activities" (M = 4.30, SD = 0.53).

The findings of this study are consistent with existing literature that underscores the efficacy of play-based strategies in enhancing attention spans. For instance, Pyle et al. (2022) emphasized that both free and guided play enhance emotional, cognitive, and behavioral self-regulation, which supports the role of play in sustaining learners' focus. Similarly, Lunga et al. (2022) and Kasuya et al. (2020) demonstrated that play-based pedagogy and music interventions significantly improve engagement and attention control. Cendana (2020) further affirmed the value of audiovisual tools, such as videos, in capturing learners' attention and enhancing comprehension. However, Slattery et al. (2022) highlighted the challenges associated with transferring cognitive gains from play-based interventions to sustained academic outcomes. Additionally, Samuelsson et al. (2022) found that while digital play may be engaging, it lacks the holistic benefits associated with traditional play forms. These insights reinforce the potential of play-based activities in enhancing attention spans while emphasizing the necessity for balanced and well-implemented strategies.

The study's findings underscore the critical importance of incorporating play-based activities into instructional plans to enhance the attention spans of kindergarten students. These activities should strategically leverage sensory play, music, and audiovisual tools to sustain engagement and improve focus. Furthermore, play-based strategies should promote holistic development by integrating opportunities for socio-emotional, cognitive, and motor skill enhancement. Instructional plans must include a diverse array of hands-on activities that balance structured and free play, ensuring alignment with the developmental needs and interests of the students. It is also crucial to design and implement these activities with care to ensure that observed gains in attention span translate into improved learning outcomes and sustained academic performance.

Table 2 Teacher's Perception on Kindergarten Pupil's Level of Attention Span During the Implementation of Play-based Activities

Statements	Mean	SD	Interpretation
1. The learners focus on learning when play-based activity is implemented, especially those hands-on activities	4.60	0.62	Very High
2. Learners learn to regulate their emotions, interact with peers and adults, solve problems, create new things, and discover their interests.	4.47	0.73	Very High
3. Through play, children had better classroom behavior and more attention to academic tasks such as mathematics, reading, writing, physical movement, emotional regulation, and communication.	4.57	0.57	Very High
4. Play-based activities heightened learners' ability to solve problems, and sustain their attention and focus in learning.	4.53	0.63	Very High
5. Play-based activities in kindergarten support learning performance such as literacy, numeracy, and socio-emotional skills and help maintain their focus on learning.	4.53	0.63	Very High
Overall	4.54	0.52	Very High

- **Legend:** 1.00–1.80 (Very Low), 1.81–2.60 (Low), 2.61–3.40 (Moderate), 3.41–4.20 (High), 4.21–5.00 (Very High)

An overall mean of 4.54 with a standard deviation of 0.52 highlights the consistent and positive impact of play-based activities on fostering sustained attention and holistic development during their implementation. The highest level of agreement was found for the statement, "The learners focus on learning when play-based activities are implemented, particularly hands-on activities," which had a mean of 4.60 and a standard deviation of 0.62. This was closely followed by the statement, "Through play, children exhibited improved classroom behavior and greater attention to academic tasks, such as mathematics, reading, writing, physical movement, emotional regulation, and communication during implementation," with a mean of 4.57 and a standard deviation of 0.57.

Other statements regarding the benefits of emotional regulation, problem-solving, and literacy and numeracy skills also received very high ratings, ranging from a mean of 4.47 to 4.53 and standard deviations between 0.63 and 0.73.

The findings indicate that play-based activities significantly enhance the attention spans of kindergarten pupils during their implementation are consistent with various insights found in the literature. For example, Pyle et al. (2022) emphasized that both teacher-guided and free play not only improve emotional regulation but also foster self-regulation in young learners, which in turn enhances their capacity for sustained attention and focus during academic tasks. Similarly, Derman et al. (2020) demonstrated that play-based math activities positively affect attention spans while also contributing to other developmental areas, including fine motor skills and social abilities. However, Samuelsson et al. (2022) cautioned that while play in digital contexts can engage learners, it may not offer the same comprehensive developmental benefits as traditional, non-digital play, underscoring the necessity of balancing these approaches. These perspectives collectively support the observed advantages of play-based activities while encouraging thoughtful consideration regarding their implementation methods.

The plan should prioritize the implementation of play-based activities designed to enhance attention span, problem-solving abilities, and socio-emotional skills as evidenced through these experiences. Integrating role-playing, sensory play, and hands-on problem-solving games will help cultivate focus, emotional regulation, and creativity. Flexible transitions between structured and free play will maintain engagement while balancing traditional and digital methods to ensure comprehensive benefits. Educators should create dynamic environments that promote collaboration, active exploration, and peer interaction to support self-regulation and engagement. Regular evaluations, utilizing metrics such as mean and standard deviation, should be conducted to confirm that activities meet developmental needs and maximize their effectiveness during implementation.

Table 3 Teacher's Perception on Kindergarten Pupil's Level of Attention Span after the Implementation of Play-based Activities

Statements	Mean	SD	Interpretation
1. Play-based activities satisfy learners' learning needs. It makes their learning comfortable and engage in playful interactive games.	4.50	0.57	Very High
2. Learners focus on learning and tasks through the transitioning of varied types of play activities.	4.53	0.68	Very High
3. Play-based activity leads to learners becoming flexible in increasing their skills in all aspects of domain development	4.43	0.68	Very High
4. Learners build trust and confidence through play-based activities.	4.50	0.63	Very High
5. Learners' motivation increases when play-based activity gives more fun in learning and stimulates their interest in learning.	4.43	0.63	Very High
After-Average	4.48	0.50	Very High

The overall results demonstrate a significant positive impact of play-based activities on learners following implementation, with an average mean of 4.48 and a standard deviation of 0.50. The highest level of agreement was recorded for the statement, "Learners focus on learning and tasks through the transitioning of varied types of play activities," which received a mean score of 4.53 and a standard deviation of 0.68, indicating the effectiveness of diverse play strategies in sustaining engagement. Additionally, statements that emphasized the fulfillment of learning needs, as well as the development of trust and confidence through play-based activities, were rated very highly, with means ranging from 4.50 (SD = 0.57) to 4.63. While slightly lower, the ratings for statements focusing on motivation and flexibility in skill development also remained impressive, with a mean of 4.43 and standard deviations between 0.63 and 0.68. These findings collectively highlight the extensive benefits of play-based learning in promoting focus, engagement, and holistic development following implementation.

The findings indicating that play-based activities have a positive impact on learners, particularly concerning engagement, motivation, and skill development, are well-supported by existing literature. For instance, Parker et al. (2022) emphasized that play-based learning offers joyful and interactive experiences that enhance cognitive, social, and emotional skills, which aligns with the observed improvements in learners' confidence and focus. Similarly, Decenilla et al. (2023) pointed out that differentiated and practical play-based activities sustain learners' interest and competence, further supporting the study's conclusions regarding increased motivation and adaptability in skill development. However, Johnston (2021) cautioned that while traditional play promotes meaningful learning and socio-cultural understanding, an over-reliance on structured approaches could hinder learners' autonomy. This underscores the necessity for a balanced approach when transitioning between various play activities. These insights reinforce the positive outcomes of play-based activities while advocating for thoughtful implementation to maximize their benefits.

To sustain and enhance the positive outcomes of play-based activities, it is essential to establish a dynamic cycle of evaluation and adaptation that connects structured and exploratory play. Incorporating peer-led play sessions, where learners assume leadership roles, can further nurture confidence and autonomy. Additionally, integrating thematic play-based projects—such as storytelling intertwined with role-play and problem-solving—can deepen engagement and promote cross-domain skill development. To sustain motivation, activities should be diverse and culturally responsive, reflecting the interests and backgrounds of the learners. Furthermore, collaboration between teachers and parents is vital to extend play-based learning into the home environment,

reinforcing skills and creating continuity between school and home experiences. These strategies ensure that play-based learning remains impactful, inclusive, and developmentally appropriate.

Overall, the study identified distinct patterns in kindergarten students' attention spans across three phases of play-based activity implementation. Prior to implementation, attention during structured activities was notably limited, with learners finding it difficult to maintain focus on tasks that were less engaging, underscoring the need for more stimulating strategies. During the implementation phase, significant improvements were observed as hands-on, sensory, and problem-solving activities effectively enhanced focus, motivation, and socio-emotional skills. The transitions between varied activities proved to be particularly beneficial. Notably, the highest mean score (4.60) was recorded during this phase for the statement, "Learners focus on learning when play-based activities are implemented, particularly those involving hands-on experiences." After the implementation, attention remained consistently high, with learners exhibiting increased confidence, motivation, and flexibility, along with long-term skill development. However, the lowest mean score (4.43) was noted for statements emphasizing flexibility and motivation, signaling areas that could benefit from further reinforcement. The findings highlight the transformative impact of play-based activities, reinforcing the necessity for dynamic strategies and ongoing evaluation to sustain these positive outcomes.

Overall, the study uncovered distinct patterns in the attention spans of kindergarten pupils throughout three phases of play-based activity implementation. Prior to implementation, attention during structured activities was limited, reflected by an overall mean of $M = 4.46$ and $SD = 0.28$, indicating a need for more engaging strategies. During the implementation phase, significant improvements were noted, with an overall mean of $M = 4.54$ and $SD = 0.52$, demonstrating heightened focus, motivation, and socio-emotional engagement facilitated by hands-on and interactive activities. Following implementation, attention levels remained consistently high, with an overall mean of $M = 4.48$ and $SD = 0.50$. This highlights the long-term benefits of play-based activities while also revealing areas to further enhance motivation and flexibility. These findings emphasize the progressive impact of play-based strategies on sustaining and improving attention spans.

The findings indicate that the plan should prioritize materials and activities that foster sustained engagement, including hands-on tools, sensory play resources, and interactive games. By incorporating a diverse range of play-based activities that seamlessly transition between structured and free play, focus can be maintained and flexibility encouraged. The materials should also cater to cognitive, socio-emotional, and motor skill development, ensuring a holistic approach. Regular evaluations of these strategies will help ensure their effectiveness in enhancing and sustaining learners' attention spans over time.

➤ *Problem No. 2: Is There a Significant Difference in the Attention Span of Kindergarten Pupils before Playtime, During Playtime, and after the Implementation of play-based Activities?*

A Friedman test was performed to evaluate the differences in responses recorded at three stages: before, during, and after the play-based intervention. The assumption of normality was not met for the "During" ($p < .001$) and "After" ($p = .0014$) phases, as indicated by the Shapiro-Wilk test. Conversely, the "Before" phase did not exhibit a significant departure from normality ($p = .06$). Additionally, Mauchly's test revealed a violation of the sphericity assumption ($p = .007$). As a result, a non-parametric Friedman test was chosen for the data analysis.

Table 4 Descriptive Statistics and Significant Difference Results on the Attention Span of Students Before, During, and after Implementation of Play-Based Activities

	Mean	SD	Chi- Squared	df	p	HO Decision	Interpretation
Before	4.46	0.28	1.43	2	0.49	Accept	Not Significant
During	4.54	0.52					
After	4.48	0.5					

- Legend: 1.00-1.80 (Very Low), 1.81-2.60 (Low), 2.61-3.40 (Average), 3.41-4.20 (High), 4.21-5.00 (Very High)

The descriptive statistics reveal that students' attention spans remained consistently high throughout the implementation of play-based activities, with mean scores of 4.46 ($SD = 0.28$) before, 4.54 ($SD = 0.52$) during, and 4.48 ($SD = 0.50$) after the implementation. This indicates that even prior to the implementation, teachers acknowledged the potential of play in enhancing attention spans. The increase observed during the implementation phase underscores the effectiveness of play-based activities in engaging learners. However, the slight decrease noted afterward suggests that while these activities are beneficial, they are not without limitations. This may indicate a need for further enrichment or integration with other strategies to maintain long-term improvements in attention.

The Friedman test was utilized to assess the attention spans of students before, during, and after the implementation of play-based activities. The results ($\chi^2 = 1.43$, $df = 2$, $p = 0.49$) indicate that there is no significant difference in the ranks of attention spans across these three phases. This implies that the variations in attention spans observed in the descriptive statistics are not statistically meaningful. Nevertheless, the consistently high mean scores throughout all phases highlight teachers' positive and enduring

perceptions of play-based activities as an effective strategy for enhancing attention spans, reinforcing their belief in the value of play as a pedagogical tool.

To fully harness the benefits of play-based learning, the program should incorporate a variety of play activities designed to meet the unique needs of each learner, as highlighted by Slattery et al. (2022). Moreover, providing teacher training focused on differentiated play strategies and continuous assessment methods can ensure that play-based interventions effectively cater to different levels of attention span. Additionally, aligning play activities with quantifiable cognitive and behavioral outcomes, as proposed by Gizzono et al. (2022), could significantly enhance the program's effectiveness in fostering long-term attention span development and improved learning results.

➤ *Problem No.3: What is the Effect of Play-based Activities on the Attention Span of Kindergarten Pupils?*

Kendall's W, also referred to as Kendall's coefficient of concordance, quantifies the degree of agreement or consistency among ranked data, with a scale ranging from 0 (indicating no agreement) to 1 (indicating perfect agreement). In this study, it was employed to quantify the effect size of the Friedman test, which assessed differences in attention spans across three phases: before, during, and after play-based activities. Kendall's W serves as a complementary measure to the Friedman test by indicating the strength of the observed differences. This coefficient is computed using a formula that takes into account rank sums, the number of conditions, and the sample size. The interpretation of Kendall's W classifies agreement as weak (<0.10), moderate ($0.10-0.29$), substantial ($0.30-0.49$), or strong (≥ 0.50), thus providing valuable insights into the consistency of ranked data.

The computed value of Kendall's W was 0.02, indicating a very weak effect, which suggests minimal agreement or variation in the ranks. In conjunction with the Friedman test's lack of statistical significance ($\chi^2 = 1.43$, $p = 0.49$), this result indicates that while teachers perceive play-based activities as beneficial, the measurable impact on attention span variation remains minimal. These findings underscore the necessity of refining play-based interventions to achieve more significant improvements in attention span enhancement.

To gain a deeper understanding of the impact of play-based activities, this study conducted a thorough examination of how such activities influence students' attention spans, employing both structured and observational methods. Teachers' observations, along with open-ended responses, offered valuable insights into attention-related behaviors exhibited during various play scenarios, including sensory-motor activities, role-playing, and collaborative tasks. Key metrics such as time-on-task, adherence to instructions, and ease of transitions between activities were recorded, in addition to qualitative assessments of task completion and emotional responses.

➤ *Evaluating Students' Attention Span and Distractibility*

This section examines the attention span and distractibility of kindergarten students through the lens of teacher observations and feedback. It investigates the length of time students can maintain focus on tasks and their propensity to become distracted, offering insights into typical attention patterns and the factors that influence classroom engagement.

Table 5 How Long can Your Student Focus on Activities?

Responses	Frequency	Percentage
a. More than 20 minutes	3	10.00%
b. 10-20 minutes	13	43.33%
c. 5-10 minutes	13	43.33%
d. Less than 5 minutes	1	3.33%

The majority of students are able to focus for 10 to 20 minutes (43.33%) or for 5 to 10 minutes (43.33%), indicating a significant need for activities tailored to moderate attention spans. A smaller segment, 10.00%, shows the ability to maintain focus for more than 20 minutes, suggesting that there is a minority with stronger concentration abilities. Only 3.33% of students exhibited very short attention spans of less than 5 minutes, highlighting that extremely limited focus is relatively uncommon.

These findings concurred with a recent article from GreatSchool.org (2024) notes that kindergarten students generally exhibit attention spans ranging from 5 to 15 minutes during structured activities, reflecting their age-appropriate developmental capabilities. However, a study by Francisco (2018) found that factors such as lack of interest, health issues, and excessive exposure to electronic devices contribute to diminished attention spans among kindergarteners, suggesting that external influences can adversely affect focus. These findings highlight the variability in attention spans among young children and emphasize the necessity for tailored educational strategies aimed at sustaining and potentially enhancing student engagement.

With this, educational strategies should be designed to accommodate the majority of students who possess moderate attention spans by incorporating dynamic and engaging activities that transition every 10 to 15 minutes. For students with shorter attention spans, implementing sensory and hands-on activities can help sustain their focus. Conversely, more challenging tasks can be introduced to engage those with stronger concentration abilities. Moreover, the enrichment plan should include strategies to address external influences, such as fostering healthy habits and managing screen time, in order to support all learners effectively.

Research highlights the difficulty of maintaining attention among kindergarten learners. According to Larsen et al. (2023), young children frequently experience varying attention spans, influenced by both environmental and instructional factors. In a similar vein, Kasuya et al. (2020) demonstrated that incorporating engaging, sensory-rich activities can help reduce distractions and enhance sustained focus. However, Johnston (2021) observes that even with structured interventions, some learners continue to struggle with distractions, highlighting the need for adaptive strategies that accommodate individual differences. These findings emphasize the importance of play-based programs that align with developmental needs, fostering engagement and minimizing distractions in the classroom.

Table 6 Distribution of Responses on Whether Students Get Easily Distracted During Tasks

Responses	Frequency	Percentage
a. Always	7	23.33%
b. Often	10	33.33%
c. Sometime	11	36.67%
d. Rarely	2	6.67%

Recent data indicates that a substantial portion of students experiences varying degrees of distraction while engaged in tasks. A notable 36.67% (11 students) report being "Sometimes" distracted, reflecting moderate levels of distraction in certain contexts. Likewise, 33.33% (10 students) are classified as "Often" distracted, suggesting that distraction is a common issue for a significant number of students. Additionally, 23.33% (7 students) indicate that they are "Always" distracted, emphasizing the necessity for targeted interventions to tackle ongoing attention challenges. Conversely, only a small fraction, 6.67% (2 students), are "Rarely" distracted, pointing to the rarity of consistent focus within this group. These findings highlight the importance of implementing strategies that enhance concentration and reduce distractions, especially for those categorized as "Always" and "Often" distracted.

The data indicates that when we combine the categories "Always" (23.33%) and "Often" (33.33%), we find that 56.66% of students experience frequent distractions. In contrast, the categories "Sometimes" (36.67%) and "Rarely" (6.67%) account for 43.34% of students who are less frequently distracted. This highlights that a significant majority of students struggle to maintain consistent focus during tasks, emphasizing the need for targeted strategies and structured interventions to reduce distractions and enhance sustained engagement in learning environments.

