



IMPORTANCE OF PLAYFUL LEARNING IN EARLY YEARS EDUCATION IN BANGLADESH

Shahmila Jahan

KeyWords

Play, Playful learning, Early years education, Learning materials, Child-focused learning, National Curriculum

Abstract:

Play makes an important role in early years education and progress. This paper described on the survey- how play was realized, integrated, and trained in the early childhood educational setting of Bangladesh. The socio-cultural research discovered the knowledge, interpretations, and views of early childhood educators of six urban public pre-primary classes in Bangladesh. Six pre-primary teachers' opinions, views and perceptions were analyzed using qualitative methodology including interview. Findings indicated that the understanding and integration of playful learning, guided by the sociocultural and academic backgrounds of society, varied from the Western arrangements and procedures. Young children's dynamic and cooperative pleasurable activities, such as playing with learning tools, physical movements, acting, rhyming, singing, games, outdoor plays, and drawing, were called as playful learning. It was believed as a method of expanding educational abilities through the teacher's directions in appropriate techniques. Despite unfriendly learning environment in Bangladesh, playful learning was featured as classroom practices that encouraged young children's studying. The importance of play-based learning in early years education in Bangladesh delivers a broader and more concrete explanation of play-based learning to support teachers to apply this pedagogical method and to improve the study of play-based learning in early years education.

TABLE OF CONTENTS

CHAPTER 1. INTRODUCTION **6**

1.1 Overview of Chapter

1.2 Context for the research study

1.3 Need for study

1.4 Personal interest in playful learning in pre-primary classes in Bangladesh:

1.5 Aims of the research

1.6 Importance of the research

1.7 Limitations

1.7 Outline of completing chapters

© GSJ

CHAPTER 2. REVIEW OF LITERATURE AND CURRENT PHILOSOPHY 11

2.1 Introduction

2.2 Definitions and Perspectives of Play

2.3 Explanations and Perceptions of Playful Learning

2.4 Educators views about Playful Learning in Bangladesh

2.5 Effects of Playful Learning (PL)

2.5.1 PL decreasing student's sense of anxiety

2.5.2 PL making children for school

2.5.3 PL as entertainment

2.5.4 PL as training and understanding for children in curriculum

2.5.5 Some negative effects of PL

2.6 Current Philosophy about PL

2.7 Conclusion

CHAPTER 3. DESIGN AND METHODOLOGY: 21

3.1 Introduction

3.2 Research Methodology

3.2.1 Qualitative or Quantitative Research

3.3 Research Process

3.3.1 Participants

3.3.2 Data Collection

3.3.3 Semi-structured interviews

3.3.4 Data analysis

3.4 Ethical Approval and Issues

- 3.4.1 Ethical Authorization
- 3.4.2 Ethical Factors
- 3.5 Validity and Reliability
- 3.6 Conclusion

CHAPTER 4. RESEARCH FINDINGS:

30

- 4.1 Introduction
- 4.2 The concept of Playful Learning and it's
 - Importance in early years education
 - 4.2.1 The concept of Playful Learning
 - 4.2.2 The importance of Playful Learning
- 4.3 Children's playful learning activities
 - 4.3.1 Rhyming
 - 4.3.2 Performing physical activity
 - 4.3.3 Singing and acting
 - 4.3.4 Storytelling
 - 4.3.5 Drawing
 - 4.3.6 Games
- 4.4 Types of play materials
- 4.5 Teachers' role
- 4.6 Classroom management
- 4.7 Some negative effects of playful learning
- 4.8 Conclusion

**CHAPTER 5. DISCUSSION, CONCLUSION, IMPLICATIONS,
& RECOMMENDATIONS 41**

5.1 Discussion

5.1.1 Playful Learning as a pedagogical concept

5.1.2 Classroom environment

5.1.3 Learning materials

5.1.4 Teachers' responsibilities in the classroom and correlation with children

5.2 Conclusion

5.3 Implications

5.4 Recommendations

CHAPTER 6. ACKNOWLEDGEMENTS 46

CHAPTER 7. REFERENCES 46

CHAPTER ONE

INTRODUCTION

1.1 Overview of Chapter

This chapter provides an outline of the research study. It will sketch the background and justification of the study, including the necessity and motive for the study, the importance, and my personal interest in playful learning in early years education in Bangladesh. The objectives of the research will be given, and the limitations of the study will also be expressed. A short outline of the succeeding chapters will complete this chapter.

1.2 Context for the research study:

Normally, the education framework of Bangladesh contains of three stages- primary, secondary, and tertiary stage. The government, specifically the ministry of education, has established the general purpose of education to confirm appropriate status at all levels of education, to nourish and increase the knowledge, abilities, and thoughts (MOPME, 2008). It also indicated the world requirement on Education for All in 1990 which highlighted the importance of early years education to accomplish schooling for all (Chowdhury and Rivalland, 2016). Early childhood

management and progress in Bangladesh have been affected by involving in these main world's issues (Haider, 2015). Regrettably, high drop-out and class repetition quantities, poor class presence and low communication in schools at primary stage are reasons giving to low grade of education accomplishment (Chowdhury and Rivalland, 2016). Those matters are influencing the whole education system of Bangladesh. It is generally seen that our mainstream education structure constantly improved and developed by national curriculum restructuring and system managing which are done by planners, leaders, and educators (Ardt et al. 2005). The curriculum is competency centered, teaching learning practices mainly teacher-focused, resources are not obtainable in the classroom, there are teachers training but no supervising, no one accomplishing that learning (ibid). Evaluation is very much formal, only examination centered so they cannot evaluate correct learning. Based on above stated conditions, UNICEF recommended child-based learning framework which can be applied for education advancement and playful learning (PL) is one of the most popular way for the children to educate properly (Haider, 2015). Playful learning method's target is to deliver a child approachable environment for teaching and learning. This pattern provides quality teaching, system administration and a large range of national framework (UNICEF, 2009).

1.3 Need for study:

Upon studying current literature online and in journals it was apparent that there was little new literature on the importance of PL in early years education in Bangladesh. Several studies have been shown internationally (Berger 2002; Miller & Almon, 2009; Ashiabi, 2007; Sturgess, 2003). It was then determined that a new study was needed as this would improve to present understanding. Research on the improvements of PL has changed present curricular strategies directing the use of play-based learning procedures in full-day nursery schools in Ontario (Shahbazi & Salinitri, 2016). Play-based learning has been defined as a teaching style containing playful, child-focused components along with some level of adult supervision and scaffolded learning aims (Weisberg, Hirsh-Pasek, et al., 2013).

I therefore realized that this research study was of importance, through delivering a better perception into the effect of PL in early years education in Bangladesh, and thus adding to present data on this subject.

1.4 Personal interest in playful learning in pre-primary classes in Bangladesh:

All children have right to acquire knowledge in a pleasant environment (Ardt et al. 2005). However, in our country education in all stages, are very much formal or traditional. Most of the schools' rules are unfavorable to foster normal practice of learning. In Bangladesh, various good attempts have been started for early childhood progress. In 2013 our government accepted the Early Childhood Care and Development strategy which incorporates nutrition, emotional, health, social and mental problems that are important during early childhood year (Roy, 2013, p.23). It indicates the presence of Child Amicable Education (CAE) attitude from the very early stage of education. Therefore, it is essential to realize how to create learning 'child friendly'. Being a teacher or an educator, I want to do research of this topic and work appropriately. I was eager to investigate how the playful learning method was applied in the classrooms by the teachers and what were the benefits or demerits of this new method.

1.5 Aims of the research:

This study set out to explore the importance of playful learning in early years education in Bangladesh by showing a search into the views of teachers who work with children. The purpose of the study was to assess the attitudes and thoughts of teachers and recognize helpful policies for playful learning. In finding these ideas it would include some important perceptions to our developing knowledge of this subject.

The aim of this research was to examine the next study problem:

Why playful learning is important in early year's pedagogy in Bangladesh?

The study has the following aims:

1. To study the theory of playful learning.
2. To investigate the importance of playful learning in early year's pedagogy in Bangladesh.
3. To analyze the methods whether playful learning can be applied effectively.
4. To recognize what issues may act as barriers to achievement of playful learning.
5. To assess whether there is any difference between the different teachers' views about playful learning in early years education.
6. To find out what strategies' teachers consider to be effective concerning any possible unfavorable effects of playful learning.

1.6 Importance of the research:

The results of the study will be helpful to teachers, policy makers and parents. This research study has helped me as a student, and for my current professional advancement, by reading scholars' writings and by organizing the survey. It has also strengthened my knowledge of the demands of the children in my classes, especially those who read in pre-primary class.

1.7 Limitations:

The findings of this study are created on the answers of the teachers. The number of participants (6) is small therefore no generalities can be made according to the findings. Future study could take the opinions of more teachers with such practices as they will be able to emphasize more specifically the developments in the method.

Moreover, the details provided to each response differed due to the circumstance that at the period of the research, teachers were making students for examinations. Therefore, they were busy and facing other difficulties. More detailed answers could have given deeper perceptions into the issue. I took the interviews over phone individually and future study could address this limitation by confirming that pre-primary teachers are given the chance to share their knowledge and views through a focus group conversation or interviews for the collection of stronger information.

This was a small experimental sample of research which was formed to describe teachers' opinions and beliefs concerning the issue of PL and replies revealed key topics and views. Given the limited space of this research, it cannot be stated that the results presented here are representative of playful learning style in pre-primary classes in Bangladesh. It is expected that the information of play-based learning delivered in this thesis will be familiar to those who engaged in early years education in other consultants. However, only via more investigation with a wider space in terms of geographical zones and participants, we can acquire a richer image of how PL method is operated across Bangladesh and how it can be progressed.

1.8 Outline of completing chapters:

The following chapter reflects and studies research from literature that is related to this research study. Chapter 3 gives a sketch of the design and implementation approved for this study. Chapter 4 introduces the findings of the research. The final chapter, chapter 5, evaluates the

findings and implications and recommendations are reviewed.

CHAPTER TWO

LITERATURE REVIEW AND CURRENT PHILOSOPHY

2.1 Introduction:

Playful approaches are well used in learning environments for children (Piaget, 1999; Papert, 1980). The advantages to learning and teaching through play for the children are distinct and different (Mannion et al. 2015). The research on playful learning gave us a scope to realise more pedagogical issues that related to play in early childhood education and to meet the needs of children's developmental stage (Morrison and Glenny, 2012). Moreover, the study proposed significant demand about effective methods of schooling young children in Bangladesh. Playful learning implements children's ability to learn as they like to play. However, the importance of playful learning sometimes ignored by practitioners and policymakers. Now-a-days play in early childhood education is appraised because it raises and instructs the prospects of the society (Walsh et al. 2010). Moreover, some researchers have found a consumption between children's play and understandings of curriculum and pedagogy appear. Play can be used in the instrumental or pedagogical consciousness to develop learning outcomes in early childhood education. This chapter will explore: Definitions and Perspectives of Play, Explanations and Perceptions of Playful Learning, Educators views about Playful Learning in Bangladesh, The Effects of Playful learning, Current philosophy about Playful Learning.