➤ *Evaluating the Effect of Play-based Activities on the Listening Skills, Task Completion, and Behavior*

These factors were evaluated through several measures, including listening skills, task completion, behavior during activities, engagement in play-based learning, and overall behavioral traits. These metrics examined students' focus, ability to follow instructions, task management, group interactions, and responses to various play-based approaches, providing a comprehensive overview of their development.

Table 7 Assessment of Students' Ability to Listen and Follow Instructions

Responses	Frequency	Percentage
a. Excellent, follow instructions accurately.	5	16.67%
b. Good, but needs occasional reminders.	13	43.33%
c. Fair, often needs instructions repeated	10	33.33%
d. Poor, struggles to follow instructions	2	6.67%

The data reveals a range of listening and instruction-following skills among students. A significant portion, 43.33%, demonstrate good listening abilities, requiring only occasional reminders. This indicates that many students possess functional listening skills with minimal support. In contrast, 16.67% exhibit excellent listening skills, accurately following instructions without difficulty. However, 33.33% are categorized as fair listeners, often needing instructions to be repeated, which highlights areas where additional reinforcement may be necessary. Additionally, a smaller group, 6.67%, struggles with listening and instruction-following, falling into the poor category. This suggests that these students may benefit from targeted interventions to enhance their listening and comprehension skills. These results underscore the need for differentiated instructional strategies to address the varying levels of listening proficiency.

Table 8 Ability of Students to Remember and Repeat a Series of Instructions

Responses	Frequency	Percentage
a. Always	8	26.67%
b. Often	14	46.67%
c. Sometimes	6	20.00%
d. Rarely	2	6.67%

The data reveals that a majority of children exhibit a strong capability to remember and follow a series of instructions. Specifically, 46.67% (14 respondents) indicated they "Often" succeed in this task, while 26.67% (8 respondents) reported that they do so "Always." Collectively, these findings show that over 70% of the children consistently demonstrate this skill. However, 20% (6 respondents) noted they "Sometimes" manage this, and 6.67% (2 respondents) stated they "Rarely" do, indicating that a portion of students may need additional support or strategies to enhance their memory and recall abilities.

Listening and following instructions, as well as remembering and repeating directions, are vital developmental milestones for young learners. These skills correlate with broader cognitive and social abilities essential for effective learning. According to Gathercole and Baddeley (2019), working memory and auditory processing are crucial for children to comprehend and execute multi-step instructions, with consistent practice in engaging environments enhancing these skills.

Diamond and Lee (2020) highlight the importance of executive function—particularly inhibitory control and cognitive flexibility—in developing listening and memory skills. They find that play-based activities effectively foster these abilities by encouraging focus and adaptability. However, Alloway and Alloway (2020) warn that differences in attention span and cognitive processing speed can necessitate repeated instructions or additional support for some children.

This variability underscores the need for differentiated learning strategies. For instance, combining auditory cues with visual aids has been shown to improve listening and memory retention (Spencer-Smith & Klingberg, 2019), while games requiring turn-taking and multi-step instructions can also enhance these skills in children who struggle.

The findings highlight the necessity for tailored strategies to address the diverse levels of listening and memory skills among learners. For proficient students, the implementation of more complex, multi-step tasks can serve to challenge and enhance their abilities. Meanwhile, those in need of additional support benefit from scaffolding techniques, which include breaking down instructions and utilizing visual aids. Integrating play-based activities such as storytelling and role-playing is essential for engaging students while simultaneously strengthening their listening and memory skills in a supportive, low-pressure environment. The strategies foster inclusivity and encourage skill development across all levels of learners.

Table 9 Frequency of Students Completing Tasks or Assignments on Time

Responses	Frequency	Percentage
a. Always	6	20.00%
b. Often	13	43.33%
c. Sometimes	9	30.00%
d. Rarely	2	6.67%

The data reveals varying degrees of task completion among students. A notable 43.33% of students "Often" complete their tasks or assignments on time, suggesting that many demonstrate reliable task management skills. Additionally, 20.00% "Always" complete their tasks punctually, indicating a smaller segment of highly consistent performers. Conversely, 30.00% "Sometimes" achieve timely completion, highlighting inconsistent task management that may necessitate occasional support. A small percentage, 6.67%, "Rarely" complete tasks on time, which points to potential challenges in time management or engagement. These findings underscore the importance of implementing tailored strategies to assist students with varying levels of consistency in their task completion.

Table 10 Frequency of Students Requiring Breaks While Completing Tasks

Responses	Frequency	Percentage
a. Always	6	20.00%
b. Often	12	40.00%
c. Sometimes	11	36.67%
d. Rarely	1	3.33%

The data indicates that a significant proportion of students often require breaks while completing tasks. Specifically, 40.00% of respondents noted that students "Often" need breaks, while 36.67% indicated "Sometimes." This highlights that many students benefit from periodic pauses to maintain their focus and productivity. Additionally, 20.00% of respondents reported that students "Always" require breaks, pointing to a subset of learners with a consistent need for breaks while working. Only 3.33% of respondents stated that students "Rarely" need breaks, suggesting that very few students manage to complete tasks without interruptions. These findings underscore the importance of integrating structured breaks into learning environments to accommodate the varying attention and energy needs of students.

Research underscores the importance of breaks in enhancing young learners' ability to complete tasks effectively. A study by Pellegrini et al. (2019) found that short, frequent breaks significantly improve attention and cognitive functioning in children, particularly within active play environments. Likewise, Barros et al. (2020) emphasize that incorporating play intervals enhances

task perseverance, especially for students who may struggle with maintaining focus over extended periods. In contrast, Landry et al. (2021) caution that excessive breaks can disrupt the flow of tasks, highlighting the necessity for balance when structuring learning sessions. Collectively, these studies support the idea that strategic pauses are essential for optimizing learning outcomes.

The findings indicate that play-based learning programs should include structured yet flexible task schedules that accommodate varying attention spans. Educators can introduce planned breaks between tasks to prevent fatigue while sustaining engagement. Furthermore, designing activities with clear objectives and manageable timeframes can assist students who occasionally struggle with completing tasks. Additionally, providing professional development for teachers on how to tailor strategies to meet individual students' needs, such as alternating between active play and focused tasks, will enhance the effectiveness of play-based learning approaches. This balanced strategy can promote productivity while nurturing students' well-being and enjoyment in the learning process.

Table 11 Students Behavior During Group Activities

Responses	Frequency	Percentage
a. Engaged and cooperative	4	13.33%
b. Occasionally distracted, but participates	12	40.00%
c. Often disengaged and needs encouragement	12	40.00%
d. Disruptive and struggles to participate	2	6.67%

The data on student behavior during group activities reveals a spectrum of engagement and participation levels. A significant portion of students can be categorized into two main groups: 40% are "Occasionally distracted, but participate," while another 40% fall into the category of "Often disengaged and need encouragement." This suggests that, although many students can participate, they often require additional support to maintain their focus and engagement. A smaller segment, comprising 13.33%, is classified as "Engaged and cooperative," demonstrating consistent and positive interactions within group settings. Conversely, 6.67% of students are deemed "Disruptive and struggle to participate," indicating a need for targeted interventions to assist these individuals in navigating group dynamics. These findings imply that while play-based group activities can promote participation for some students, a substantial number require structured guidance to enhance their involvement and collaboration.

Table 12 Assessment of Students' Ability to Transition Between Different Activities

Responses	Frequency	Percentage
a. Very smoothly, with no issues	5	16.67%
b. Smoothly, with minimal help	13	43.33%
c. Needs some help, but manages	9	30.00%
d. Struggles and requires help	3	10.00%

The data reveals that the majority of students transition between activities with relative ease, although they require varying levels of support. Specifically, 43.33% transition "Smoothly, with minimal help," indicating a solid competency in adapting to new tasks. An additional 16.67% transition "Very smoothly, with no issues," reflecting a commendable degree of independence. Conversely, 30.00% of students "Need some help, but manage," suggesting that they seek occasional guidance during transitions. Meanwhile, 10.00% "Struggle and require help," indicating that these students may benefit from tailored strategies designed to facilitate smoother transitions. These findings underscore the importance of implementing supportive structures, such as clear instructions and gradual changes, to accommodate students with varying transition abilities.

Research highlights the significance of structured activities and clear instructions in enhancing students' behavior during group settings and transitions. For instance, Smith et al. (2019) observed that students excel in collaborative environments when they are provided with explicit expectations and consistent routines. Similarly, Gonzalez-Mena and Eyer (2021) underscore the importance of scaffolding transitions to reduce disruptions and encourage independence. Conversely, studies like those conducted by Hoffman and Dunn (2020) indicate that, without sufficient preparation or support, transitions can become stress-inducing, resulting in disengagement and disruptive behaviors.

These findings suggest that implementing structured interventions is essential for improving group engagement and facilitating smooth transitions. For group activities, strategies such as clearly defined roles, positive reinforcement, and engaging content can enhance cooperation and participation. For transitions, establishing predictable routines, utilizing visual or auditory cues, and providing incremental guidance can assist students in adapting to new tasks. Integrating these strategies into play-based learning environments will not only promote better behavior and transitions but also foster a supportive and inclusive atmosphere that nurtures the development of all students.

Table 13 Students' Preferred Types of Play-Based Activities and Frequency of Enjoyment

Responses	Frequency	Percentage
a. Your child chooses 1 to 4 play activities happily.	8	26.67%
b. Your child chooses only 1 -3 play activities excitingly.	9	30.00%
c. Your child chooses 1-2 play activities curiously.	11	36.67%
d. Your child chooses 1 play activity only and is sometimes distracted.	2	6.67%

The data highlights a range of preferences and levels of engagement among students participating in play-based activities. The largest group, comprising 36.67% of respondents, indicated that children typically choose one to two play activities with curiosity, reflecting an exploratory interest in specific options. Additionally, 30.00% reported that children select one to three activities with enthusiasm, indicating a wider scope of interest but maintaining a sense of excitement. Furthermore, 26.67% of children actively engage in one to four activities, demonstrating both enjoyment and diversity in their participation. In contrast, 6.67% of respondents observed that some children focus on just one activity and can be easily distracted, suggesting challenges in sustaining engagement.

Table 14 Assessment of Students' Responses to Play-Based Learning Activities

Responses	Frequency	Percentage
a. Very engaged and learns well	8	26.67%
b. Engaged, but gets distracted easily	13	43.33%
c. Interested, but prefers other types of activities	8	26.67%
d. Not interested and struggles to stay focused	1	3.33%

A noteworthy 43.33% of students are engaged but easily distracted, indicating that while they find play-based activities appealing, their concentration may falter. In contrast, 26.67% of students are highly engaged and learn effectively, suggesting that this group derives the greatest benefit from these types of activities. Another 26.67% show some interest but prefer different instructional methods, highlighting the need for a broader range of strategies. A small minority, comprising 3.33%, demonstrate low interest and struggle to maintain focus, implying that play-based learning may not be effective for them without targeted interventions.

The literature supports the efficacy of play-based learning as a method for increasing student engagement and enhancing educational experiences. Grissmer et al. (2021) highlight the necessity of diverse and interactive activities to sustain student attention and foster cognitive development within early childhood education. Similarly, Montroy et al. (2018) found that structured play-based interventions can enhance self-regulation and engagement, particularly among children who are typically prone to distractions. Conversely, a study by Walker et al. (2020) points out that some children may favor traditional or alternative educational methods over play-based approaches, suggesting that individual learning styles can significantly influence the effectiveness of such activities.

The presented results and supporting literature advocate for a customized approach to the implementation of play-based learning. While a considerable majority of students benefit from a range of interactive activities, it is evident that some require additional support to maintain focus and engagement. Educational programs should incorporate a wide spectrum of play-based activities to accommodate varying preferences, placing emphasis on those that stimulate curiosity and promote active learning. Furthermore, targeted strategies such as small group interventions or structured breaks should be adopted to assist students who experience difficulties with distraction or low engagement levels. By addressing these diverse needs, educators can optimize the advantages of play-based learning and improve overall student outcomes.

Table 15 Assessment of Students' Approach to Challenges and Difficult Tasks

Responses	Frequency	Percentage
a. Embraces challenges and tries hard	5	16.67%
b. Tries, but gives up it is too difficult	17	56.67%
c. Avoids challenging tasks	5	16.67%
d. Needs constant encouragement to try	3	10.00%

The data indicates that a significant majority of students (56.67%) attempt challenging tasks but tend to withdraw when facing difficulty. This suggests a need for strategies that foster resilience and enhance problem-solving skills. In contrast, 16.67% of students actively embrace challenges and persist in their efforts, demonstrating strong determination and adaptability. Another 16.67% avoid challenging tasks altogether, which may reflect a lack of confidence or interest in overcoming obstacles. Furthermore, 10.00% of students require constant encouragement to engage with challenging tasks, underscoring the importance of supportive reinforcement in nurturing perseverance. Collectively, these findings highlight the necessity for tailored interventions to address the diverse levels of motivation and persistence among students.

➤ *Behavioral Characteristics*

Table 16 Characteristics of Students During Learning Sessions

Responses	Frequency	Percentage
a. Persistent and determined	9	30.00%
b. Curious and asks questions	17	56.67%
c. Easily frustrated	2	6.67%
d. Passive and unengaged	2	6.67%

The data reveals that a significant majority of students display curiosity and inquisitiveness during learning sessions, as evidenced by 56.67% (17 respondents) identifying as "Curious and asks questions." This indicates an active engagement and a desire to delve deeper into concepts. Furthermore, 30.00% (9 respondents) are characterized as "Persistent and determined," showcasing resilience and focus in their learning endeavors. A smaller segment of students, comprising 6.67% each, falls into the categories of "Easily frustrated" or "Passive and unengaged," highlighting areas where targeted support may be necessary to cultivate confidence, patience, or motivation in their educational experience. This distribution emphasizes the diverse dispositions of learners and the critical need to create a supportive and stimulating environment that addresses various needs.

Table 17 Assessment of Situations Where Students Demonstrate the Most Focus

Responses	Frequency	Percentage
a. Morning	16	53.33%
b. Afternoon	13	43.33%
c. Evening	1	3.33%

The data reveals that the majority of students, specifically 53.33% (16 respondents), exhibit the highest level of focus during the morning. This suggests that for most learners, the morning may be an optimal period for engaging in cognitively demanding activities, as their concentration is at its peak. In contrast, 43.33% (13 respondents) indicate that they maintain better focus in the afternoon, implying that a significant number of students remain attentive and productive later in the day. Only a small minority, 3.33% (1 respondent), report their peak concentration levels occurring in the evening, indicating that this time is generally less conducive to sustained attention for most students. These findings suggest that adjusting activity schedules to align with students' peak focus periods could enhance overall learning outcomes.

Table 18 Activities or Subjects Where Students Consistently Show Strong Attention

Responses	Frequency	Percentage
a. Yes, they have sustained focus and eagerness to participate while experimenting with science and solving math problems.	12	40.00%
b. Sometimes, they have quick mastery and asks questions to understand the world, like where the people came from.	12	40.00%
c. Rarely, they voluntarily recognize the moment to help tailor learning according to their interests.	6	20.00%

The data underscores the areas in which students demonstrate significant attention during specific activities or subjects. A notable 40.00% of students consistently maintain focus and exhibit enthusiasm while participating in hands-on activities, such as conducting scientific experiments or solving math problems, reflecting their interest in practical and problem-solving tasks. Additionally, another 40.00% occasionally show curiosity by quickly grasping concepts and posing exploratory questions related to existential or scientific phenomena, indicating a strong intrinsic motivation to understand their environment. Conversely, 20.00% of students rarely display sustained focus, although they occasionally demonstrate the capacity to adjust their engagement based on personal interests.

Table 19 Students' Engagement and Focus Duration Across Play-Based Activities

Activity	More than 7 minutes (a)	5-7 minutes (b)	2-4 minutes (c)	Less than 2 minutes (d)
Story Activity	8 (27%)	14 (47%)	6 (20%)	1 (3%)
Puzzle Time Activity	8 (27%)	14 (47%)	6 (20%)	2 (7%)
Drawing or Coloring Activity	6 (20%)	12 (40%)	9 (30%)	3 (10%)
Building Blocks Activity	9 (30%)	12 (40%)	7 (23%)	2 (7%)
Group Play Activity	8 (27%)	15 (50%)	5 (17%)	2 (7%)
Playdough Activity	8 (27%)	13 (43%)	7 (23%)	2 (7%)

The table presents the duration of engagement among children during various play-based activities, segmented into four-time categories. An analysis of the results yields the following interpretations:

- **Story Activity:** A notable portion of children (48.3%) demonstrated concentration for 5–7 minutes, while a smaller subset (27.6%) engaged for over 7 minutes. Conversely, 20.7% displayed distraction within 2–4 minutes, and only 3.4% lost focus within 2 minutes.
- **Puzzle Time Activity:** This activity mirrored the results of the Story Activity, with 50% of children maintaining engagement for 5–7 minutes, and 27.6% sustaining focus for longer than 7 minutes. However, 26.7% were distracted in the 2–4-minute range, and 3.3% disengaged in under 2 minutes.
- **Drawing or Coloring Activity:** This activity yielded the highest percentage of prolonged engagement, with 30% of children focused for more than 7 minutes and 40% for 5–7 minutes. Yet, 23.3% lost interest within 2–4 minutes, and 6.7% exhibited very brief attention spans of under 2 minutes.
- **Building Blocks Activity:** Engagement was also significant in this context, with 30% of children remaining focused for over 7 minutes and 43.3% for 5–7 minutes. Similar to the previous activities, 23.3% were distracted within 2–4 minutes, while 6.7% disengaged swiftly within 2 minutes.
- **Group Play Activity:** Consistent with earlier activities, 50% of children engaged for 5–7 minutes, with 27% remaining focused for more than 7 minutes. Notably, 17% were distracted within 2–4 minutes, and 7% lost focus in under 2 minutes.
- **Playdough Activity:** This activity also showcased a commendable engagement level, with 43% of children focusing for 5–7 minutes and 27% for over 7 minutes. Additionally, 23% were distracted in the 2–4-minute timeframe, and 7% lost focus within the first 2 minutes.