2.2 Definitions and Perspectives of Play:

Play means a physical or emotional leisure activities that helps to make refresh both mind as well as health (Irvin, 2017). Play needs energetic involvement from each participant and it delivers pleasure to the players (Moshenska, 2018). There are so many definitions about play but hard to pinpoint a concise one. According to Yelland (2011), play is an entertainment that engaged the participants to do something with creativity. Play is a worldwide recognized approach as an elementary necessity for children's progress (Ashiabi, 2007). It develops the awareness and social success with an educational setting as well as creates the best conditions for the development of social and intellectual progress (Sturgess, 2003). Children can communicate with each other and share their feelings through playing (Miller & Almon, 2009). Play should be

motivating as well as free of choice (Roy, 2013). According to policy definition in Scotland, play is freely chosen, with the child's curiosity determining the focus and means of activity, not the teacher (Thomson & Philo, 2004).

In recent years, kindergarten classrooms concentrated on academic knowledge (Russell, 2011), with questions relate to the learning and developmental advantages of play (Ashiabi, 2007). The present guidelines have become more dedicated on teaching academic skills as well as to expand children's educational achievement (Miller & Almon, 2009). This has led to an improved emphasis on teacher-directed educational tutoring (Ashiabi, 2007; Van Oers & Duijkers, 2013), with children taking on the responsibility of reflexive receivers of learning (Weisberg, Hirsh-Pasek, & Golinkoff, 2013). Rather curriculum is becoming more play and child-centred in many places.

Children's play can be defined as spontaneously preferred, energetically participating, resourceful, enjoyable, innovative, and apprehensive (Ashiabi, 2007; Sturges, 2003). However, among the various types of approaches of play, two separate styles of play have led the attention of recent study in education: children's centred play (e.g., Wallerstedt & Pramling, 2012) and adult-guided play (e.g., Weisberg, Hirsh-Pasek, et al., 2013).

The word free play is normally applied to define play that is child focused, intentional, and stretchy and usually implicates invented play, although it can refer to other types of play as well (Fisher, Hirsh-Pasek, Newcombe, & Golinkoff, 2013; Holt, Lee, Millar, & Spence, 2015; Weisberg, Hirsh-Pasek, et al., 2013). Child-led play is reliant on children's earlier skills (Wallerstedt & Pramling, 2012), and children's curiosity can be started from grownups rather than from their intrinsic propensities (Brooker, 2011).

Adult-guided play can be defined as form between teaching and free play (Weisberg, Hirsh-Pasek, et al., 2013). In directed play, the actions can be either child instigated or adult instigated, but it is highlighted as a child-instructed exercise (Weisberg, Hirsh-Pasek, et al., 2013).

The current curriculum in Bangladesh and Scotland on early years education:

The importance of Early Childhood Care and Education (ECCE) for the best improvement of children is currently all over the world accepted (Sikder & Banu, 2018). In Bangladesh, Pre-Primary Education (PPE) implies the children of 5-6 years to nurture physical, socioemotional, intellectual and language advancement via play (ibid). In Scotland about 96% of 3-5-year children receive their education in preschool (Scottish Executive, 2007). The recent curriculum of Scotland assistances that each part of the curriculum should be supplemented and utilized over

play (Scottish Executive, 2007). In Bangladesh, primary education is obligatory under the Compulsory Primary Education Act 1990 and it is free of cost for the 5- and 10-years old children (Islam, 2010). However, it has been seen a remarkable success in primary education. The play-based pedagogy of early childhood education is significantly motivated by western perceptions of play, pedagogy, and child development. Early Childhood Education (ECE) policy, as a modern program in Bangladesh, also acknowledges play as a crucial factor of early learning and development (Chowdhury & Rivalland, 2012). The recent approved pre-primary curriculum underlines playful learning in enjoyable and child-welcoming surroundings to set the infrastructure for young children's potential studying, supporting them to accomplish effective transition to school (ibid). Although play is established as a teaching-learning instrument, the plans do not clearly explain the consequences in Bangladesh (ibid). So, it must be assessed the importance of play as a teaching-learning approach in ECE in Bangladesh to look at the views, beliefs and conceptions of families and early childhood teachers about play as pedagogy.

Bangladesh's government has taken plans to improve playful learning in early year's education. From every government primary school at least one teacher takes 15 days training on pre-primary education which accentuates on playful learning for early year's children (DPE, 2010).

Though theorizing play and studying in a dual method is popular, various scholars and specialists put emphasis on the perception that play is essential for education and knowledge. Wallerstedt and Pramling (2012) claimed that play and education were cooperatively attached in a child's initial lifetime and studying never been stopped even after finishing one tutorial. Study has revealed that play can accelerate pupil's understanding by letting children to develop on and expand their earlier experience and abilities throughout cooperating with others and/or the situation (Ashiabi, 2007). In fact, a quantity of experiments have demonstrated that several styles of play certainly impact children's sociocultural progress (e.g., Ashiabi, 2007) and educational knowledge (e.g., Weisberg, Zosh, et al., 2013), in certain situations also on explicit training (Han, Moore, Vukelich, & Buell, 2010).