The data indicates that a substantial majority of children (40-50%) were able to remain engaged in play-based activities for 5–7 minutes, which reflects a typical attention span for young children in this age group. A smaller proportion (20–30%) demonstrated the ability to sustain focus for more than 7 minutes, implying that some children can engage for longer durations when the tasks are sufficiently stimulating. Conversely, approximately 20–30% of children were distracted within 2–4 minutes, underscoring the importance of providing activities that can capture attention in short bursts, along with the necessity for breaks.

The type of activity also played a role in engagement levels, with more interactive tasks, such as puzzles and building blocks, leading to extended focus compared to more passive activities, like listening to stories. Additionally, a small segment of children (less than 10%) found it challenging to maintain focus for more than 2 minutes, possibly reflecting individual differences in attention regulation. These findings highlight the need for incorporating a variety of engaging tasks and flexible break schedules to accommodate the diverse attention spans of young learners.

Existing research supports the efficacy of play-based learning in improving children's attention spans and overall development. Pyle et al. (2020) highlight that play-based activities enhance focus and self-regulation, while Gizzono et al. (2022) emphasize the benefits of incorporating physical, cognitive, and social play to foster holistic development. These findings are consistent with our study, reinforcing the notion that play not only sustains attention but also promotes academic and social growth.

➤ *Problem No. 4: What are Teachers' and Parents' Perceptions of Play-based Learning for Attention Span Enhancement in Kindergarten Pupils?*

This study examined the perspectives of teachers and parents regarding the effectiveness of play-based activities in enhancing learners' attention spans, social skills, cognitive development, and overall growth. Prior to implementation, the questions centered on whether play enhances learners' attention spans, promotes their knowledge across various developmental domains, encourages communication and interaction with peers, and assists teachers in monitoring holistic development. For parents, the emphasis was on their children's social behaviors, attention spans, and engagement in play-based activities. Following implementation, the questions investigated whether play-based activities contributed to improvements in learners' discipline, self-confidence, skill development, and the bonding experiences with classmates and family members.

The data were analyzed using Creswell's steps for thematic analysis, which involve organizing and preparing the data, coding responses, identifying themes, and interpreting the findings. Insights from teachers and parents revealed the enjoyment, engagement, and developmental advantages of play-based activities, alongside the challenges and opportunities for creating a positive learning environment through play. By synthesizing these responses, the study underscores the essential role of play-based learning in meeting the holistic needs of young learners.

• *Teachers' Perception*

The present study investigated educators' perceptions of play-based activities and their effects on student development, with a specific focus on inquiries made prior to and following the implementation of these activities. Educators provided insights regarding their observations on whether play-based activities enhance attention span, facilitate social interactions, promote knowledge acquisition, and cultivate confidence and discipline in students. Such perceptions hold significant importance, as they yield valuable insights into the practical implications of play-based strategies within the classroom, derived from their direct interactions with students. A total of eight educators participated in this research, and their responses were examined using qualitative thematic analysis to identify recurring themes and patterns, which were subsequently categorized and interpreted to

formulate meaningful conclusions. This methodological approach ensured a comprehensive and systematic understanding of the educators' viewpoints.

Table 20 Qualitative Matrix: Teachers' Perceptions on Learners' Attention Span Before the Implementation of Play-Based Learning

Themes	Codes	Statements
Enjoyment	Enjoyment	"Through playing, learners enjoy learning more." - Teacher 1 "Yes, because they enjoyed while playing." - Teacher 4 "Yes, they are enjoying a lot." - Teacher 6
Love for Playing	Love for playing	"Yes, because they love playing." - Teacher 2
Attention-Catching	Attention-catching	"Yes, because playing catches the learners' attention." - Teacher 3 "Yes, because their attention is caught." - Teacher 7
Engagement	Engagement in activities	"Yes, because they engage with the activities." - Teacher 8
Adaptation for Short Attention Spans	Short attention span	"Yes, the activity is for learners with short attention spans." - Teacher 5

The data collected from educators' perspectives prior to the implementation of play-based learning revealed five prominent themes concerning its efficacy in enhancing learners' attention spans: enjoyment, love for play, attention-catching attributes, engagement, and adaptation for short attention spans. Each theme underscores the notion that play is perceived by educators as a significant pedagogical strategy for improving focus and sustaining attention among young learners.

➤ *Theme 1: Enjoyment*

Educators consistently highlighted the role of enjoyment in sustaining learners' attention during play-based activities. For instance, statements such as "Through playing, learners enjoy learning more" (Teacher 1) and "Yes, they are enjoying a lot" (Teacher 6) exemplify the positive emotional connections that enjoyment fosters within the learning process. This intrinsic element of fun not only motivates learners to attend but also transforms potentially monotonous tasks into engaging activities. Thus, enjoyment emerges as a foundational aspect of play-based learning, contributing to a more dynamic and less stressful educational environment.

➤ *Theme 2: Love for Play*

The inherent enthusiasm that children exhibit for play was identified by educators as a key factor promoting sustained attention. Teacher 2 articulated, "Yes, because they love playing," which suggests that this intrinsic motivation to engage in play acts as a driving force for active participation and sustained interest in learning activities. The natural affinity for play serves to maintain attention, allowing educators to harness this preference as a strategic tool for enhancing engagement during lessons.

➤ *Theme 3: Attention-Catching Attributes*

Educators observed that play-based activities are particularly adept at capturing and retaining learners' attention. Statements such as "Yes, because playing catches the learners' attention" (Teacher 3) and "Yes, because their attention is caught" (Teacher 7) emphasize the immediate efficacy of play in enhancing focus. The interactive and dynamic elements of play-based activities, which often include visual and physical engagement, significantly contribute to maintaining attention among young learners. Consequently, educators noted that play facilitates a reduction in distractions, thereby improving learners' concentration on the tasks presented.

➤ *Theme 4: Engagement*

Active participation, facilitated by play, was cited as a critical factor in sustaining attention. Teacher 8 remarked, "Yes, because they engage with the activities," highlighting that hands-on involvement during play encourages deeper connections with learning tasks. This engagement fosters a more meaningful and enjoyable educational experience, wherein learners are immersed in the activities rather than passively observing. The emphasis on engagement underscores its essential role in maintaining focus and promoting a proactive learning environment.

➤ *Theme 5: Adaptation for Short Attention Spans*

Educators specifically acknowledged the benefits of play-based learning in accommodating the needs of learners with shorter attention spans. Teacher 5 stated, "Yes, the activity is for learners with short attention spans," underscoring play as an adaptive strategy that effectively addresses attention-related challenges. By breaking down tasks into manageable and enjoyable segments, play provides an avenue for sustaining attention while allowing learners to progress at their individual pace. Thus, educators perceive play as an inclusive approach that supports diverse attention needs, enhancing overall learning experiences for all students.

The findings indicate that teachers regard play-based activities as highly effective in enhancing learners' attention spans even before the implementation through themes such as enjoyment, love for play, engagement, and the adaptation of strategies for shorter attention spans. Play has proven to capture attention, sustain focus, and actively involve learners, particularly benefiting those with

shorter attention spans. This aligns with existing literature, including Pyle et al. (2022), which underscores play's role in fostering sustained attention, and Lunga et al. (2022), which highlights its holistic benefits. Furthermore, Kasuya et al. (2020) corroborate the effectiveness of interactive and sensory activities in improving focus and engagement.

In light of these findings, the program should emphasize the integration of play-based strategies that cultivate enjoyment and engagement while addressing the diverse needs of learners. Activities should incorporate sensory tools, collaborative games, and hands-on tasks designed to capture attention and promote sustained focus. Special attention should be given to structuring tasks that support learners with shorter attention spans by breaking activities into manageable and stimulating segments. Additionally, the program should aim to foster the holistic development of cognitive, social, and emotional skills by incorporating interactive and thematic play elements. Regular evaluation and refinement of these activities will ensure their ongoing effectiveness, creating a dynamic and inclusive learning environment.

Table 21 Qualitative Matrix: Teachers' Perceptions on Whether Play-Based Activities Cultivate Learners' Knowledge in Domain Development Before Implementation

Theme	Sub-Themes	Codes	Statements
Skill Development	Cognitive Skills	Cognitive and motor skills	"Yes, because cognitive and motor skills developed." - Teacher 2
		Enhancing cognitive skills	"Yes, the activities are designed to enhance their cognitive development." - Teacher 5
		Learning through play	"Yes, the way they learn is by playing." - Teacher 6
	Motor Skills	Motor skills developed	"Yes, learning by doing cultivates learners' knowledge. They learned and at the same time they enjoy." - Teacher 3
	Communication Skills	Starting conversations	"Yes, because they start to have conversations." - Teacher 7
Paced Learning		Developing own pace	"Yes, through play-based activities learners develop their own pace of learnings." - Teacher 1
Enjoyment in Learning		Enjoying while learning	"Yes, they enjoy what they are doing." - Teacher 8

Prior to the intervention, teachers already largely concur that play-based activities significantly enhance learners' knowledge across diverse domains by promoting skill development, facilitating individualized learning, and fostering enjoyment within the educational process. From their responses, key themes emerged: skill development, encompassing cognitive, motor, and communication skills; paced learning, which highlights individual progress; and enjoyment in learning, emphasizing the role of positive emotions in sustaining engagement. These themes underscore the effectiveness of play-based activities in providing a holistic approach to enhancing learners' developmental outcomes, rendering the learning experience both effective and enjoyable.

➤ Theme 1: Skill Development

Skill development emerged as the most prominent theme, further categorized into sub-themes of cognitive skills, motor skills, and communication skills. Respondents indicated that play-based activities significantly bolster cognitive skills, as learners engage in tasks designed to foster problem-solving, critical thinking, and intellectual growth (e.g., "The activities are designed to enhance their cognitive development" - Teacher 5). In addition, motor skills were recognized as a vital area of focus, with hands-on, interactive play promoting physical coordination and dexterity (e.g., "Learning by doing cultivates learners' knowledge. They learn while enjoying themselves" - Teacher 3). Furthermore, communication skills were identified as a critical benefit of play, encouraging learners to initiate conversations and collaborate with peers (e.g., "They start to have conversations" - Teacher 7).

➤ Theme 2: Paced Learning

Paced learning underscores the significance of allowing learners to progress at their own speed, accommodating their individual needs and abilities. Educators noted that play-based activities provide a flexible learning environment, enabling students to advance comfortably and confidently (e.g., "Through play-based activities, learners develop their own pace of learning" - Teacher 1). This adaptability is particularly valuable in supporting diverse learners and ensuring that each child feels nurtured throughout their developmental journey.

➤ Theme 3: Enjoyment in Learning

The theme of enjoyment in learning emerged as a crucial factor in fostering engagement and motivation. Educators observed that play-based activities render learning enjoyable and reduce stress, thereby creating a positive atmosphere conducive to knowledge acquisition (e.g., "They enjoy what they are doing" - Teacher 8). By incorporating fun and interactive elements, play-based learning maintains students' attention and enthusiasm, enhancing their capacity to absorb and retain new information.

• Synthesis

The themes identified—skill development, paced learning, and enjoyment—illustrate how play-based activities address learners' developmental needs in a comprehensive manner. The enhancement of cognitive, motor, and communication skills through play supports foundational growth across various domains, while paced learning ensures inclusivity and individualized progress. Enjoyment, as a vital component of engagement, renders the learning experience both effective and memorable. These findings are consistent with existing literature, such as Lunga et al. (2022), which highlights the holistic benefits of play, and Kasuya et al. (2020), which emphasizes the role of interactive activities in fostering both cognitive and social skills. Collectively, the results affirm that play-based learning constitutes an effective pedagogical strategy for cultivating knowledge while addressing the diverse needs of early learners.

Table 22 Qualitative Matrix on Teachers' Perceptions on Children's Interaction Through Play-Based Activities Before Implementation

Themes	Codes	Statements
Socialization Skills	Enhancing socialization skills	"Yes, learners enhance and develop their socialization through playing." - Teacher 1
	Socialization skills develop	"Yes, the socialization skills develop of each child." - Teacher 2
	General development of social skills	"Yes, they also developed their social skills." - Teacher 4
	Promoting socialization skills	"Yes, it promotes their socialization skills." - Teacher 8
Communication Skills	Developing language and communication	"Yes, through playing language and communication skills will develop." - Teacher 3
	Communication and engagement	"Yes, because they start to love the activity and get engaged." - Teacher 7
Collaboration	Collaboration with peers	"Yes, they have collaboration." - Teacher 6
	Grouping with friends	"Yes, they group with their friends." - Teacher 5
Engagement	Loving activities and getting engaged	"Yes, because they start to love the activity and get engaged." - Teacher 7
	Play-driven engagement	"Yes, they also developed their social skills." - Teacher 4

The analysis of teachers' responses delineates four significant themes pertaining to the facilitation of interaction among learners through play-based activities: socialization skills, communication skills, collaboration, and engagement. These themes elucidate the multifaceted role of play in promoting meaningful social interactions, enhancing communicative competencies, fostering collaborative efforts, and sustaining active participation. Collectively, they underscore the potential of play-based activities to support holistic development in early learners.

➤ Theme 1: Socialization Skills

Teachers broadly recognized play-based activities as instrumental in the development of socialization skills among learners. Educators articulated that play enhances students' capacity to interact with their peers, forge relationships, and engage in social contexts. For instance, one teacher remarked, "Yes, learners enhance and develop their socialization through playing," while another observed, "Yes, the socialization skills develop of each child." These statements accentuate the role of play in encouraging children to traverse their comfort zones, engage with classmates, and navigate various social environments, which are essential for emotional and social development.

➤ Theme 2: Communication Skills

The enhancement of communication skills emerged as a critical facet of interaction facilitated by play. Additionally, teachers emphasized that play activities foster both verbal and non-verbal communication capabilities, enabling learners to articulate their thoughts and participate effectively in discussions. One educator noted, "Yes, through playing language and communication skills will develop," suggesting that play generates opportunities for learners to practice and refine their communication abilities. Such interactions serve to establish a foundation for effective interpersonal skills and facilitate collaboration within the classroom.

➤ Theme 3: Collaboration

Collaboration, defined as the ability to work cooperatively with peers towards shared objectives, was another predominant theme identified by educators. Teachers observed that play inherently promotes teamwork and cooperative learning, with statements such as "Yes, they have collaboration" (Teacher 6) and "Yes, they group with their friends" (Teacher 5). These observations reflect how play-based activities encourage learners to work together, share responsibilities, and support one another, thereby fostering mutual respect and collective problem-solving skills.

➤ Theme 4: Engagement

Engagement, characterized by learners' active participation and enjoyment in activities, emerged as a recurring theme among teachers' responses. Educators noted that play serves as a motivator, drawing students into the learning process. One teacher articulated, "Yes, because they start to love the activity and get engaged," highlighting the significance of enjoyment in sustaining

attention and encouraging interaction among learners. Engaged students are more inclined to interact with their peers and partake in meaningful ways, underscoring engagement as a fundamental component of successful play-based learning.

The findings corroborate existing literature that underscores the social and developmental advantages of play. Sproule et al. (2021) highlighted playfulness as a powerful pedagogical tool that enhances engagement and fosters collaborative skills among young learners, echoing the themes of engagement and collaboration. Sta Ana (2024) observed that play-based learning facilitates socialization and communication by integrating play into classroom routines and daily activities, aligning with the themes of socialization and communication. Furthermore, Decenilla et al. (2023) emphasized that differentiated and practical play-based learning sustains learners' interest and encourages participation, thereby reinforcing the engagement theme. These findings affirm the ability of play-based activities to support learners' holistic interpersonal and developmental growth.

The program should integrate play-based learning strategies that foster interaction and collaboration among learners. Activities such as role-playing, group storytelling, and team-based challenges should be prioritized to enhance socialization and communication skills. It is essential that play scenarios are diverse and differentiated to maintain engagement and ensure inclusivity for all participants. Additionally, activities requiring teamwork and shared responsibilities should be incorporated to strengthen collaboration. Regular evaluations should be conducted to assess the effectiveness of these strategies in promoting meaningful social interactions, ensuring that the program adequately meets the developmental needs of young learners.

Table 23 Qualitative Matrix: Teachers' Perceptions on Tracking Learners' Domains Holistically Before Implementing Play-Based Activities

Themes	Codes	Statements
Holistic Development	Supporting 21st-century learners	"Yes. Teachers especially in kindergarten help children develop holistically or as 21st-century learners." - Teacher 1
	Holistic growth through tracking	"Yes, it serves as a springboard to motivate learners." - Teacher 3
	Observing all developmental domains	"Yes, indeed." - Teacher 5
Individualized Approach	Identifying learners' needs	"Yes. The teacher needs to identify the domains of each learner." - Teacher 2
	Understanding each learner	"Yes, because teachers know all her learners." - Teacher 7
Observation and Tools	Observation-based assessment	"Yes, through observation and activities." - Teacher 6
	Using checklists for tracking	"Yes, because teachers have a checklist." - Teacher 8

The analysis of teachers' responses reveals three significant themes related to their efforts in tracking learners' domain development prior to implementing play-based activities: holistic development, individualized approach, and the use of observation and tools. These themes reflect the teachers' dedication to promoting well-rounded growth in learners, tailoring their strategies to meet individual needs, and employing structured methods for assessment.

➤ Theme 1: Holistic Development

Teachers underscored their responsibility in nurturing all facets of a learner's growth, encompassing cognitive, social, emotional, and physical domains. Teacher 1 remarked, "Teachers, especially in kindergarten, help children develop holistically as 21st-century learners," highlighting the significance of equipping children for future academic and life challenges. This approach ensures that learners are not merely acquiring knowledge, but also developing essential life skills that contribute to their overall growth.

➤ Theme 2: Individualized Approach

The necessity of an individualized approach to monitoring development was emphasized as crucial for addressing the unique needs of each learner. Teacher 2 stated, "The teacher needs to identify the domains of each learner," stressing the importance of personalized strategies to achieve diverse developmental goals. Similarly, Teacher 7 commented, "because teachers know all their learners," indicating that understanding each child's strengths and challenges is vital for fostering meaningful growth.