2.3 Explanations and Perceptions of Playful Learning:

A playful learning lets the children to create intellectual connections to the understandings, furthermore, it correlates with supplementary social creations (Utesch, Seifert, Prifti, Heininger, and Krcmar, 2017). According to Kangas, Koskinen, and Krokfors (2017), playful learning is an action that has innate educational value, and it is also applied as an academic source by the teachers in the teaching-learning process.

The children conduct their own understanding within the known play frameworks while tutors develop the knowledge capability by performing as observers, supporters, interrogators, or protestors through different approaches to interrelate with the tools implicated (Fisher et al., 2013; Tsao, 2008; Weisberg, Hirsh-Pasek, et al., 2013).

Play-centred learning may be called as a training methodology relating playful, child-guided components accompanying with adult supervision and constructed education purposes (Weisberg, Hirsh-Pasek, et al., 2013). Play-based learning processes create cheerful impact in children's study and mathematics grades (Marcon, 2002; Stipek et al., 1998), and according to statistics, this style of education have a tendency of further usefulness rather than directly teaching method (Han et al., 2010; Stipek, Feiler, Daniels, & Milburn, 1995) or complimentary play (Chien et al., 2010; Honomichl & Chen, 2012). Similarly, introducing learning tools in classrooms, within playful environment, have been connected to children's improved employment and the exercise of learning abilities (e.g., Christie & Enz, 1992; Justice & Pullen, 2003; Stone & Christie, 1996), and tutor's participation in these activities develops the learning more (Clark & Kragler, 2005; Tsao, 2008). Study has showed that during play time, children exercise further complex verbal communication abilities while they participate and share their feelings with others (Moshenska, 2018; Weisberg, Zosh, et al., 2013). Furthermore, for the educational advantages of play, scholars have observed a relationship among play and the improvement of sociological competences. Similarly, imaginary play helps the development of self-moving skills (e.g., Berk & Meyers, 2013; Elias & Berk, 2002).

2.4 Educators' views about playful learning in Bangladesh:

The educators in Bangladesh accepted play as teaching-learning being as necessary in the latest Early Childhood (EC) program (Chowdhury & Rivalland, 2012). The 15 days Pre-Primary Education (PPE) training, the pre-primary manual highlighted play as a teaching-learning process (DPE, 2010), and this appeared to be motivated educators' attitudes about play. Schoolteachers thought play is a simple way of communicating information to children as they love studying in a playful situation instead of a controlled way (Chowdhury & Rivalland, 2012).

2.5 Effects of playful learning (PL):

2.5.1 PL decreasing student's sense of anxiety:

In Bangladesh, guardians and educators said mutually that children feel panic to go to school (Chowdhury & Rivalland, 2012). They are afraid of institution's regulations and learning weights (ibid). It seems that, for this reason, young students did not want to be presented at school and it was good matter to be enforced of the Government's primary education plan (MOPME, 2008). The children are spontaneously attracted to play behaviours, and therefore gaining access to play may relieve the sense of anxiety (Moon & Reifel, 2008). Hence, play was judged by guardians and educators to beat children's panic just about school (Islam, 2010).

2.5.2 PL making children for school:

Aboud (2006), Ardt et al. (2005) and Islam (2010) mentioned that in Bangladesh students could not face a helpful learning atmosphere at house due to their families with low parental or maternal knowledge and low socio-economic class (LSC). For this reason, the educators commented that students—largely those from LSC related- required fundamental ideas of teaching. Tutors regarded that play could provide these students the chance to build essential educational proficiencies and therefore make ready them for school.

2.5.3 PL as entertainment:

Some writings reveal that the importance of play is matter according to the social beliefs, hopes and traditions of a group of persons (Fleer, 2009; Wood, 2009). Maternal perception of play in teaching is essential for the effective application of a play-based education (Hegde & Cassidy, 2009). However, in western civilizations, the parent thought that play is relaxation instead of a method of their children's education and this approach is significantly changed by their socio-financial status, individual skills, scholastic experience, and social environment of play. Low skilled or illiterate parents thought that children's educational success is more valuable than spare-time activities like games. They considered that teaching is the path out from their LSC. Therefore, they do not like that children spend much more time through playing games, and they want to remove games from their children's education. This views about play forced the parents disinclined to join in their children' funny activities. Rogoff's (2003) argued that in various societies, children's play is not considered as an action to be inspired or joined into by parents. Brooker's (2005) study on children children in the United Kingdom (UK) exposes that Bangladeshi parents are not as much of concerned and engaged in their kid's play. Comparably, Aboud (2006) expresses that, dissimilar in western society, Bangladesh mothers are not participated in children's play.

2.5.4 PL as training and understanding for children in curriculum:

Both the parents and the teacher welcomed the educational significance of play in speeding up their children's education (Nurun Nahar Chowdhury, Corine Rivalland, 2012). PL is included in classroom procedures and recognized as improving young children's educational talents such as literacy and numeracy (ibid). Moon and Reifel's (2008) also exposes that educators' encouraging views of play promote young pupil's literacy knowledge. Moreover, Heidemann and Hewitt's (2010) argument that student realizes new educational subject such as mathematics, literacy, and science while these skills are incorporated into the framework of play (Heidemann & Hewitt, 2010).