➤ Theme 3: Observation and Tools

Teachers predominantly relied on structured methods—such as observation and checklists—to track progress across developmental domains. Teacher 6 noted, "Yes, through observation and activities," emphasizing the role of active monitoring in assessing learners' growth. Teacher 8 added, "because teachers have a checklist," which underscores the use of systematic tools to ensure that no aspect of development goes unaddressed. These methods enable educators to gather actionable insights that inform their teaching strategies.

The findings support existing literature that underscores the significance of monitoring and understanding learners' holistic development. Derman et al. (2020) highlighted the crucial role of play-based activities in enhancing motor, cognitive, and socio-

emotional skills, reinforcing the necessity for educators to systematically assess these domains. Ramilo et al. (2021) emphasized the importance of manipulatives and observation in early education, advocating for the use of tools such as checklists to effectively track progress. Moreover, Cheung et al. (2021) highlighted the influence of monitoring developmental domains on shaping children's growth within their sociocultural contexts, resonating with educators' focus on holistic and individualized approaches. These connections validate the commitment of teachers to comprehensive tracking as a vital step in preparing learners for play-based learning.

The program should incorporate methods for holistic assessment, including observational techniques and tools like manipulatives and checklists, to comprehensively monitor cognitive, motor, and socio-emotional domains. Educators should receive training to effectively utilize these tools and identify growth areas for each learner. Offering additional resources, such as digital tracking systems or tailored observation frameworks, can enhance the efficiency and accuracy of assessments. Furthermore, aligning assessment methods with sociocultural contexts ensures inclusivity and responsiveness to the unique environments of learners, ultimately establishing a solid foundation for the effective integration of play-based learning.

Table 24 Qualitative Matrix: Teachers' Perceptions on Learners Spending More Bonding Time with Classmates During Play-Based Activities

Themes	Codes	Statements
Interaction and Bonding	Time for interaction	"Yes, they have time to interact to each other to develop their skills holistically." - Teacher 1
	Bonding through shared activities	"Yes, the activities encourage pupils to bond, enjoy and learn." - Teacher 3
	Enjoying time with classmates	"Yes, they really enjoy a lot playing with each other." - Teacher 4
	Playtime fostering friendliness	"Yes, because they engage in play and develop their friendliness." - Teacher 8
Engagement through Play	Loving the game and engaging	"Yes, the more they love the game the more engagement they have." - Teacher 5
	Enjoyment in play	"Yes, because they enjoyed playing." - Teacher 2
	Collaborative engagement	"Yes, because they developed being collaborative kids." - Teacher 6
Simultaneous Play and Bonding	Play and time for classmates	"Yes, they play and at the same time they have their time for their classmates." - Teacher 7

The analysis of educators' responses identified three central themes concerning the role of play-based activities in fostering interpersonal bonding among learners: interaction and bonding, engagement through play, and simultaneous play and bonding. These themes illustrate the dual function of play-based activities as both pedagogical tools and platforms for the development of social connections. Collectively, they underscore the significance of play in cultivating meaningful relationships, facilitating collaborative engagement, and promoting holistic skill development among peers.

➤ Theme 1: Interaction and Bonding

Play-based activities create an environment conducive to learner interaction and the formation of friendships. Educators emphasized that these activities encourage children to engage socially, build relationships, and collaborate effectively. For instance, Teacher 1 remarked, "Yes, they have time to interact with each other to develop their skills holistically," thus highlighting the role of play-based activities in supporting both socialization and developmental competencies. In a similar vein, Teacher 3 noted, "Yes, the activities encourage pupils to bond, enjoy, and learn," reflecting the multifaceted advantages of play as a mechanism for fostering interpersonal connections.

➤ Theme 2: Engagement Through Play

Educators frequently observed that the enjoyment derived from play-based activities is critical in enhancing learner engagement and collaboration. Teacher 5 stated, "Yes, the more they love the game, the more engagement they have," indicating that learners' interest in play significantly enhances their participation and strengthens peer relationships. Additionally, Teacher 6 noted, "Yes, because they develop into collaborative kids," illustrating how engagement in play nurtures teamwork and shared responsibility among classmates.

➤ Theme 3: Simultaneous Play and Bonding

Play not only functions as a pedagogical tool but also serves as a means for learners to spend quality time with their peers. Teacher 7 observed, "Yes, they play, and at the same time, they have time for their classmates," emphasizing the dual role of play in cultivating social relationships while reinforcing learning objectives. This interplay highlights the value of play as a holistic activity that integrates enjoyment, interaction, and developmental progress, contributing to students' overall growth.

The findings align with the existing literature that underscores the social benefits of play-based activities. Pillana (2020) emphasized that free play fosters peer interaction and maintains learners' attention, thereby supporting the theme of interaction and bonding. Derman et al. (2020) highlighted how play-based activities, such as group tasks, enhance collaboration and teamwork, reinforcing the theme of engagement through play. Furthermore, Cheung et al. (2021) pointed out the influence of sociocultural environments in shaping learners' abilities to bond and collaborate, underscoring the significance of concurrent play and bonding. These insights illustrate that play-based activities not only aid learning but also serve as a vital medium for cultivating meaningful social connections among learners.

Programs should prioritize the integration of both structured and unstructured play-based activities that encourage peer bonding and social interaction. Examples include collaborative games, role-playing exercises, and group problem-solving tasks. These activities should be tailored to align with learners' sociocultural contexts to enhance inclusivity and relevance. Teacher training should focus on facilitating group dynamics and observing peer interactions to ensure equitable benefits for all learners. Additionally, regular assessment tools should be implemented to evaluate the effectiveness of play-based activities in promoting social growth, allowing for continuous program improvement. This approach will foster a holistic learning environment that nurtures both academic and social-emotional development.

Table 25 Qualitative Matrix: Teachers' Perceptions on Learners Enhancing Attention Span After Implementing Play-Based Learning

Themes	Codes	Statements
Curiosity and Interest	Curiosity fosters attention	"Yes, because they are curious." - Teacher 2
	Interest catches attention	"Yes, because they become interested and it catches their attention." - Teacher 6
	Love for play-based learning	"Yes, because they love the play-based learning." - Teacher 5
Motivation Through Play	Play motivates participation	"Yes, playing motivates learners to participate in activities." - Teacher 7
	Enjoyment enhances attention	"Yes, in the way that they are playing they will enjoy well." - Teacher 8
	Love for play-based learning	"Yes, because they love the play-based learning." - Teacher 5
Task Design	Short tasks sustain focus	"Yes, because every activity there is only 5 minutes to do the task." - Teacher 3
	Lessons learned through play	"Yes, through play-based learning they also learned the lessons." - Teacher 4
	Play motivates participation	"Yes, playing motivates learners to participate in activities." - Teacher 7
Attention Improvement	Need for practice with longer attention spans	"Yes, but some of the learners need to practice long attention span if needed." - Teacher 1
	Short tasks sustain focus	"Yes, because every activity there is only 5 minutes to do the task." - Teacher 3

The qualitative analysis of educators' responses illuminated four interrelated themes regarding the enhancement of learners' attention spans through the implementation of play-based learning: curiosity and interest, motivation through play, task design, and attention improvement. These themes underscore the multifaceted factors contributing to the maintenance and development of learners' focus, including the cultivation of curiosity, the utilization of play as a motivational tool, the strategic structuring of tasks, and the identification of areas requiring further attention span development. Collectively, these insights affirm the significance of designing play-based activities that effectively engage learners while progressively improving their concentration capabilities.

➤ Theme 1: Curiosity and Interest

Curiosity and interest emerged as paramount factors that drive learners' attention. Teachers reported that play-based activities effectively ignited learners' innate inquisitiveness, subsequently enhancing their focus. For instance, Teacher 2 remarked, "Yes, because they are curious," while Teacher 6 noted, "Yes, because they become interested and it catches their attention." These observations indicate that activities tailored to pique learners' curiosities and align with their individual interests can sustain engagement and promote active participation.

➤ Theme 2: Motivation Through Play

Play itself acts as a potent motivator, fostering an enjoyable learning environment conducive to sustaining learners' attention. Teacher 7 stated, "Yes, playing motivates learners to participate in activities," while Teacher 8 emphasized, "Yes, in the way that they are playing, they will enjoy well." The enjoyment derived from play cultivates a positive association with the learning process, thereby encouraging prolonged focus and active involvement.

➤ *Theme 3: Task Design*

The strategic design of play-based tasks significantly impacts learners' ability to maintain attention. Educators highlighted the efficacy of short, structured tasks in sustaining focus. Teacher 3 articulated, "Yes, because every activity there is only 5 minutes to do the task," illustrating the advantage of segmenting activities into manageable durations. Similarly, Teacher 4 observed, "Yes, through play-based learning they also learned the lessons," suggesting that tasks thoughtfully designed with clear learning objectives not only engage learners but also facilitate knowledge retention.

➤ *Theme 4: Attention Improvement*

Despite observed progress, several educators noted the necessity for further enhancement of learners' attention spans. Teacher 1 remarked, "Yes, but some of the learners need to practice long attention span if needed," highlighting the ongoing challenge of aiding learners in transitioning from brief to extended periods of sustained focus. This theme emphasizes the importance of implementing gradual, scaffolded approaches to support attention development effectively.

The findings are consistent with existing literature that underscores the essential role of structured and engaging play-based activities in enhancing attention spans. Derman et al. (2020) indicated that activities crafted with clear objectives and manageable time limits are effective in sustaining focus, which supports the theme of task design. Lunga et al. (2022) emphasized that holistic, play-based approaches nurture curiosity and engagement, aligning themes of curiosity and motivation through play. Ramilo et al. (2021) highlighted the importance of interactive materials, such as manipulatives, in maintaining attention during exploratory play, further reinforcing these insights. Additionally, Kasuya et al. (2020) noted the gradual improvement of attention achieved through cognitively stimulating and enjoyable play, reflecting the theme of attention enhancement. Collectively, these references validate the transformative impact of play-based learning on attention spans while highlighting areas for potential improvement.

Programs should incorporate structured, exploratory, and interactive play-based activities to enhance engagement and develop learners' attention spans. These activities should strike a balance between curiosity-driven exploration and defined objectives, with manageable durations to sustain focus. The use of manipulatives and motor-cognitive tasks can further boost attention while promoting engagement. It is essential for teachers to be trained in designing tasks that gradually scaffold learners' focus, moving towards longer activities as their attention spans improve. Additionally, periodic assessments should be implemented to monitor progress, ensuring that the program adapts effectively to meet the evolving needs of the learners.

Table 26 Qualitative Matrix: Teachers' Perceptions on How Play-Based Learning Improves Positive Discipline in the Classroom After Implementation

Themes	Codes	Statements
Rule-Following Behavior	Following classroom rules	"Yes, because through play they will follow rules." - Teacher 1
	Building discipline through structure	"Yes, it builds the discipline." - Teacher 3
	Focusing attention on activities	"Yes, it focuses their attention on the activities." - Teacher 8
Responsibility and Patience	Becoming responsible	"Yes, it helps them become responsible." - Teacher 2
	Learning to wait and be patient	"Yes, they learned to wait and be patient." - Teacher 6
	Trusting teachers and showing kindness	"Yes, by trusting teachers and being kind to their classmates." - Teacher 4
Sportsmanship and Collaboration	Developing good sportsmanship	"Yes, it can help them to be a good sport learner." - Teacher 7
	Listening attentively to instructions	"Yes, they listen attentively." - Teacher 5
	Building discipline through structure	"Yes, it builds the discipline." - Teacher

The examination of teacher responses yielded three interrelated themes concerning the role of play-based learning in enhancing positive discipline within the classroom context: rule-following behavior, responsibility and patience, and sportsmanship and collaboration. These themes elucidate how play-based activities cultivate a structured yet engaging environment that promotes self-regulation, attentiveness, and constructive social interactions among learners. Collectively, they underscore the transformative potential of play-based pedagogies in fostering discipline as an integral component of early childhood education.

➤ *Theme 1: Rule-Following Behavior*

Play-based learning serves as an effective mechanism for learners to develop rule-following behavior and maintain concentration during activities. Teachers reported that structured play creates a natural context in which learners are encouraged to adhere to established rules, thereby reinforcing disciplinary behaviors. For instance, one educator noted, "Yes, because through play they will follow rules," while another emphasized that "it focuses their attention on the activities." These observations suggest that

the integration of rules into enjoyable and engaging play-based tasks facilitates the internalization and practice of discipline among learners.

➤ *Theme 2: Responsibility and Patience*

Educators highlighted the capacity of play-based activities to nurture a sense of responsibility and patience among learners. One teacher articulated, “it helps them become responsible,” illustrating how play promotes accountability. Another educator observed, “they learned to wait and be patient,” indicating the role of play in helping learners regulate their emotional responses and actions. Furthermore, the importance of trust-building, as pointed out by a teacher, demonstrates how play-based activities foster positive interpersonal behaviors within the classroom milieu.

➤ *Theme 3: Sportsmanship and Collaboration*

Play-based activities effectively cultivate skills related to sportsmanship and collaboration, which are essential to positive discipline. An educator remarked, “it can help them to be a good sport learner,” pointing to the way play encourages learners to navigate both successes and challenges with grace. Another teacher's comment, “they listen attentively,” reflects the dynamics of collaboration fostered during play, where learners are trained to work together, respect their peers, and engage constructively.

The findings are consistent with existing literature that emphasizes the behavioral benefits of play-based learning. Pyle et al. (2022) noted that both free and guided play enhance learners' self-regulation capacities, corroborating the identified themes of rule-following behavior and responsibility. Cheung et al. (2021) discussed the sociocultural advantages of play in facilitating responsibility and trust among peers, aligning with the theme of collaboration. Johnstone (2021) illustrated how structured, interactive play enhances attentiveness and discipline by engaging learners in purposeful tasks, thereby reinforcing both rule-following behaviors and collaborative sportsmanship. Collectively, these studies validate the transformative influence of play-based learning on the cultivation of positive discipline in young learners.

Educational programs should integrate play-based activities aimed at fostering discipline through the embedding of rules and structured interactions within enjoyable tasks. Activities such as team-based games, role-playing scenarios, and problem-solving exercises should be employed to promote responsibility, patience, and collaborative skills. Teachers should receive training to model and reinforce positive behaviors during play, ensuring that learners internalize these traits within a supportive educational environment. Additionally, the implementation of regular observation and feedback mechanisms is essential to assess the effectiveness of play-based activities in nurturing discipline, thereby allowing for continuous refinement of program strategies. Through the integration of these approaches, play-based learning can emerge as a foundational element in promoting a well-disciplined and harmonious classroom environment.

Table 27 Qualitative Matrix: Teachers' Perceptions on How Play-Based Activities Build Learners' Self-Confidence

Themes	Codes	Statements
Skill Utilization and Expression	Use of different skills boosts confidence	"Yes, because they use their different skills through it." - Teacher 1
	Expressing oneself enhances confidence	"Yes, it can boost confidence because through playing they can express their selves more." - Teacher 7
	Participation builds confidence	"Yes, they participate in the play." - Teacher 8
Development Through Play	Play and learning develop confidence	"Yes, through playing and learning." - Teacher 4
	Classroom play reinforces confidence	"Yes, through playing and learning inside the classroom." - Teacher 5
Independence and Friendliness	Independence enhances self-confidence	"Yes, they developed being friendly and independent." - Teacher 6
	Friendly interactions boost confidence	"Yes, they developed being friendly and independent." - Teacher 6
Confidence Enhancement	General confidence-building	"Yes, it develops their self-confidence." - Teacher 2
	Confidence enhancement through play	"Yes, it enhances the self-confidence." - Teacher 3

The analysis of teachers' comments reveals four prominent themes regarding how play-based activities contribute to the development of learners' self-confidence: skill utilization and expression, development through play, independence and social engagement, and overall confidence enhancement. These themes elucidate the multifaceted ways in which play cultivates self-assurance, from offering avenues for skill demonstration to facilitating social interactions and emotional development. Collectively, they highlight the significance of play-based pedagogical strategies in nurturing learners' confidence.

➤ *Theme 1: Skill Utilization and Expression*

Play-based activities afford learners opportunities to apply and showcase their skills, thereby fostering a sense of competence and self-worth. As Teacher 1 noted, "because they use their different skills through it," this highlights the role of skill-based play in augmenting confidence. Similarly, Teacher 7 emphasized that "it can boost confidence because through playing they

can express themselves more," illustrating how self-expression during play serves to reinforce self-esteem. By leveraging their abilities, learners not only feel competent but also valued, which contributes to their confidence growth.

➤ *Theme 2: Development Through Play*

The integration of play into the learning process creates an environment that nurtures and supports learners, allowing their confidence to flourish. Teacher 4 articulated the importance of this blended approach: "through playing and learning," while Teacher 5 added that this occurs "inside the classroom." These insights underscore the necessity of combining educational objectives with enjoyable activities to foster a positive learning atmosphere where learners feel empowered in their abilities.

➤ *Theme 3: Independence and Friendliness*

Engagement in play-based activities also fosters independence and social interaction—both essential components of self-confidence. Teacher 6 observed that "they developed being friendly and independent," accentuating the dual function of play in promoting autonomy and peer relationships. Through interaction with classmates and the exercise of independent decision-making during play, learners cultivate the confidence necessary to navigate both social and academic contexts.

➤ *Theme 4: Confidence Enhancement*

Teachers consistently recognized the transformative confidence-building effects of play-based activities. Teacher 2 stated, "it develops their self-confidence," while Teacher 3 observed that "it enhances the self-confidence." These reflections underscore that play provides foundational experiences for learners to cultivate self-assurance, whether through mastery of skills, social interactions, or personal growth.

The findings of this analysis align with existing literature that emphasizes the confidence-building potential inherent in play-based activities. Tipan (2023) articulated that play-based methodologies, such as storytelling and role-playing, facilitate the acquisition of self-confidence by creating avenues for self-expression and communication. Concurrently, Sproule et al. (2021) examined the pedagogical efficacy of playfulness in fostering emotional development and self-assurance, corroborating the themes of skill utilization and confidence enhancement. Additionally, Reyes (2021) highlighted the holistic benefits of play-based initiatives, which promote socio-emotional growth, resonating with the theme of independence and social engagement. Collectively, these studies illuminate the transformative potential of play in fostering confidence among young learners.

Educational programs should prioritize the incorporation of play-based activities that promote skill utilization, self-expression, and social interaction. Activities that include role-playing, collaborative games, and creative arts should be designed to provide learners with opportunities to exhibit their talents and enhance their independence. Educators require training to create inclusive and supportive environments that bolster learners' confidence through consistent encouragement and recognition of their endeavors. Furthermore, regular assessments should be implemented to evaluate the efficacy of play-based strategies in enhancing learners' self-confidence, ensuring that these activities remain dynamic and impactful. By embedding these methodologies into educational frameworks, programs can foster a generation of confident and self-assured learners.

Table 28 Qualitative Matrix: Teachers' Perceptions on How Play-Based Activities Provide Knowledge in Reading, Counting, and Writing After Implementation

Themes	Codes	Statements
Motivation and Engagement	Enjoyment enhances learning	"Yes, that is why they enjoy learning more." - Teacher 1
	Active and enjoyable learning	"Yes, because when they play, they are also learning without being bored." - Teacher 6
	Motivation for effective learning	"Yes, because they motivate to learn well." - Teacher 8
Cognitive Development	Improved cognitive skills	"Yes, because they improve their cognitive skills." - Teacher 2
	Integration of multiple subject areas	"Yes, it enhances their knowledge through the integration of the different subject areas." - Teacher 3
Holistic Development	Shared play promotes learning	"Yes, they tend to play with themselves and share with each other." - Teacher 4
	Development across all domains	"Yes, play-based activities let the child develop holistically." - Teacher 5
Foundation for Further Learning	Springboard for learning	"Yes, it serves as a springboard to the different topics." - Teacher 7

The analysis of teachers' responses identifies four salient themes concerning the contributions of play-based activities to learners' acquisition of knowledge in the domains of reading, counting, and writing: motivation and engagement, cognitive development, holistic development, and the establishment of a foundation for further learning. These themes underscore the multifaceted impact of play-based learning, which ranges from maintaining learners' interest to promoting comprehensive developmental outcomes and preparing them for subsequent academic success.

➤ *Theme 1: Motivation and Engagement*

Play-based activities foster a joyful and interactive learning environment that significantly enhances learners' motivation and engagement. Teachers reported that students derive enjoyment from learning through play. For instance, Teacher 1 noted, "That is why they enjoy learning more," while Teacher 6 remarked, "Because when they play, they are also learning without being bored." Such motivation serves as a crucial driver of attention and participation, enabling learners to concentrate on challenging subjects like reading, counting, and writing.

➤ *Theme 2: Cognitive Development*

Play-based activities present learners with opportunities to enhance their cognitive skills and integrate knowledge across various subject areas. Teacher 2 stated, "Because they improve their cognitive skills," whereas Teacher 3 highlighted that play "enhances their knowledge through the integration of different subject areas." These responses indicate that play-based methodologies not only bolster subject-specific competencies but also foster connections among diverse academic disciplines, thereby deepening learners' overall understanding.

➤ *Theme 3: Holistic Development*

Teachers emphasized the broader benefits of play-based learning, particularly its role in facilitating social, emotional, and academic growth. Teacher 5 observed, "Play-based activities allow the child to develop holistically," while Teacher 4 remarked, "They tend to play with themselves and share with each other," illustrating how play cultivates collaboration and social interaction. These insights underscore the comprehensive developmental advantages that play-based learning offers, extending support beyond mere academic achievements.

➤ *Theme 4: Foundation for Further Learning*

Play-based activities act as a precursor to future learning, equipping learners to undertake more advanced academic tasks. Teacher 7 elucidated, "It serves as a springboard to different topics," emphasizing that play-based activities lay the groundwork for essential skills and knowledge that can be built upon in subsequent learning experiences. This foundational support ensures that learners are well-prepared for future academic endeavors.

The findings of this analysis align closely with existing research that underscores the transformative role of play-based learning in early education. Alharbi et al. (2020) highlighted that play offers children opportunities to practice critical academic skills, such as reading and counting, in a risk-free environment, reinforcing the themes of cognitive and holistic development. Dunkley (2020) provided evidence that playful activities, including sensory and exploratory tasks, significantly improve learners' focus and academic performance, further validating the theme of motivation and engagement. Additionally, Kasuya et al. (2020) emphasized the importance of integrating play to enhance knowledge retention, which aligns with the themes of cognitive development and foundational preparation for further learning.

To maximize cognitive, social, and emotional development, educational programs should incorporate a diverse array of play-based activities that seamlessly blend enjoyment with structured learning. Activities should be thoughtfully designed to promote curiosity, collaboration, and engagement, while simultaneously covering foundational skills in reading, counting, and writing. Furthermore, educators should receive comprehensive training to implement these strategies effectively and adapt them to meet the unique needs of their learners. Ongoing assessments should be conducted to monitor both the immediate and long-term impacts of play-based learning in order to continuously refine instructional activities. By incorporating these elements, educational programs can ensure that play-based learning constitutes a dynamic and effective component of early childhood education.

Table 29 Qualitative Matrix: Teachers' Perceptions on Whether Play-Based Activities Help Learners Spend More Bonding Time with Their Classmates

Themes	Codes	Statements
Social Interaction and Collaboration	Interaction fosters holistic skill development	"Yes, they have time to interact to each other to develop their skills holistically." - Teacher 1
	Collaboration builds relationships	"Yes, because they developed being collaborative kid." - Teacher 6
	Engagement promotes friendliness	"Yes, because they engage in play and develop their friendliness." - Teacher 8
Enjoyment and Engagement	Playing together fosters enjoyment	"Yes, because they enjoyed playing." - Teacher 2
	Activities encourage bonding and learning	"Yes, the activities encourage pupils to bond, enjoy and learn." - Teacher 3
	Enjoyment strengthens relationships	"Yes, they really enjoy a lot playing with each other." - Teacher 4
	Games deepen engagement	"Yes, the more they love the game the more engagement they have." - Teacher 5
Time for Shared Play	Play offers opportunities for shared experiences	"Yes, they play and at the same time they have their time for their classmates." - Teacher 7

The analysis of educators' responses elucidates three primary themes concerning the impact of play-based activities on learners' ability to forge stronger bonds with their peers: social interaction and collaboration, enjoyment and engagement, and time for shared play. These themes underscore the vital role of play-based learning in promoting peer relationships, enhancing social skills, and facilitating collaborative experiences. Collectively, they illustrate the significance of play in cultivating a cohesive and interactive classroom community.

➤ *Theme 1: Social Interaction and Collaboration*

Play-based activities create significant opportunities for learners to engage with their peers, thereby fostering collaboration and interpersonal development. Educator 1 commented that play "develops their skills holistically" through interactive engagement, while Educator 6 observed that learners evolve into "collaborative kids." Furthermore, Educator 8 highlighted that play "develops their friendliness," thus emphasizing its essential function in nurturing positive social relationships. These insights underscore the importance of play in promoting teamwork and mutual respect among classmates.

➤ *Theme 2: Enjoyment and Engagement*

The enjoyment experienced during play-based activities serves to reinforce peer connections and heighten learners' motivation to engage with one another. Educator 2 noted that learners "enjoyed playing," while Educator 4 remarked on the significant enjoyment they derive from engaging with their peers. Educator 5 emphasized that a passion for games enhances engagement, stating, "the more they love the game, the more engagement they have." This shared enjoyment cultivates a sense of belonging and encourages positive interactions, thereby facilitating bond formation through shared experiences.

➤ *Theme 3: Time for Shared Play*

Play-based activities allocate dedicated time for learners to bond and interact. Educator 7 indicated that learners "play and at the same time... have time for their classmates," which emphasizes how structured play enables meaningful peer interactions. This theme illustrates the importance of dedicating time to activities that promote collaboration and relationship-building among learners.

The findings of this study align with existing research that highlights the social benefits of play-based learning. Alharbi et al. (2020) found that play fosters collaboration and peer bonding through shared activities, corroborating the theme of social interaction and collaboration. Dunkley (2020) demonstrated that sensory and exploratory play enhances engagement and interpersonal connections, further reflecting the themes of enjoyment and dedicated time for shared play. Additionally, Samuelsson et al. (2022) emphasized that interactive play environments significantly enhance learners' capacity to connect with peers and cultivate trust, thereby reinforcing these findings.

Educational programs should prioritize the integration of play-based activities that encourage collaboration and shared enjoyment. The design of team-based games, cooperative projects, and role-playing scenarios should facilitate peer bonding and communication. Furthermore, structured play periods ought to be systematically integrated into daily schedules to provide learners with consistent opportunities for interaction and relationship building. Educators must also strive to create inclusive environments that promote participation from all learners. Furthermore, conducting continuous assessments of social interactions during play can refine pedagogical strategies to ensure that all learners gain from these valuable bonding opportunities, ultimately fostering a supportive and harmonious classroom community.

• *Parents' Perspectives*

The research aimed to gather parents' views on play-based activities both prior to and following their implementation in order to assess their effects on children's behavior, skills, and overall growth. Parents were inquired about various aspects related to their children's focus, social interactions, motivation, and experiences bonding during play. Their insights are vital, as they observe their children in everyday, home environments, adding valuable perspectives to those provided by teachers. Eight parents participated in the research, filling out open-ended responses. The feedback they gave was examined through qualitative thematic analysis to uncover common themes and patterns, resulting in a thorough understanding of the perceived advantages and challenges of play-based learning from the viewpoint of parents.

Table 30 Qualitative Matrix: Parents' Perceptions of Children's Behavior in Social Interactions Before Play-Based Activities Before Program Implementation

Themes	Codes	Sample Statements
Positive Emotional State	Cheerful	"Children are feeling excited, happy, and cheerful." - Parent 3
	Enthusiastic	"Active and enthusiastic." - Parent 5
	Excited	"Excited and happy." - Parent 1
	Happy	"Happy because they enjoy the activities." - Parent 2 "Happy and active." - Parent 4 "Children are feeling excited, happy, and cheerful." - Parent 3
Energetic and Engaged	Active	"Active and enthusiastic." - Parent 5 "Active in playing." - Parent 6

		"Happy and active." - Parent 4
Calm and Focused	Well-behaved	"Behave, because they focus on play." - Parent 7 "Behave, because they focus in play." - Parent 8

The analysis of parents' responses identifies three major themes concerning children's social interactions prior to engaging in play-based activities: Theme 1: Positive Emotional State, Theme 2: Energetic and Engaged, and Theme 3: Calm and Focused. These themes underscore children's innate tendencies toward social interactions, emphasizing emotional positivity, active engagement, and the capacity to maintain calmness and attentiveness. A deeper exploration of these behaviors can provide valuable insights for developing programs that effectively leverage these qualities to enhance learning experiences.

➤ *Theme 1: Positive Emotional State*

Parents consistently characterized their children as happy, excited, and cheerful in social contexts. For instance, Parent 1 remarked that their child was "excited and happy," while Parent 3 noted, "Children are feeling excited, happy, and cheerful." This theme emphasizes that children experience authentic joy and enthusiasm in social settings, indicating that emotional positivity serves as a critical factor in their engagement. Such behaviors establish a solid foundation for introducing activities that capitalize on their inherent eagerness to connect with peers.

➤ *Theme 2: Energetic and Engaged*

A significant observation was that children demonstrated high levels of energy and active participation. Parent 5 expressed that children were "active and enthusiastic," while Parent 6 commented that they were "active in playing." This theme underscores children's natural inclination toward physical and interactive play, which can be utilized to promote group collaboration and social bonding. It also highlights their readiness to engage in dynamic and stimulating tasks, positioning active play as a vital component in the development of social skills.

➤ *Theme 3: Calm and Focused*

Some parents remarked on children's ability to exhibit calmness and focus during play. For example, Parent 7 stated, "They behave because they focus on play," while Parent 8 added, "They behave because they concentrate during play." This theme highlights the capacity of certain children to self-regulate and sustain attention during structured play activities. Such behaviors are essential for fostering a balanced social environment, enabling children to transition effectively between high-energy activities and focused tasks, thereby supporting both emotional and cognitive development.

The analysis of parents' responses aligns with existing research on the importance of social-emotional behaviors in early childhood education. Slattery et al. (2022) emphasize the impact of engaging, emotionally positive interventions on sustaining children's attention and motivation, supporting the Positive Emotional State theme. Activities that spark joy and excitement help maintain children's engagement in social interactions. For the Energetic and Engaged theme, Dunkley (2020) highlights the value of physical play in strengthening social bonds and readiness to interact with peers. This supports parents' observations of high-energy behavior, underscoring the need for structured, dynamic play to channel children's energy effectively. In the Calm and Focused theme, parents challenge the notion that children are often restless. They observed that children can remain calm and focused during structured play, a finding supported by Samuelssona et al. (2022). This research demonstrates that structured play balances cognitive demands with emotional regulation, allowing for sustained attention and self-regulation. Parents' reports of focused behavior suggest a natural capacity for concentration even before play-based interventions.

Table 31 Qualitative Matrix: Parents' Perceptions of Learners' Happiness and Attention Span During Play-Based Activities Before Program Implementation

Themes	Codes	Sample Statements
Enjoyment and Happiness	Learners enjoy activities	"Yes, because they enjoy the play-activities." - Parent 2
	Excited and happy during play	"Yes, they were excited and happy." - Parent 7
	Love for play activities	"Yes, children love play and keeping them participate in the activities." - Parent 8
	Alive and enthusiastic	"Yes, they are alive when it comes to play." - Parent 3
Engagement and Focus	Focus through instructional play	"Yes, it focuses in the instruction of activities." - Parent 1
	Learners stay engaged	"Yes, kids learn through playing." - Parent 5
	Participation sustains focus	"Yes, because they learn." - Parent 6
Social Interaction	Increased social knowledge	"Yes, the knowledge of social interaction with children is increased." - Parent 4

The implementation of play-based activities has been shown to significantly influence children's emotional, cognitive, and social development. Prior to these activities, parents observed distinct patterns in their children regarding happiness, attention span, and social interactions, leading to the identification of three primary themes: Enjoyment and Happiness, Engagement and Focus,

and Social Interaction. These themes illustrate how children's responses to play impact their preparedness for learning and concentration levels.

➤ *Theme 1: Enjoyment and Happiness*

Parents reported that children exhibited high levels of enjoyment and happiness during play activities. For instance, one parent noted, "Yes, because they enjoy the play-activities," while another observed, "Yes, they were excited and happy." This emphasizes the crucial role of play in fostering positive emotional states, contributing not only to overall well-being but also creating a favorable environment conducive to learning.

➤ *Theme 2: Engagement and Focus*

The connection between play and sustained attention was another prominent observation. One parent remarked, "Yes, it focuses in the instruction of activities," while another highlighted, "Yes, kids learn through playing." These insights suggest that play activities enhance children's ability to remain engaged, particularly when learning is coupled with enjoyable and interactive formats.

➤ *Theme 3: Social Interaction*

Parents also perceived that play improved children's social knowledge and interaction skills. One parent stated, "Yes, the knowledge of social interaction with children is increased." This finding indicates that play serves as a vital platform for children to engage with peers, enhance communication skills, and build relationships, which are essential for comprehensive development.

These findings are consistent with existing literature on the impact of play in developing emotional, cognitive, and social skills in children. Guhl (2019) emphasizes that play enhances social and emotional competencies by providing a low-pressure, enjoyable setting for interaction. Samuelsson et al. (2022) further support the notion that play fosters engagement and focus, as interactive play naturally captures children's attention. Additionally, Alharbi et al. (2020) highlight that the intrinsic enjoyment of play encourages sustained participation and collaborative learning, reinforcing the observed benefits concerning social interaction and attention span.

To maximize the benefits of play-based activities, programs should incorporate emotionally stimulating tasks that foster enjoyment and happiness, motivating learners and enhancing their readiness for learning. It's essential to design focus-oriented play tasks that blend instruction with play to maintain children's attention and support learning outcomes. Facilitating peer interaction through collaborative games can promote social skills and enable children to practice communication in group settings. Furthermore, regularly monitoring children's emotional well-being and social interactions helps refine play-based strategies. By embedding these approaches into play-based learning programs, educators can create a positive, engaging, and socially enriching environment that supports children's overall development.

Table 32 Qualitative Matrix on Parents' Perceptions of Children's Participation and Interest in Play Activities

Themes	Codes	Sample Statements
Positive Emotional State	Enjoyable	"Yes, enjoyable in the activities." - Parent 1 "Learning while playing is enjoyable for them." - Parent 5
	Happy	"Yes, they are happy to play especially with many children." - Parent 8
	Excited	"Yes, children are always excited." - Parent 3 "Always interested in trying new things." - Parent 7
Social Engagement	Playing with friends	"Yes, they're trying to play with their friends." - Parent 4
	Engaged	"Yes, they're trying to play with their friends." - Parent 4 "Yes, they enjoy and engage in the activities." - Parent 6
	Social engagement	"Yes, they are happy to play especially with many children." - Parent 8
Learning through Play	Learn more with play	"Yes, because nowadays children learn more when there is a play inside the school." - Parent 2
		"Yes, learning while playing is enjoyable for them." - Parent 5

The examination of parents' feedback reveals three primary themes regarding children's engagement and enthusiasm in play-related activities: Positive Emotional State, Social Engagement, and Learning through Play. These themes illuminate the ways in which play-based activities contribute to emotional positivity, encourage peer collaboration, and facilitate educational development. Analyzing these themes offers valuable insights into the social and educational advantages of incorporating play into early childhood education and its implications for program design.

➤ *Theme 1: Positive Emotional State*

Parents frequently emphasized children's expressions of happiness, excitement, and enjoyment during play activities. Comments such as "Yes, children are always excited" (Parent 3) and "Learning while playing is enjoyable for them" (Parent 5) highlight the emotional fulfillment children experience through play. These positive emotional states not only enhance motivation

to participate but also foster an environment conducive to social interactions and learning. The focus on enjoyment indicates that play transcends mere entertainment, serving as a critical component in promoting emotional well-being.