2.5.5 Some negative effects of PL:

There are some negative effects of PL, such as- for the lack of proper play materials, both teacher and children could not obtain the benefit from PL as they could not use appropriate materials for PL (Lillard, 2013). Another negative effect is if the peer does not look to be as helpful for children in the class, the style of PL will not be beneficial for learning, teaching or for enjoyment (Ramani, 2012) and thus the children will get annoyed. Moreover, sometimes in the classroom, the boys take less time to play or to solve problems than the girls, and it creates a difference between boys and girls (Cheyne and Rubin, 1983). According to Miller and Almon (2009), in some societies, play was thought as a waste of time in schools.

2.6 Current philosophy about PL:

Pyle and Danniels (2016) has exhibited the improving and academic advantages of play in their research in Canada. Regardless Of these advantages, teacher-directed educational teaching is popular in kindergarten. They have also shown that there was growing acceptance in programs and guidelines of the questions given by the absence of play in classrooms and the demand to help educational knowledge applying enriching proper methods. This study underlines a limited explanation of play-based knowledge as a child-directed exercise, following in educator's doubt concerning the realization of this academic attitude. Fifteen nursery school rooms were inspected utilizing qualitative methodology, as well as interpretations and tutor conversations. Two separate tutor outlines appeared: The 1st outline noticed play and studying as individual forms and described difficulties connecting educational needs applying play-based understanding. Their pupils mainly participated in free play. The 2nd outline assumed that play might boost

educational knowledge as well as educators deliver a crucial part in play. Their children involved in 5 unique categories of play, established by a continuing from child instructed to further tutor supervised. The sequence of play-based education offers a larger and further specific meaning of play-based knowledge to assist educators realize this pedagogic method and to develop the research of play-based education in early years exploration.

Glenda Margaret Walsha, Carol McGuinnessb, Liz Sprouleb and Karen Trewb (2010) have examined in the framework of Northern Ireland, which has the most primitive school beginning period all over Europe. They have shown that a play-based and enriching proper programme, recognized as the Enriched Curriculum (EC), was launched as a model in Year 1 and 2 grades between 2000 and 2002 in more than 100 primary schools in Northern Ireland and it sustained till the Groundwork Period developed legitimately at overall primary schools in 2007. They used qualitative method for their study. Their essay summarized four major examples that have been acquired from the first four years of the assessment of this interpretation and comprise the worth and the sense of a play-based curriculum; the position of educators' self-assurance and information; coaching understanding in a play-based programme; and enabling changes in a play-based programme.

Joan Martlewa, Christine Stephenb and Jennifer Ellisc (2011) have analysed in Scotland that at present the concept of play-based education, generally defined as Effective Education, has been creating more importance to the educators. The study testified in their review was an examination of changes concerning producing a dynamic play-based culture in six Primary 1 classrooms in Scotland. However, it was involved with (1) the children' practices during play-based effective studying in school and (2) their tutors' perceptions on this teaching revolution and their responsibilities in assisting the students. The survey explored skills and assessments every of the six youth-focused and play-centred classes. The principal conclusions recommend that the responsibility of the mentor differs among tutor-focused and tutor-commenced behaviours. They also found that 'Active' or 'play based' education was explained inversely by educators; in several school rooms games were minor to the studying method and not much important to them.

Dymenta and O'Connell (2013) examined in four Australian pre-school clusters wherever and in what ways children want to play at various outside schoolyards. They applied a temporary timer testing direct inspection device. They have shown overall 960 images of pre-set focused zones (pathways, covered areas, grassland, soil element, artificial operational, structured practical and natural) inside four schoolyards around a 30-day time. They noted the total of schoolboys and schoolgirls witnessed in every single region along with the leading style of play (practical, productive, figurative, self-motivated, speaking) through every test. Furthermore, in total 2361 examinations of students happened among the four clusters. The findings discovered that the pupils were applying the four schoolyards in a different way whereas natural area was the most wanted area and the least desired area was the soil zone. The leading game action was useful game monitored by self-centred play in around all regions. The essay examined this information and raised essential issues regarding the model of pre-school recreation area. Thereby, this research described the correlation among the layout of outside play areas, children's preferences of play spots and their play activities.

Hasan, Quazi Mahabubul: Ahmed, Nabila (2019) presented some proposals to create learning further entertaining and increase learner's employment in the studying method in Bangladesh. They recommended a different idea to apply playing elements in the teaching area. They pretended that this technique could develop the learner's accomplishment in the education procedure. They examined the effect of playful atmosphere in schoolroom teaching and assessed it along with the usual system to sustain their analysis. However, they calculated pupil's implementation through recording on their presentation in separate factors. They collected statistics on or after their assessment forms for realizing their understandings. They used T-test and the ANOVA test for arithmetic theory exam and evaluated arithmetical importance on the various learning situation.

Nurun Nahar Chowdhury, Corine Rivalland (2012) explored in what way play was regarded as initial studying in Bangladesh. The essay discovered the opinions of four parents and four early childhood teachers in semi-rural Bangladesh using qualitative method. Results showed that the significance of play as education is established by the cultural, classical, scholastic, financial and diplomatic issues of the provided civilization. Guardians thought play as relaxation, but tutors recognized it as a stimulating factor for learner's education and for facilitating to be prepared for

school. Nevertheless, participants conceded that play could support the children to defeat their sense of anxiety concerning school. While the importance of play as education in the Bangladesh perspective varied from the western styles, the document highlighted social, governmental, and financial factors whilst approving an introduced pedagogic attitude like play.