➤ Theme 2: Social Engagement

Play-based activities significantly improve children's abilities to interact and form connections with their peers. Observations like “Yes, they're trying to play with their friends” (Parent 4) and “Yes, they enjoy and engage in the activities” (Parent 6) point to the notion that play creates avenues for collaboration and teamwork. This theme emphasizes play as a social framework where children can refine communication skills, cultivate friendships, and strengthen peer relationships.

➤ Theme 3: Learning through Play

Parents also acknowledged the educational benefits of play-based activities. Remarks such as “Yes, because nowadays children learn more when there is a play inside the school” (Parent 2) and “Yes, learning while playing is enjoyable for them” (Parent 5) underscore the role of play in facilitating cognitive growth and knowledge acquisition. This theme highlights the dual functionality of play as both an enjoyable pursuit and an effective pedagogical approach that seamlessly integrates academic elements in an engaging manner.

The findings corroborate existing research emphasizing the diverse advantages of play in early childhood education. Slattery et al. (2022) underscored the significance of engaging activities in promoting emotional well-being and sustaining focus, aligning with the Positive Emotional State theme. Fatima et al. (2021) reinforced the contribution of play to enhancing peer interactions, corresponding with the Social Engagement theme. Additionally, Alharbi et al. (2020) emphasized that play provides a risk-free context for exploring academic concepts, reflecting the Learning through Play theme.

To optimize early childhood education programs, it is vital to prioritize activities that elicit positive emotional states, foster social connections, and incorporate educational content. Engaging games and imaginative play can maintain children's enthusiasm while supporting their emotional health. Team-oriented activities, such as collaborative building projects or group storytelling, can further enhance social engagement. To promote learning, programs should integrate play-based tasks that align with educational objectives, including counting games, word puzzles, and exploratory science tasks. Continuous input from parents and educators should inform ongoing program adjustments to effectively address children's emotional, social, and cognitive needs.

Table 33 Qualitative Matrix: Parents' Perceptions of Trust and Confidence Building Through Play

Themes	Codes	Sample Statements
Building Trust and Confidence	Begun to trust others	"Yes, they began to trust and build confidence with teachers, peers, and parents when play begins to be implemented." - Parent 2
	Build confidence with others	"Yes, they began to trust and build confidence with teachers, peers, and parents when play begins to be implemented." - Parent 2
	Know their family	"Yes, through play they begin to trust and know their classmates especially to their parents." - Parent 8
Emotional Comfort	Feel friendly	"Yes, feel friendly and comfortable." - Parent 1
	Feel comfortable	"Yes, feel friendly and comfortable." - Parent 1
	When they like the event	"Yes, especially when they feel the event." - Parent 3
Social Interaction	When they play with classmates	"Yes, they engage in playing with many friends and with family members." - Parent 7
	Engage with family members	"Yes, they engage in playing with many friends and with family members." - Parent 7
	When they are happy	"Yes, because they are happy when they play to their classmates." - Parent 4
	When they play with classmates	"Yes, because of interaction with other kids." - Parent 6

The examination of parental feedback highlights three prominent themes regarding the role of play-based activities in fostering trust and confidence in children's relationships with teachers, peers, and parents: Building Trust and Confidence, Emotional Comfort, and Social Interaction. These themes underscore the pivotal function of play in enhancing emotional well-being, nurturing relationships, and fostering secure social connections. A thorough understanding of these perceptions provides critical insights into the impact of play-based learning on children's social-emotional development and lays the groundwork for formulating effective educational strategies.

➤ Theme 1: Building Trust and Confidence

Parents emphasized that play-based activities are instrumental in developing trust and confidence in children's interactions. For example, Parent 2 articulated, "They began to trust and build confidence with teachers, peers, and parents when play begins to be implemented," while Parent 8 observed, "Through play, they begin to trust and know their classmates, especially their parents."

Such reflections illustrate that shared play experiences afford children the security and support necessary for confidently navigating relationships with teachers, peers, and family members.

➤ *Theme 2: Emotional Comfort*

Play-based activities were perceived as crucial sources of emotional comfort, enhancing children's feelings of ease and positivity. Parent 1 noted, "Feel friendly and comfortable," and Parent 3 added, "Especially when they feel the event." These insights suggest that engaging in enjoyable and familiar play contexts fosters emotional resilience in children, enabling them to explore their social environments with greater confidence.

➤ *Theme 3: Social Interaction*

A significant number of parents recognized that play stimulates social engagement, assisting children in developing meaningful connections. Parent 7 remarked, "They engage in playing with many friends and family members," while Parent 6 emphasized, "Because of interaction with other kids." These comments indicate that play is essential for promoting collaboration, communication, and teamwork, providing a platform through which children can enhance their social skills and forge stronger bonds with peers and family.

The findings align with research that highlights the multifaceted advantages of play-based learning. Burkhardt et al. (2023) underscore that early social interactions facilitated through play improve children's emotional regulation and relationship-building capabilities. Similarly, Moan et al. (2019) point out the role of play in cultivating emotionally secure environments, wherein children feel safe to explore social connections and establish trust. Furthermore, Stramel (2021) stresses the importance of incorporating play to bolster children's confidence and encourage collaboration, consistent with the identified themes of trust, emotional comfort, and social interaction.

To optimize educational programs, the integration of play-based activities that emphasize trust-building, emotional support, and social engagement is essential. Activities such as group-based tasks, collaborative role-playing, and family-inclusive play sessions should be implemented to create opportunities for meaningful interactions that bolster confidence. Moreover, training for teachers and parents aimed at facilitating play environments that promote open expression and emotional comfort is crucial. Continuous monitoring and evaluation of the social-emotional outcomes related to play activities should be standard practice to ensure that programs effectively foster trust, confidence, and social connections among children.

Table 34 Qualitative Matrix of Parents' Perception on How Play Sustains Learners' Concentration While They Are in Play-Based Learning Before Implementation

Themes	Codes	Sample Statements
Enjoyment Enhances Focus	Play sustains concentration	"Yes, because they enjoy the play-based activities it help focus in the activities." - Parent 1
	Focus is linked to enjoyment	"Yes, it sustain the learners concentration especially if they are enjoying." - Parent 2
	Enjoyment drives concentration	"Yes, because they tend to enjoy and love playing." - Parent 5
Emotional and Social Engagement	Happiness promotes engagement	"Yes, because they are happy and have fun to play with their classmates." - Parent 3
	Peer interactions enhance focus	"Yes, because they are happy and have fun to play with their classmates." - Parent 3
	Social engagement promotes focus	"Yes, they are interested to play more and have fun to their playmates." - Parent 8
Learning Through Play	Gaming as part of learning	"Perhaps, learning is divided into gaming." - Parent 4
	Concentration improves through play	"Yes, because they are focus in playing." - Parent 6
Positive Emotional States	Enthusiasm fosters attention	"Yes, through play they are enthusiastic and they are happy to play." - Parent 7
	Happiness enhances focus	"Yes, through play they are enthusiastic and they are happy to play." - Parent 7
	Love for play enhances focus	"Yes, because they tend to enjoy and love playing." - Parent 5

The thematic analysis of parents' responses regarding how play-based activities sustain learners' concentration revealed three principal themes: (1) Enjoyment Enhances Focus, (2) Emotional and Social Engagement Foster Attention, and (3) Learning Through Play Supports Concentration. These themes underscore the significance of play-based learning in captivating children's attention by integrating enjoyment, emotional connection, and interactive learning experiences. Recognizing these themes is crucial for developing educational activities that not only sustain attention but also promote holistic development.

➤ *Theme 1: Enjoyment Enhances Focus*

Parents universally acknowledged that enjoyment is essential for maintaining children's concentration during play-based activities. For instance, Parent 1 expressed, "Yes, because they enjoy the play-based activities it helps focus in the activities," while Parent 2 remarked, "Yes, it sustains the learners' concentration, especially if they are enjoying." These insights reflect the notion that fun and engaging tasks inherently encourage children to focus, with enjoyment serving as a potent motivator that facilitates sustained attention.

➤ *Theme 2: Emotional and Social Engagement Foster Attention*

The second theme addresses the role of emotional and social connections formed during play in enhancing focus. Parent 3 stated, "Yes, because they are happy and have fun playing with their classmates," while Parent 8 added, "Yes, they are interested in playing more and having fun with their playmates." These comments illustrate how positive emotions and social interactions foster an engaging environment, promoting collaboration and improved focus among children. The emotional bonds and peer support cultivated during play significantly contribute to sustained attention.

➤ *Theme 3: Learning Through Play Supports Concentration*

The final theme emphasizes the importance of integrating learning within play to sustain concentration. Parent 4 noted, "Perhaps, learning is divided into gaming," highlighting a balance between enjoyment and structured educational tasks. Parent 6 commented, "Yes, because they are focused on playing," indicating that play itself promotes attentiveness. By merging learning objectives with interactive experiences, children are naturally inclined to focus, rendering the educational process both effective and enjoyable.

The findings from this analysis align with existing research that highlights the critical role of play in sustaining children's attention. Slattery et al. (2022) discuss how engaging activities can maintain focus by blending cognitive stimulation with enjoyment. Furthermore, Fatima et al. (2021) emphasize that peer collaboration during play strengthens social bonds, which in turn support sustained attention. Additionally, Alharbi et al. (2020) suggest that play-based activities foster a low-stress learning environment, enabling children to concentrate without the pressure often associated with traditional academic settings.

In light of these findings, it is imperative for educational programs to incorporate play-based activities that effectively balance fun and learning to sustain children's attention. Educators should design interactive games that incorporate cognitive tasks, such as puzzles or role-playing scenarios, to ensure that children remain engaged. Moreover, facilitating activities that promote peer collaboration and social interaction will contribute to a supportive and engaging learning atmosphere. Gathering regular feedback from parents and educators can assist in tailoring programs to meet the specific needs of children, thereby ensuring both sustained focus and holistic development.

Table 35 Qualitative Matrix on Parents' Perceptions of How Play-Based Activities Regulate Positive Disciplinary Action After Implementation of Play-based Lessons

Themes	Codes	Sample Statements
Social Skills Development	Socialization through play	"He learned to socialize with other children." - Parent 1
	Storytelling promotes discipline	"They tell story and they talked what they did." - Parent 3
Rule Awareness and Adherence	Following rules through play	"It regulates positive disciplinary action in the learners because they tend to follow the rules of their play." - Parent 2
	Awareness of rules through play	"It enhances their awareness with the rules and regulations while playing." - Parent 5
	Happiness fosters rule-following	"It sustains happiness in their life they are also energetic. They begin to follow rules through play." - Parent 8
Positive Emotional States	Positive attitude through play	"In play-based learning can help children develop a positive attitude towards. Yes, the way they are happy to play." - Parent 7
	Happiness fosters rule-following	"It sustains happiness in their life they are also energetic. They begin to follow rules through play." - Parent 8
Learning and Play Integration	Learning integrated with play	"By playing with learning." - Parent 6
Challenges	Distraction during play	"Perhaps, their attention is not focused on learning because of play." - Parent 4

The thematic analysis of parents' perceptions regarding the influence of play-based activities on positive disciplinary action has revealed four key themes: Social Skills Development, Rule Awareness and Adherence, Positive Emotional States, and Learning and Play Integration. These themes highlight the intricate relationship between play and its role in promoting discipline, fostering

social connections, and enhancing emotional well-being. Additionally, they emphasize the potential of structured play to improve classroom behavior, providing essential insights for optimizing play-based learning strategies.

➤ *Theme 1: Social Skills Development*

Parents frequently reported noticeable improvements in their children's social interactions during play. For instance, Parent 1 observed, "He learned to socialize with other children," while Parent 3 noted, "They tell stories and talked about what they did." Play-based activities serve as vital opportunities for children to practice collaboration, teamwork, and communication. Such interactions lay a foundation for developing strong interpersonal skills and nurturing mutual respect among peers.

➤ *Theme 2: Rule Awareness and Adherence*

Play acts as a medium through which children internalize rules and self-regulate their behaviors. Parent 2 remarked, "It regulates positive disciplinary action in the learners because they tend to follow the rules of their play," while Parent 5 added, "It enhances their awareness of the rules and regulations while playing." Through structured games and guided activities, children learn to respect boundaries, take turns, and adhere to rules, which are crucial for effective classroom management and lifelong discipline.

➤ *Theme 3: Positive Emotional States*

Positive emotional experiences during play emerged as significant contributors to disciplined behavior. Parent 7 commented, "In play-based learning, children can develop a positive attitude towards learning. Yes, the way they are happy to play," while Parent 8 emphasized the connection between happiness and discipline, stating, "It sustains happiness in their life, and they are also energetic. They begin to follow rules through play." By fostering enjoyment, play encourages intrinsic motivation and engagement, aiding children in focusing and cooperating more effectively.

➤ *Theme 4: Learning and Play Integration*

Parents noted the educational potential inherent in play-based activities to promote discipline. Parent 6 expressed, "By playing with learning," highlighting how the integration of learning objectives within play keeps children engaged while teaching essential social and cognitive skills. This balance allows children to associate positive emotions with learning and behavior regulation.

These findings correlate with existing research that emphasizes the multidimensional role of play in fostering discipline, social connection, and emotional well-being. Guhl (2019) indicates how play provides opportunities for children to practice self-regulation and cooperative behaviors, underscoring its significance in early childhood education. Moan et al. (2019) discuss how play-based strategies can aid children in internalizing rules and behavior expectations, balancing enjoyment with structured learning. Furthermore, Sta. Ana (2024) illustrates how integrating play into classroom routines enhances children's focus on tasks while fostering a positive classroom environment, which is essential for effective discipline.

• *To Effectively Harness Play-based Activities for Promoting Positive Disciplinary Outcomes, Programs Should:*

- ✓ Develop structured play scenarios that illustrate the importance of following rules and boundaries.
- ✓ Incorporate collaborative and interactive games aimed at enhancing social skills and fostering peer relationships.
- ✓ Design activities that effectively balance enjoyment with education, ensuring children remain engaged while learning behavior regulation.
- ✓ Provide professional development and training for educators to effectively guide play-based activities, addressing potential distractions while nurturing positive emotional states.

By implementing these strategies within educational programs, play-based learning can serve as a transformative tool for promoting both discipline and holistic development in young learners.

Table 36 Qualitative Matrix of Parents' Perceptions on Learners' Enjoyment of Play-Based Activities After the Program Implementation

Themes	Codes	Sample Statements
Acquired Friends	Forming friendships	"Yes, because he had many friends." - Parent 1
Engagement and Attention	It caught their attention	"Yes, they enjoy play-based activities because it caught their attention." - Parent 2
Motivation Through Challenges	Challenged with prizes	"Yes, they enjoy the play especially when they are challenged to do the activities with more prizes." - Parent 3
Cognitive Learning	When it is about knowledge	"Yes, if the game is about children's knowledge, they will learn and be happy with their learning." - Parent 4
	Led to learning	"Learning which can lead to thinking skills and trying new things." - Parent 7
	Trying new things	"Learning which can lead to thinking skills and trying new things." - Parent 7
Love for Play	Love to play	"Yes, they love to play while learning." - Parent 5

	Enjoy	"Yes, they enjoy playing." - Parent 6
	Positive attitude towards learning	"Yes, because play is what they want to do and supports positive attitude towards learning." - Parent 8

Parents' perceptions of play-based activities provide essential insights into their efficacy in promoting engagement, learning, and positive attitudes among children. This study sought to understand whether parents believe their children enjoy play-based activities, revealing themes associated with social connections, engagement, motivation, cognitive learning, and intrinsic enjoyment. These themes underscore the multifaceted advantages of play-based approaches and their alignment with holistic educational objectives. Thematic analysis was utilized to categorize responses into recurring patterns, yielding a deeper comprehension of how play-based learning influences children's experiences.

➤ *Theme 1: Social Connections*

Play-based activities facilitate social interaction, enabling children to develop meaningful relationships. Parent 1 stated, "Yes, because he had many friends," highlighting the role of play in fostering friendships. This theme emphasizes the social dimension of play, which enhances enjoyment while simultaneously supporting emotional well-being through collaboration and camaraderie.

➤ *Theme 2: Engagement and Attention*

Play-based activities successfully capture children's attention and encourage sustained focus. Parent 2 noted, "Yes, they enjoy play-based activities because it caught their attention," illustrating that engaging activities hold children's interest and render the learning process both enjoyable and immersive.

➤ *Theme 3: Motivation Through Challenge*

The incorporation of challenges and rewards emerged as a prominent theme. Parent 3 observed, "Yes, they enjoy the play, especially when they are challenged to do the activities with more prizes," indicating that well-structured challenges enhance children's motivation and sense of accomplishment.

➤ *Theme 4: Cognitive Development*

Play-based activities significantly contribute to cognitive development by merging learning with play. Parent 4 stated, "Yes, if the game is about children's knowledge, they will learn and be happy with their learning," while Parent 7 added, "Learning can lead to thinking skills and trying new things." These insights demonstrate that play serves as a vehicle for skill development and knowledge acquisition in an engaging manner.

➤ *Theme 5: Intrinsic Enjoyment of Play*

Children's inherent love for play emerged as a recurring theme. Parent 5 shared, "Yes, they love to play while learning," and Parent 6 concurred, "Yes, they enjoy playing." This natural affinity for play lays the groundwork for meaningful engagement and sustained participation in educational activities.

The study's findings are consistent with existing research on play-based learning. Samuelsson et al. (2022) stress the significance of integrating enjoyable activities into educational frameworks to promote cognitive and social development. Murtagh et al. (2022) highlight the role of play in enhancing focus and engagement, particularly when challenges and rewards are employed. Likewise, Decenilla et al. (2023) underscore the importance of play-based methodologies in sustaining children's interest and fostering holistic development. Collectively, these studies validate the observed benefits of play in enhancing attention, learning, and social interactions.

To enhance programs aimed at children, it is crucial to focus on several key implications. Firstly, enhancing social play opportunities can significantly strengthen peer relationships and develop important social skills. This can be achieved by implementing collaborative activities that encourage interaction. Additionally, designing engaging challenges will help maintain motivation among participants; introducing tasks with attainable goals and rewards can further encourage active participation. Integrating cognitive content into play-based activities is also essential, as it allows for the intertwining of educational objectives with enjoyment, thus promoting cognitive growth. Moreover, it is important to promote intrinsic enjoyment by capitalizing on children's natural inclination toward play, providing them with a variety of diverse, stimulating, and interactive activities. Lastly, fostering parental involvement is vital; equipping parents with resources and strategies can help extend play-based learning into the home environment, creating a more holistic approach to development.