2.7 Conclusion:

Play and learning happen concurrently as children spontaneously participate in the procedure of inquiry (Fleer, 2009). The children feel that play is not a frivolous, negligible activity, but a necessity, an essential component of their nature by which understanding arises coincidentally (Miller and Almon, 2009). There have been reports of the playful learning for many years, but in Bangladesh PL is a new pedagogical approach for the policy makers, educators, parents and for the children (Hasan et al. 2008). Details of design and methodology process of this research are given in the following chapter.

CHAPTER 3

Design and Methodology

3.1 Introduction

The design of study varies on the investigator's significance of the aim of the analysis and experience. These establish the methodology and layout of the study (Cohen, Manion & Morrison, 2011). This chapter will give a sketch of the methodological style commenced to look at the views of the effects of playful learning in early years education in primary schools of Bangladesh. This chapter will introduce the purpose of the research study and the methodology implemented. It will explain the example of participants and in what way they were chosen, the research procedures applied for data collection and the procedure of data analysis. The ethical factors of the investigation will also be reviewed. Moreover, this chapter will contain explaining the choice of the style of method and talk about the legality and consistency of the study.

3.2 Research Methodology

3.2.1 Qualitative or Quantitative Research

The first stage was to select on what kind of research methodology would most excellently fit the research study. The research approach is the common theory that will manage the investigation (Cohen et al, 2003; Dawson, 2019). I studied the benefits and drawbacks of each kind of methodology.

Dawson (2012) defines qualitative research as discovering practices, conduct and views of the people regarding various issues, via techniques such as core groupings, interpretations, and conversations. It tries to find broad and strength thoughts from participants. Though a small number of persons participate in qualitative research surveys, the investigator is deeply engaged in the procedure and interaction with the members manages to very last extended than the members in a quantitative research survey. Resnick and Silverman (2005) recommend that qualitative investigators can meet problems getting reliability. The investigator clarifies the information accumulated and thus it may be thought that the findings could be influenced.

Qualitative research approach is studied to be the most suitable policy as it gives a source for searching ideas and experiences in a social perspective (Hancock et al., 2009). Though quantitative research has many benefits, it is believed that a qualitative study of observations and practices is a further suitable method to attain the objectives of this study. Moreover, by applying the study model of qualitative assessment, variability in analyzing different viewpoints of the topic might be retained (Van Wyk, 2004).

Quantitative study is explained by Dawson (2012) as concerning the consumption and evaluation of data applying arithmetical methods via huge-range analysis study, applying techniques such as questionnaires. However, more persons are contacted via quantitative investigation, but the interaction with the contestants is much quicker than in qualitative investigation. The information accumulated can be widespread to a greater people, yet assessment software is needed and might be time expending. Quantitative figures also avoid the social aspect which can deliver deepness of a subject.

In this research survey the data collected from the members engaged of two types of the views and opinions. The members' replies to queries must be regarding private practices. As a result, it was determined that a qualitative method was the greatest fit for this research. Moreover, it gave more capability to achieve strength knowledge of the ideas and attitudes of the members. For these reasons, I applied qualitative method to be studied, contrasted to a quantitative method which could be used in a larger level and further statistically based.

Collecting data via questionnaires is an efficient method of finding common documents (Dawson 2009; Menter et al. 2011). The questionnaire contained mainly open-ended questions, but also some pre-identified replies to collect as much data, as well as opinions, as possible. One benefit of the questionnaire is that it can connect with more members (Dawson 2009; Menter et al. 2011). Members also get schedule to take into consideration regarding their answers – possibly several days. Answers should be powerful and dependable, creating it potential to look at the topic from the interviewee's opinions (Labuschagnew 2003). The literature recommends that one problem of applying questionnaires as information compilation tool might not be restored or, if finished, some inquiries can be skipped (Dawson 2009; Menter et al. 2011).

My skills and the literature review recommended that this subject is relevant to specialists who work in pre-primary class of govt. primary schools in Dhaka City Corporation (DCC) in Bangladesh. Moreover, it was thought that there might be enough inspiration to take part with the questionnaire and the broader plan of communicating excellent preparation. However, more scope was given at the conclusion of the questionnaire for further remarks to let interviewees chance to enhance perceptions not exactly referred by any of the queries.

The literature review and present strategy notified the problems and conducted the whole study.

3.3 Research process:

3.3.1 Participants

Five major issues to be assessed while selecting a population model are sketched by Cohen, Manion and Morrison (2011). These involve the volume of the sample; the representativeness and limitations of the sample; entrance to the experiment; the testing plan to be applied and the type of study being accepted.

The sample of members for the research was chosen after conferring with my supervisor and thinking the timeframe for the research. The sample of teachers was compiled of six pre-primary teachers at govt. primary school. The teachers were selected from six different govt. primary schools of Mirpur thana in DCC where I was working. I sent email to the Thana Education Officer to seek permission for interview. I planned to talk with the Headteacher of each school. I contacted with the teachers over phone. All teachers were female and well experienced.