Table 37 Qualitative Matrix on Parents' Perception on Skills Strengthened by Learners During Play-Based Activities

Themes	Codes	Sample Statements
Cognitive Development	Intelligence	"Motor skills and developmental intelligence." - Parent 1
	Cognitive skills	"Cognitive skills, because they use their brain when it comes to play." - Parent 2

	Critical thinking	"Critical thinking, they think for more decisions." - Parent 3
Motor and Physical Skills	Motor skills	"Motor skills, in the way they are playing and at the same time it develops their friendliness to other kids." - Parent 6
	Physical activities	"Yes, it enhances physical activities." - Parent 4
	Hand-eye coordination	"Hand-eye coordination through exploration and discovery." - Parent 8
Social and Emotional Skills	Social skills	"Their social skills are being improved through play-based activities." - Parent 5
	Friendliness to other kids	"Motor skills, in the way they are playing and at the same time it develops their friendliness to other kids." - Parent 6
	Confidence	"Confidence and self-esteem for they know each other." - Parent 8
	Self-esteem	"Confidence and self-esteem for they know each other." - Parent 8
	Imaginative skills	"It strengthened the social skills through imaginative play and develop social skills." - Parent 7

Parents' responses highlighted three (3) primary themes: Cognitive Development, Motor and Physical Skills, and Social and Emotional Skills. A thematic analysis approach was employed to classify these responses, generating a deeper understanding of the diverse advantages of play-based learning. These insights are valuable for educators and program developers working to promote comprehensive child development.

➤ *Theme 1: Cognitive Development*

Play-based activities have a significant impact on cognitive growth, facilitating improvements in intelligence, critical thinking, and problem-solving skills. As observed by Parent 2, "Cognitive skills, because they use their brain when it comes to play," and Parent 3 noted, "Critical thinking, they think for more decisions." These comments underscore the interactive and engaging characteristics of play, which encourages children to think critically, make decisions, and utilize their knowledge in meaningful contexts.

➤ *Theme 2: Motor and Physical Skills*

Physical activity is integral to play-based learning, promoting enhancements in motor coordination and overall physical capabilities. Parent 4 remarked, "Yes, it enhances physical activities," and Parent 8 added, "Hand-eye coordination through exploration and discovery." These insights highlight the importance of play in developing both gross and fine motor skills, which are critical for children's physical health and overall development.

➤ *Theme 3: Social and Emotional Skills*

Play-based activities also support social and emotional development by fostering interaction, collaboration, and self-assurance. Parent 5 stated, "Their social skills are being improved through play-based activities," while Parent 8 emphasized, "Confidence and self-esteem for they know each other." These interactions enable children to forge friendships, cultivate empathy, and establish a sense of belonging within their peer groups.

The findings of this study are consistent with existing literature on the developmental benefits of play. Alharbi et al. (2020) assert that play promotes critical thinking and decision-making abilities. Kasaya et al. (2020) highlight that physical play, particularly activities requiring hand-eye coordination, aids in motor development. Furthermore, Pillana (2020) argues that collaborative play fosters social skills and self-esteem by providing safe and supportive environments for children to engage and express themselves.

To effectively foster children's development through play-based activities, it's essential to focus on several key implications for programs. First, cognitive skill development can be prioritized by incorporating challenging play scenarios like puzzles, strategy games, and role-playing exercises that enhance problem-solving and decision-making abilities. Additionally, physical engagement should be a core component, with activities designed to promote motor skills through obstacle courses, artistic pursuits, and sports. Social and emotional growth can be further nurtured by integrating collaborative tasks and imaginative play, helping children to improve their communication skills, teamwork, and emotional resilience. Moreover, encouraging parental involvement is vital; parents should be invited to actively observe and support their children's play at home, reinforcing the skills gained from structured programs. Lastly, a holistic assessment approach is crucial to track the cognitive, motor, and social skills that develop through these playful activities, ensuring that each child experiences comprehensive growth.

By focusing on these elements, educators and program developers can create dynamic and effective play-based learning environments that effectively address the diverse developmental needs of children.

Table 38 Qualitative Matrix on Parents' Perception if Play-Based Activities Enhance Bonding Time with Family Members After Program Implementation

Themes	Codes	Sample Statements
Emotional Development	Students became affectionate	"Yes, affectionate and build confidence." - Parent 1
	Built student's confidence	"Yes, affectionate and build confidence." - Parent 1
	Supports positive attitude	"Yes, it supports a positive attitude towards learning." - Parent 7
Social Interaction	Cultivated with socializing with others	"Yes, play-based activities apply learners to develop bonding time with each family member because they begin to socialize with other people." - Parent 2
	Cultivated through interaction with friends	"Yes, they meet each other and friends together while they are playing." - Parent 8
Emotional Well-Being	Feel great	"Yes, they feel great every day when they are playing together with their families." - Parent 3
	Feel happy	"Yes, through play, children have a happy bonding with their family." - Parent 4
	Feel happy	"Yes, they have a happy bonding with their family through play activities." - Parent 6
Family Bonding	Strengthen relationships	"Yes, because it strengthens the trust and relationships." - Parent 5
	Strengthen trust	"Yes, because it strengthens the trust and relationships." - Parent 5

Play-based activities are increasingly acknowledged for their potential to enhance familial relationships while fostering emotional, social, and cognitive development in children. A recent inquiry into parental perspectives revealed that these activities significantly contribute to bonding time among family members. Analysis of the data uncovered four key themes: Emotional Development, Social Interaction, Emotional Well-Being, and Family Bonding. This thematic exploration underscores the multifaceted benefits of play-based activities and highlights the crucial role of family interactions in promoting children's holistic development. By understanding these key themes, educators and program developers can better tailor initiatives that bridge the gap between home and school learning environments.

➤ Theme 1: Emotional Development

Parents articulated that play-based activities are instrumental in enhancing emotional development by nurturing affection and building confidence in children. For instance, one parent remarked, "Yes, affectionate and build confidence," while another noted, "It supports a positive attitude towards learning." Such responses illustrate the ability of play to foster children's emotional resilience, positivity, and self-esteem.

➤ Theme 2: Social Interaction

Social interaction surfaced as another pivotal theme, with parents observing that play-based activities cultivate social skills and encourage the development of friendships. One parent observed, "Play-based activities apply learners to develop bonding time with each family member because they begin to socialize with other people," while another noted the opportunity for children to engage with peers during play, stating, "They meet each other and friends together while they are playing." These insights reveal how play serves as a platform for collaboration and enhances children's social circles, beneficial for both peer relationships and family interactions.

➤ Theme 3: Emotional Well-Being

Parents also highlighted the emotional satisfaction that emerges from play, with many indicating that their children experience joy during these activities. One parent shared, "They feel great every day when they are playing together with their families," while another commented, "They have a happy bonding with their family through play activities." These reflections underscore the significance of play in fostering emotional well-being and creating positive family experiences.

➤ Theme 4: Family Bonding

Finally, parents identified the reinforcement of familial bonds as a vital outcome of engaging in play-based activities. One respondent emphasized, "It strengthens the trust and relationships," implying that shared play experiences enhance trust and understanding within families. This theme reinforces the importance of integrating families in play-based initiatives to solidify connections between children and their family members.

The findings resonate with existing literature that underscores the impact of play-based activities on social and emotional development. Slattery et al. (2022) assert that structured yet enjoyable activities foster emotional bonds and mutual respect among family members. Similarly, Kasaya et al. (2020) highlight that collaborative play enhances trust and shared learning experiences

among participants. Furthermore, Moan et al. (2019) discuss the significance of family integration in play-based programs to improve familial relationships and support children's comprehensive growth.

Incorporating family-centered play into educational programs is essential for strengthening emotional and social connections among families. Activities that promote emotional development, such as those that foster positivity and confidence, help children feel valued and supported. Additionally, creating opportunities for group play encourages social interaction among peers and family members, enhancing collaborative skills. By emphasizing joy and relaxation, play-based programs can promote emotional well-being, allowing families to bond in a stress-free environment. Regular monitoring and evaluation of these activities are crucial to understanding their impact on family dynamics and emotional growth, leading to continuous refinement of the programs to better meet the needs of learners and improve developmental outcomes.

• *Problem No. 5: What will be the plan Materials that will be Utilized to Enhance the Attention Span of Kindergarten Pupils?*

The materials developed to enhance the attention span of kindergarten pupils will be based on a thorough analysis of mixed data illustrated in a table below. This data, which incorporates both quantitative and qualitative methods, offers a nuanced understanding of the effectiveness of play-based activities. Quantitative results reveal patterns in attention span durations and the influence of specific activities, while qualitative insights capture the perspectives of teachers and parents regarding engagement, socio-emotional development, and holistic growth. Together, these findings will guide the strategic design of targeted, evidence-based materials aimed at addressing identified areas for enrichment and fostering optimal learning outcomes.

Table 39 Mixed Methods Table for Program Basis

Statement of the Problem	Quantitative Results	Qualitative Results	Sample Statements
SOP #1: Attention Span	Play-based activities are effective in enhancing attention spans, with most children focusing for 5–20 minutes (43.33% for 5–10 minutes, 43.33% for 10–20 minutes). Only 10% maintained focus beyond 20 minutes, and 3.33% had attention spans under 5 minutes.	Teachers and parents observed improved focus and engagement due to play. Teachers emphasized activities' ability to sustain interest, while parents highlighted emotional and social benefits enhancing concentration.	Teacher 1: "Through playing learners enjoy learning more and stay engaged for longer periods." Parent 1: "Yes, because children are happy and focus during play."
SOP #2: Significant Difference	HO1 Accepted: No significant difference in attention spans before (Mean = 4.46), during (Mean = 4.54), and after (Mean = 4.48) play-based activities. $\chi^2 = 1.43$, $df = 2$, $p = 0.49$.	Teachers consistently viewed play-based activities as beneficial across phases but recognized the need for sustained motivation post-implementation. Parents valued trust-building, confidence, and engagement fostered through play activities.	Teacher 2: "Learners focus on learning when play-based activities are implemented, but some need extra motivation after a while." Parent 2: "Play helps them build trust and confidence while enjoying their tasks."
SOP #3: Effect of Play-Based Activities	HO2 Accepted: Kendall's $W = 0.02$, indicating a very weak effect. Engagement varied: building blocks and puzzles led to longer focus periods, while drawing and playdough caused more distractions. Distraction levels were significant: 33.33% often distracted, 23.33% always distracted.	Teachers emphasized play-based activities' role in fostering curiosity, problem-solving, and collaboration, while parents observed improvements in emotional well-being and resilience.	Teacher 3: "Building blocks activities sustain focus, but quieter tasks like drawing lead to distractions." Parent 3: "Play-based activities help them enjoy learning and stay focused."

Based on the data presented and supported by relevant literature, the following program proposal outlines a plan to enhance the attention span of kindergarten pupils. Quantitative findings indicate a need for tailored interventions to address varying attention spans, which may require activities that maintain focus for 10 to 20 minutes, as well as strategies to minimize distractions during shorter intervals.

As highlighted by Pyle et al. (2022), play-based learning fosters emotional and cognitive self-regulation, which is essential for maintaining attention. Additionally, qualitative insights emphasize the importance of nurturing socio-emotional development, building trust, and promoting active engagement through play. These elements align with Froebel's theory, which advocates for the holistic benefits of play in education.

This program incorporates these findings into a structured framework that includes differentiated play-based activities, guided teacher training, and collaborative parent engagement. This approach aims to create a supportive environment that fosters sustained attention and holistic development. Furthermore, studies such as those by Kasuya et al. (2020) underscore the effectiveness of integrating sensory and interactive play for skill enhancement.

➤ *Title of the Program:*

"LEARN: Learning, Engagement, and Attention Reinforced through Nurturing Play-Based Activities"

➤ *Rationale:*

The attention span of kindergarten pupils is crucial to their cognitive, social, and emotional development. This program builds on the findings of a recent research study involving 30 participants, which explored the impact of play-based activities on attention span across three phases: before, during, and after implementation. The study demonstrated that while play-based activities are highly effective in fostering engagement, focus, and holistic development, there remain significant opportunities for improvement in sustaining motivation and minimizing distractions.

Quantitative data indicated that most children can maintain attention for 5 to 20 minutes, with structured and observational methods revealing the varying effects of specific activities—such as building blocks and puzzles—compared to more distraction-prone tasks like drawing and playdough. Qualitative findings further highlighted the positive perceptions of teachers and parents, emphasizing the transformative role of play in promoting learning, trust, and social interaction. Nonetheless, the research also identified areas for enhancement, particularly in improving implementation strategies during and after activities to achieve long-term benefits.

The program incorporates insights from Friedrich Froebel's educational principles, which underscore the central importance of play in nurturing holistic development and fostering a child's curiosity, self-regulation, and engagement. This proposal is anchored in these findings and aims to address the identified gaps by implementing a structured, research-informed framework for play-based learning that enhances attention spans and supports the comprehensive development of children.

➤ *Objectives:*

- To implement differentiated play-based activities that accommodate the diverse attention spans of kindergarten students
- To minimize distractions during learning activities through structured transitions and engaging, hands-on tasks.
- To enhance socio-emotional development through activities that promote collaboration, trust, and emotional regulation.
- To assist struggling learners with guided play and tailored strategies to improve task completion and concentration.
- To engage parents and teachers in collaborative efforts that sustain the benefits of play-based learning both at school and at home

➤ *Program Components and Strategies:*

• *Curriculum Design and Activity Implementation*

- ✓ Develop and integrate differentiated play-based activities into the daily kindergarten curriculum.
- ✓ Incorporate a balance of structured and free play activities to accommodate varying attention spans.
- ✓ Design tasks that promote problem-solving, creativity, and collaboration among students.

• *Teacher Capacity Building*

- ✓ Conduct workshops for kindergarten teachers on best practices for implementing play-based learning.
- ✓ Provide training on supporting learners with attention span challenges and effectively managing classroom distractions.

• *Parent Engagement*

- ✓ Organize seminars for parents to underline the significance of play-based learning in their children's development.
- ✓ Create take-home play activity kits to enhance parent-child interaction and reinforce learning at home.

• *Monitoring and Evaluation*

- ✓ Utilize observational tools and feedback forms to monitor students' progress in attention span and socio-emotional development.
- ✓ Regularly assess the program's effectiveness and adjust activities as needed based on feedback from teachers and parents.

- *Target Beneficiaries:*

- ✓ Kindergarten pupils in selected schools within the division.
- ✓ Kindergarten teachers who will facilitate the program's implementation.
- ✓ Parents of kindergarten pupils participating in take-home activities and seminars.

- *Expected Outcomes:*

- ✓ Improved attention span and reduced levels of distraction among kindergarten pupils.
- ✓ Enhanced socio-emotional skills, including collaboration, emotional regulation, and trust building.
- ✓ Greater engagement and motivation in play-based activities, contributing to holistic development.
- ✓ Strengthened capacity of teachers to effectively implement play-based strategies.
- ✓ Increased parental involvement in reinforcing learning at home.

➤ *Implementation Phase*

Table 40 Implementation Phase

Activity	Timeline	Responsible Persons	Resources Needed
Curriculum design and activity planning	Month 1	Program Coordinator, Teachers	Curriculum guides, materials
Teacher workshops	Month 2	Division Trainers	Training modules, venue
Parent seminars	Month 3	Parent Coordinators	Seminar kits, handouts
Activity implementation	Month 4 onward	Teachers	Classroom supplies, activity kits
Monitoring and evaluation	Ongoing (bi-monthly)	Program Coordinator, Teachers	Observation tools, feedback forms

➤ *Monitoring and Evaluation:*

- Classroom Observations: Conduct regular observations to evaluate the implementation of play-based activities and their effects on attention spans.
- Feedback Collection: Collect feedback from teachers, parents, and students through surveys and interviews.
- Performance Metrics: Utilize tools to measure changes in attention spans, task completion rates, and socio-emotional behaviors.

➤ *Findings*

This chapter presents the Summary, Conclusions and Recommendations of the data. It is hereby presented based to the result of analysis of the result and findings with their textual organization.

➤ *Summary of Findings*

- *Attention Span of Kindergarten Pupils Before, During, and After Playtime*

- ✓ *Before Implementation*

- ❖ The mean score of 4.46 (SD = 0.28) shows strong agreement among participants that integrating play-based activities enhances attention spans and engagement
- ❖ Highest-rated statements indicate that integrating play into learning boosts children's attention spans and curiosity, both rated at 4.53 (SD=0.51). Engaging, shorter tasks scored a mean of 4.50 (SD=0.51), highlighting the significance of play-based activities in education.
- ❖ Interpreted as very high, yet still below the overall mean score, the findings related to play-based activities indicate that they can significantly enhance learners' abilities and attention spans for engagement in learning (M=4.43, SD=0.50). Furthermore, for learners ages 5 to 6, attention spans for structured activities typically range from approximately 5 to 15 minutes (M=4.30, SD=0.53).

- ✓ *During Implementation*

- ❖ A mean of 4.54 and a standard deviation of 0.52 indicate the positive impact of play-based activities on sustained attention and holistic development.
- ❖ The highest endorsements highlight the effectiveness of play-based learning. Specifically, learners show increased focus during hands-on activities (M=4.60, SD=0.62, Very High). Additionally, through play, children demonstrate improved classroom behavior and greater attention to academic tasks, including mathematics, reading, writing, physical movement, emotional regulation, and communication (M=4.57, SD=0.57, Very High).
- ❖ The lowest rated item scored 4. Play-based activities significantly enhanced learners' problem-solving skills and ability to focus (M=4.53, SD=0.63), rated as Very High. These activities also support literacy, numeracy, and socio-emotional skills, maintaining

learners' focus on education ($M=4.53$, $SD=0.63$). Additionally, learners develop emotional regulation, peer interaction, and problem-solving abilities ($M=4.47$, $SD=0.73$), also classified as Very High.