In govt. primary schools in Bangladesh, classes are organized from grade one up to grade five in

two shifts for six days a week. As per recently approved Early Childhood Education (ECE) strategy pre-primary class is arranged in govt. primary schools in the morning shift for two and a half hours. Like most of the public primary schools the examined schools needed infrastructural resources. From these schools six primary teachers were randomly chosen and interviewed. Though they were primary teachers, but they were trained of a fifteen-day Pre-Primary Education (PPE) training course by the government. Apart from their duties to educate in the primary classes they were given the pre-primary class by the school authorities. These teachers, aged between 30 to 50 years (with 5 to 20 years of teaching practices), belonged to the middle-class families and all were women.

3.3.2 Data Collection

Research techniques are the tools applied to gather the information (Dawson, 2019). Various techniques containing conversations and questionnaires were thought in the method of choosing what would be suitable for this research. However, as this research encompasses the practices of teachers who work with pre-primary students, so the best suitable method to accumulate information was to take notes from the teachers who give out opinions and views from their personal and professional experience. The conversations happened in the six primary schools from which the model was selected. The statistics was primarily to be accumulated within 7 days. All the participants were helpful along with the procedure of information gathering, though, time limitations indicated that it was tough to organize the discussions in the provided period. Further preparations for talks had to be prepared to confirm all members were questioned.

These data were recorded via mobile phone as the interviews were taken over phone, and semi structured interviews with the classroom teachers of nearly 20 min. These interviews asked teachers' perceptions on the objective of playful learning in the classrooms, the role of play in children's education, and teachers' role in the play in their classroom.

3.3.3 Semi-structured Interviews

Conversations assist participants to talk about their explanations of the humanity in which they survive, and to convey how they interpret circumstances from their personal belief (Cohen, Manion & Morrison 2011).

Semi-structured discussions unite methods from organized and unorganized discussion procedures. Queries are particular, but the questioner can pursue interpretation and explanation on the responses provided and therefore facilitating a free chat along with the candidate (May, 2011).

The conversations were organized over phone from UK to Bangladesh between only the questioner and candidate. This let for a relaxed situation where members were capable to communicate their thoughts and feelings, applying their personal expressions to give their experiences. Open-ended questions were arranged earlier to manage the conversation process. Every educator participant was offered with the similar set of queries concerning to the importance of playful learning in early years education in Bangladesh. The questions were the similar for members, however, further questions, that were particularly appropriate to each teacher, were also incorporated. The conversations took among twenty and thirty minutes and were taped with a digital audio recorder.

The conversation program focused the child's approach to education and school, the new concept of playful learning, teachers and parents view, further assistance, self-belief, self-respect, the capability to speak about anxieties, relationships, and instruction for educators. The language of the problems was thought as it was essential that language applied was coherent and applicable to the members (Bryman, 2001).

The data accumulated was applied to deliver proof to notify the discussion on the importance of playful learning in early years education in Bangladesh.

3.3.4 Data Analysis

As the first language of the participants was Bangla, the interviews were done in that language and audio recorded. Interviews were first transcribed literally into Bangla and then converted to English. During data collection, examination and conversation numbers were used to describe to the participants such as teacher 1, teacher 2, teacher 3, teacher 4, teacher 5, teacher 6 and codes were used, such as A, B, C, D, E, F for the schools.

The method of data assessment is producing perception of the statistics via arranging the information, accounting for, and explaining it (Cohen, Manion & Morrison 2011). The qualitative information, gathered via conversations and open-ended questions, was evaluated in five steps: adjustment, dictation, association, coding, and evaluation (Lacey and Luff, 2001).

The preliminary step of analysis is listening to each of the taped conversations to develop clearer informed along with the information and to achieve knowledge of them. By taping the whole thing found with non-vocal clues, records of the conversations were then generated. Person's name and recognizable data were deleted, and every copy was presented a secret code number, for example S1. These were kept in an encoded pen drive.

The open coding method applied by Flick (2009) was pursued. The information in the records was then categorized and investigated, arranging important statements, and put into groups. The information was coded matching to ideas, with significant regulations and tags allocated to the script for simple recognition. Color-coding was applied to evidently designate information to ideas and types. Appropriate segments with related words on opinions and views were categorized and explained with crucial phrases. When the copy had been divided, connections among the codes were categorized applying axial coding (Strauss and Corbin, 1990). Categorizing these answers into classified replies revealed important ideas or styles and these were then separated once again into sub-groupings.

The advancement of groupings operated a rational technique, wherever some ideas were prepared from the beginning and then particular segments of records for these were found, but different ideas were also approved to come forward (Hancock, Ockleford and Winderidge, 2009). This has been permitted for the evaluation of interactions among classifications to come about. Crucial ideas might then be recognized, and the responses delivered by teachers might be matched. Differences were gotten among the opinions of the educators based on the ideas that appeared after the evaluation of the conversation information. This information was measured regarding the volume to which they responded the investigation query. Response of the results were forwarded to teachers and they were be grateful for their schedule and contribution to the survey.

3.4 Ethical Approval and Issues

Ethics is the regulation of conducting whatever is correct and incorrect in an ethical structure that is based on commitment and responsibility (Nation, 1997). The investigator must always be

concerned of the effect, and the study will have on participants (Denscombe, 2014).

3.4.1 Ethical Authorization

According to the University Ethics Committee: Rules for Ethical Study (UWS, 2009), progress to beginning study, ethical authorization had to be accepted. Moreover, as this study engaged matured participants, it was consequently required for ethical rules to be judged during the research. An Ethical Approval questionnaire was completed and presented to the University of the West of Scotland Ethical Committee for attention.