✓ *After Implementation*

- ❖ The overall results demonstrate a significant positive impact of play-based activities on learners following implementation, with an average mean of 4.48 and a standard deviation of 0.50.
- ❖ The highest agreement was for the statement, "Learners focus on learning through varied play activities," with a mean score of 4.53 ($SD = 0.68$), indicating effective engagement. Additionally, statements on fulfilling learning needs and building trust through play were also rated highly, with means between 4.50 ($SD = 0.57$) and 4.63.
- ❖ The lowest-rated statements still interpreted as very high include: Play-based activity enhances learners' flexibility in skill development ($M=4.43$, $SD=0.68$) and boosts motivation by making learning fun and stimulating interest ($M=4.43$, $SD=0.63$).
- *Significant Difference in the Attention Span of Kindergarten Before, During, and After the Implementation of Play-Based Learning*
- ✓ There was a consistent very high perception on the effect of play based activities on attention span before ($M=4.46$, $SD=0.28$), during ($M=4.54$, $SD=0.52$), and after ($M=4.48$, $SD=0.50$).
- ✓ The results ($\chi^2 = 1.43$, $df = 2$, $p = 0.49$) indicate that there is no significant difference in the attention spans across these three phases.
- *Effect of Play-Based Activities to the Attention Span of Kindergarten Students*
- ✓ Kendall's W computed value was 0.02, indicating a very weak effect and suggesting minimal agreement or variation in ranks.
- ✓ Structured and observational methods to gain deeper understanding of the play-based activities effect of attention span. Here are the summary of results:
- ❖ Most can focus for 10 to 20 minutes (43.33%) or 5 to 10 minutes (43.33%), indicating a need for activities suited to moderate spans. Only 10.00% maintain focus for over 20 minutes, while 3.33% have very short attention spans of under 5 minutes, showing that limited focus is relatively rare.
- ❖ Recent data shows that many students face distractions while working on tasks. About 36.67% (11 students) report being "Sometimes" distracted, while 33.33% (10 students) are "Often" distracted. Additionally, 23.33% (7 students) say they are "Always" distracted, highlighting a need for interventions to improve focus. Only 6.67% (2 students) are "Rarely" distracted, indicating that consistent focus is uncommon in this group.
- ❖ About 43.33% demonstrate good listening abilities with occasional reminders, while 16.67% exhibit excellent skills, following instructions easily. However, 33.33% are fair listeners, often needing instructions repeated, and 6.67% struggle significantly in this area.
- ❖ The data shows that most children can remember and follow instructions. Specifically, 46.67% (14 respondents) "Often" succeed, and 26.67% (8 respondents) "Always" do so, totaling over 70% who consistently demonstrate this skill. However, 20% (6 respondents) "Sometimes" succeed, and 6.67% (2 respondents) "Rarely," indicating that some may need additional support to improve their memory and recall abilities.
- ❖ About 43.33% "Often" finish tasks on time, while 20.00% "Always" do so, indicating reliable management skills. In contrast, 30.00% "Sometimes" meet deadlines, suggesting inconsistency, and 6.67% "Rarely" complete tasks on time, indicating challenges in time management or engagement.
- ❖ Specifically, 40.00% said students "Often" need breaks, and 36.67% said "Sometimes." Additionally, 20.00% reported that students "Always" require breaks, indicating some have a consistent need for pauses. Only 3.33% claimed students "Rarely" need breaks, suggesting most benefit from interruptions to maintain focus and productivity.
- ❖ About 40% of students are "Occasionally distracted, but participate," while another 40% are "Often disengaged and need encouragement." Only 13.33% are "Engaged and cooperative," while 6.67% are "Disruptive and struggle to participate," highlighting the need for targeted interventions for some students.
- ❖ Specifically, 43.33% transition "smoothly, with minimal help," while 16.67% do so "very smoothly, with no issues," reflecting a strong sense of independence. Conversely, 30.00% "need some help but manage," and 10.00% "struggle and require help," suggesting that tailored strategies could benefit those facing more challenges.
- ❖ The largest group, 36.67%, noted that children typically choose one to two activities out of curiosity. Meanwhile, 30% observed children selecting one to three activities with enthusiasm, while 26.67% reported active engagement in one to four activities, showing enjoyment and diversity. In contrast, 6.67% indicated that some children focus on just one activity and are easily distracted.
- ❖ About 43.33% are engaged but easily distracted, while 26.67% are highly engaged and learn effectively, benefiting the most. Another 26.67% show some interest but prefer different methods, suggesting a need for varied strategies. Lastly, 3.33% demonstrate low interest and struggle to focus, indicating that targeted interventions may be necessary for them.

- ❖ The data shows that a majority of students (56.67%) attempt challenging tasks but withdraw when facing difficulties, highlighting the need for strategies to build resilience and problem-solving skills. Meanwhile, 16.67% embrace challenges and persist, while another 16.67% avoid them, possibly due to low confidence or interest. Additionally, 10.00% need constant encouragement to engage with challenging tasks, emphasizing the importance of supportive reinforcement.
- ❖ The data shows that 56.67% of students are "Curious and ask questions," indicating active engagement in their learning. Additionally, 30.00% are "Persistent and determined," demonstrating focus and resilience. Conversely, 6.67% are "Easily frustrated" or "Passive and unengaged," highlighting the need for targeted support to boost confidence and motivation.
- ❖ The data indicates that 53.33% of students (16 respondents) are most focused in the morning, implying it's an optimal time for engaging in difficult tasks. In contrast, 43.33% (13 respondents) find they concentrate better in the afternoon, showing that many students are still attentive later in the day. Only a small fraction, 3.33% (1 respondent), reach their peak concentration in the evening, suggesting this time is usually less effective for most learners.
- ❖ The data highlights students' focus during specific activities. Notably, 40% consistently engage and show enthusiasm in hands-on tasks like scientific experiments or math problems, reflecting a preference for practical learning. Another 40% occasionally demonstrate curiosity by quickly understanding concepts and asking questions about scientific or existential topics. In contrast, 20% rarely maintain focus but can adjust their engagement based on personal interest.
- ❖ Children's engagement duration in various play-based activities, categorized into four time segments:
 - Story Activity: 48.3% of children concentrated for 5–7 minutes, while 27.6% engaged for over 7 minutes. 20.7% were distracted in 2–4 minutes, and 3.4% lost focus in under 2 minutes.
 - Puzzle Time Activity: Similar results with 50% focused for 5–7 minutes and 27.6% for over 7 minutes. 26.7% were distracted in 2–4 minutes, and 3.3% disengaged in under 2 minutes.
 - Drawing or Coloring Activity: 30% of children engaged for over 7 minutes, and 40% for 5–7 minutes. 23.3% lost interest in 2–4 minutes, and 6.7% in under 2 minutes.
 - Building Blocks Activity: 30% remained focused for over 7 minutes, and 43.3% for 5–7 minutes. 23.3% were distracted in 2–4 minutes, and 6.7% disengaged swiftly within 2 minutes.
 - Group Play Activity: 50% engaged for 5–7 minutes, with 27% focused for over 7 minutes. 17% were distracted in 2–4 minutes, and 7% lost focus in under 2 minutes.
 - Playdough Activity: 43% focused for 5–7 minutes, and 27% for over 7 minutes. 23% were distracted in 2–4 minutes, and 7% lost focus in under 2 minutes.
- Perception of Teachers on Play-Based Learning for Attention Span Enhancement in Kindergarten Pupils

✓ *Before Implementation*

- ❖ Teachers' Perceptions on Learners' Attention Span Before the Implementation of Play-Based Learning is considered positive with emerging themes related to five key themes regarding its effectiveness in improving learners' attention spans: enjoyment, love for play, attention-catching features, engagement, and adaptation for shorter attention spans.
- ❖ Teachers' Perceptions on Whether Play-Based Activities Cultivate Learners' Knowledge in Domain Development Before Implementation yielded five (5) common themes such as skill development, encompassing cognitive, motor, and communication skills; paced learning, which highlights individual progress; and enjoyment in learning, emphasizing the role of positive emotions in sustaining engagement.
- ❖ Teachers' Perceptions on Children's Interaction Through Play-Based Activities Before Implementation where primarily supportive that play improved their socialization, communication, collaboration, and engagement skills.
- ❖ Even before the implementation of play-based activities, teachers agree that it tracks the learners' domains holistically since it supports 21st century skills, promotes individualized approach, through observation-based assessments and checklist for tracking.
- ❖ The analysis of educators' responses identified three central themes concerning the role of play-based activities in fostering interpersonal bonding among learners: interaction and bonding, engagement through play, and simultaneous play and bonding.

✓ *After Implementation*

- ❖ The qualitative analysis of educators' responses illuminated four interrelated themes regarding the enhancement of learners' attention spans through the implementation of play-based learning: curiosity and interest, motivation through play, task design, and attention improvement.
- ❖ The examination of teacher responses yielded three interrelated themes concerning the role of play-based learning in enhancing positive discipline within the classroom context: rule-following behavior, responsibility and patience, and sportsmanship and collaboration.
- ❖ The analysis of teachers' comments reveals four prominent themes regarding how play-based activities contribute to the development of learners' self-confidence: skill utilization and expression, development through play, independence and social engagement, and overall confidence enhancement.

- ❖ The analysis of teachers' responses identifies four salient themes concerning the contributions of play-based activities to learners' acquisition of knowledge in the domains of reading, counting, and writing: motivation and engagement, cognitive development, holistic development, and the establishment of a foundation for further learning.
- ❖ The analysis of educators' responses elucidates three primary themes concerning the impact of play-based activities on learners' ability to forge stronger bonds with their peers: social interaction and collaboration, enjoyment and engagement, and time for shared play.

- *Perception of Parents on Play-Based Learning for Attention Span Enhancement in Kindergarten Pupils*

- ✓ *Before the Implementation*

- ❖ The analysis of parents' responses identifies three major themes concerning children's social interactions prior to engaging in play-based activities: Theme 1: Positive Emotional State, Theme 2: Energetic and Engaged, and Theme 3: Calm and Focused. These themes underscore children's innate tendencies toward social interactions, emphasizing emotional positivity, active engagement, and the capacity to maintain calmness and attentiveness.
- ❖ The implementation of play-based activities has been shown to significantly influence children's emotional, cognitive, and social development. Prior to these activities, parents observed distinct patterns in their children regarding happiness, attention span, and social interactions, leading to the identification of three primary themes: Enjoyment and Happiness, Engagement and Focus, and Social Interaction. These themes illustrate how children's responses to play impact their preparedness for learning and concentration levels.
- ❖ The examination of parents' feedback reveals three primary themes regarding children's engagement and enthusiasm in play-related activities: Positive Emotional State, Social Engagement, and Learning through Play. These themes illuminate the ways in which play-based activities contribute to emotional positivity, encourage peer collaboration, and facilitate educational development.
- ❖ The examination of parental feedback highlights three prominent themes regarding the role of play-based activities in fostering trust and confidence in children's relationships with teachers, peers, and parents: Building Trust and Confidence, Emotional Comfort, and Social Interaction. These themes underscore the pivotal function of play in enhancing emotional well-being, nurturing relationships, and fostering secure social connections.
- ❖ The thematic analysis of parents' responses regarding how play-based activities sustain learners' concentration revealed three principal themes: (1) Enjoyment Enhances Focus, (2) Emotional and Social Engagement Foster Attention, and (3) Learning Through Play Supports Concentration.

- ✓ *After Implementation*

- ❖ The thematic analysis of parents' perceptions regarding the influence of play-based activities on positive disciplinary action has revealed four key themes: Social Skills Development, Rule Awareness and Adherence, Positive Emotional States, and Learning and Play Integration.
- ❖ Parents' perceptions of play-based activities provide essential insights into their efficacy in promoting engagement, learning, and positive attitudes among children. This study sought to understand whether parents believe their children enjoy play-based activities, revealing themes associated with social connections, engagement, motivation, cognitive learning, and intrinsic enjoyment.
- ❖ Parents' Perception on Skills Strengthened by Learners During Play-Based Activities highlighted three (3) primary themes: Cognitive Development, Motor and Physical Skills, and Social and Emotional Skills.
- ❖ Parents' Perception if Play-Based Activities Enhance Bonding Time with Family Members After Program Implementation uncovered four key themes: Emotional Development, Social Interaction, Emotional Well-Being, and Family Bonding.

- *Program to be Implemented to Improve Attention Span of Students*

- ✓ Areas for enrichment identified before the intervention include enhancing the 5- to 6-year-old learners' attention spans, typically 5 to 15 minutes for structured activities, and improving play-based activities for better sustained engagement and focus.
- ✓ During the intervention, key focus areas for enrichment include helping learners regulate emotions, interact effectively, solve problems, foster creativity, and discover interests. Enhancing play-based activities is vital for improving problem-solving, sustaining attention, and boosting literacy, numeracy, and socio-emotional skills.
- ✓ Post-intervention, it was noted that there is a need to enhance play-based activities to boost learners' skill development and motivation by making learning more engaging and enjoyable.
- ✓ Though, there is very high perception towards the role of play-based activities before, during, and after, significant change was not found during and it even got lower after its implementation indicating the need to further refine this approach.

CHAPTER FOUR

CONCLUSION

➤ *The Following Conclusions are Derived from the Summary of Findings:*

- Play-based activities are highly effective in enhancing attention spans, engagement, and overall development in kindergarten students throughout all phases of implementation. One of the primary strengths of these activities is their capacity to substantially improve focus and classroom behavior through hands-on and interactive experiences. However, there are opportunities for enrichment, such as promoting greater flexibility in skill development and boosting motivation to achieve sustained long-term benefits.
- HO1 was accepted, indicating that there was no significant difference in the attention spans of learners as perceived by teachers before, during, and after the play-based activities. This suggests a consistently positive perception of these activities; however, it also highlights the need for better implementation to achieve more impactful outcomes during and after the activities.
- HO2 was accepted indicating that the implementation of play-based activities have no significant effect on the perception of teachers on how it increased the attention span of kindergarten students. Structured and observational methods found that most children can focus for 5 to 20 minutes. Specifically, 43.33% focused for 10 to 20 minutes, while 43.33% managed 5 to 10 minutes. Only 10% maintained focus beyond 20 minutes, and 3.33% had attention spans under 5 minutes. Distractions were prevalent, with 33.33% often distracted and 23.33% always distracted. Engagement varied by activity, with building blocks and puzzles leading to longer focus periods, while drawing and playdough led to more distractions. These results highlight the need for tailored interventions to enhance focus and engagement in line with children's developmental needs.
- Teachers held consistently positive perceptions of play-based learning for enhancing attention spans in kindergarten pupils, based on qualitative data collected before and after implementation. Initially, themes centered around enjoyment, skill development, and play's role in individualized learning and 21st-century skills like socialization. Post-implementation, additional themes of curiosity, motivation, rule-following, and self-confidence emerged, highlighting the benefits of play for positive discipline, cognitive growth, and social bonding. These insights emphasize the value of play-based activities and suggest opportunities to refine task designs for better engagement and learning outcomes.
- Qualitative data shows that both teachers and parents have a positive view of play-based learning, recognizing its benefits for attention spans, engagement, and holistic development. While teachers emphasize structured implementation and academic achievement, parents focus on emotional well-being, family bonding, and trust. Teachers identify distractibility and task completion challenges in structured settings, whereas parents highlight positive emotional states and social interactions at home. These perspectives highlight the importance of collaboration in creating play-based strategies that balance academic goals with emotional and social development.

This study highlights several strengths, particularly its comprehensive examination of the impact of play-based activities on attention span using both qualitative and quantitative methods, incorporating insights from teachers, parents, and observational data. By exploring engagement, skill development, and social interaction, it offers a nuanced understanding of play-based learning's effectiveness. A key strength is its focus on specific activities and their varying effects on attention, providing actionable insights for educators. Additionally, it addresses a research gap by examining kindergarten pupils' attention spans before, during, and after play-based activities, an area often overlooked. The study aligns with Friedrich Froebel's theoretical framework, showcasing the role of play in fostering learning and holistic development. However, it also emphasizes the need for improved strategies to maintain long-term engagement and enhance implementation practices during and after the intervention phases.

Despite its notable contributions, it has several limitations, including its reliance on teacher and parent perceptions, which may introduce subjective biases and affect objectivity. The short observation timeframe limits the assessment of the long-term effects of play-based activities. Additionally, the focus on qualitative data suggests a need for more rigorous experimental designs to establish causal relationships with attention span improvements. The research's focus on a single group of kindergarten pupils restricts the generalizability of the findings, and the lack of diverse data sources, such as neurocognitive measures, highlights the need for more comprehensive approaches in future studies.

RECOMMENDATIONS

➤ *In Order to Enhance Students' Engagement and Developmental Outcomes Through Play-based Activities, the Following Strategies are Proposed Based from the Conclusion:*

- Design and implement engaging, hands-on activities, such as building blocks and puzzles, tailored to accommodate varying attention spans while enhancing motivational elements to sustain long-term benefits.
- Conduct targeted evaluations to refine the designs of play-based activities and address implementation gaps, focusing on maintaining motivation and increasing flexibility in skill development during and after interventions.
- Develop more impactful strategies by integrating personalized play-based tasks, promoting peer collaboration, and ensuring structured transitions to amplify attention span outcomes, aligning activities with teachers' expectations for noticeable improvement.
- Introduce differentiated activities that cater to diverse attention spans, incorporate structured breaks, and utilize motivational tools such as rewards and feedback to enhance focus and engagement in line with children's developmental needs.
- Foster collaboration between teachers and parents by creating a cohesive approach to play-based learning, integrating activities into home routines, and balancing priorities across academic, emotional, and social development.
- Expand play-based strategies to include multi-domain developmental activities that blend cognitive, motor, and socio-emotional elements, creating well-rounded interventions that maximize engagement and developmental benefits.
- Strengthen the theoretical link between play-based strategies and developmental outcomes by conducting experimental research that evaluates causal relationships, while testing the effectiveness of Froebelian principles in contemporary educational settings.
- Institutionalize periodic reviews and dynamic adjustments of play-based activities to ensure they remain effective in sustaining engagement, fostering motivation, and addressing emerging developmental needs over time.
- Future studies should explore longitudinal designs to assess sustained effects, incorporate diverse cultural and social contexts for wider applicability, and include objective neurocognitive tools to validate findings.

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