3.4.2 Ethical Factors

The four rules of ethical study; benevolence, kindness, independence and honesty were judged and all participants in the research were considered giving to the rules of ethical study from the University of the West of Scotland (UWS, 2009).

Security of all participants was ensured during the research; there was no possible dangers or damage to participants or me. It was mentioned that some participants might have been awkward responding a few of the issues if they faced a difficult question. The participants were ensured that their privacy should be provided during the survey and were produced to think relaxed. Participants were told that there was no profit for participating in the survey, apart from obtaining the thinking of have being engaged in a research. The advantages were for the student; examining results to more improve knowledge and update potential education practice, and therefore develop children's skills in the future.

Acquiring data from participants in the absence of their information, eagerness and permission is judged wrong (Bhargava, 2005). Preceding to beginning the conversations, agreement was taken from the participants declaring their eagerness to join in in the research. Every participant got an evidence page to notify them concerning the research and confirm detailed clarification. A framework of the objectives of the research, the causes why the study was being organized, plan of the issues to be reviewed, privacy procedures, the duration of period they could be needed to contribute to the survey and call facts if any issues occurred, were encompassed. Contribution in the survey was volunteer, hence participants were notified that they had the liberty to leave, without reason, from the investigation study any time. Privacy and secrecy of information were ensured to all participants during the survey. Records were kept on an encoded pen-drive and no

recommendation was produced to the person's name in the statement, to give secrecy.

3.5 Validity and Reliability

Validity and reliability are two issues to be judged during the layout, completion, assessment and writing steps of the investigation survey to improve reliability (Patton, 2002).

In quantitative conditions reliability describes to whether the outcome is repeatable, and validity affects the accuracy and correctness of the statistics (Denscombe, 2014). Scholars perceive these ideas in a different way for qualitative study and think the conditions explained might not relate to qualitative study (Golafshani, 2003). In qualitative study validity describes to the authenticity and function of the processes applied and the truthfulness with which the results reveal the information, while reliability means to stability in the analytic techniques applied (Long and Johnson, 2000).

People react in their own way varying in what way they understand the questioner. The age, gender, cultural foundation, societal level, and scholastic qualities of the investigator are able to influence the quantity of data that participants are eager to express and exactly how truthful they are (Denscombe, 2014). Participants can think uncomfortable, uneasy, or defending while queried private matters. In some situations, interviewees could answer to queries in a style they think the questioner would assume from them (Dawson, 2019).

The integrity of the investigator is particularly essential in qualitative study because they are the tool of data accumulation and evaluation (Patton, 2002). It was consequently important I allowed my position as investigator may influence the participants throughout the records gathering procedure. I confirmed that I was friendly to reply any questions equally past and after the conversations. To guarantee fairness while providing information, every person was offered the chance to reject to take part in the survey. This assisted to make sure that the information collecting method just engaged those participants who were eager to contribute and were ready to present views liberally. As the investigator, I conducted a short discussion at the starting of the conversation to create a relationship and get them think relaxed. Even though my relationship with one of the organizations where the study would happen, I guaranteed that I stayed impartial throughout the investigation study. I confirmed the queries I questioned were the similar for all participants and I did not remark or convey expression for any responses.

Quantitative investigators use arithmetical techniques for forming validity and reliability of study decisions while qualitative investigators' intention is to layout and integrate practical approaches

to make sure the reliability of the results (Noble and Smith, 2015). It is needed for the investigator to make a recording truthfully and understand the data found (Cohen, Manion & Morrison, 2011).

Investigators are needed to take on moves to explain that results that are appeared from the data accumulated and not their personal susceptibilities (Shenton, 2004). Qualitative researchers can certify the reliability of results by accounting for individual partialities, serious consideration of the procedures, confirming explanations of information are reliable, creating comparisons and modifications to guarantee perceptions are signified and containing accurate representations of participants' replies to underpin results (Noble and Smith, 2015).

Taking these aspects into account I ensured that validity and reliability were maximized throughout all areas of the research study and the findings achieved were valid.

3.6 Conclusion

This chapter reviewed the methodological style undertaken in the research study. It sketched the research question, method approved for data collection and how the data acquired was examined. Ethical considerations, validity and reliability of the study were also reviewed. The findings of the study are given and examined in the next chapter.

CHAPTER 4.

RESEARCH FINDINGS

4.1 Introduction

The key themes and results, which created from the information accumulated through the conversation procedure, are submitted in this chapter, applying quotations to explain every

theme. The recorded conversations of teachers were evaluated and assessed. Major themes had pinpointed, and the responses presented by teachers might be compared with one another's opinion. The major themes which appeared, after the assessment of the information. These topics contained approaches to education, interactions, assistance, and whole understanding of playful learning. From the statistics, it appeared that there are several attributes of playful learning which can have an important effect on children's lives and education. Rogoff (2003) argues that the actions or manners that are explored suitable as playful learning in one society could not essentially be judged as playful learning in another society. Hence, the study centered on exactly how the teachers explained play as a teaching model and how it was included in the classroom procedures. In the current study the words that teachers applied according to the questions, I asked them to describe the concept of playful learning and the importance of playful learning, children's play activities, teachers' role and teaching materials, classroom management, some negative effects of playful learning and I have designed this model according to the questions that I have asked to the teachers. All these topics are given below in details:

4.2 The concept of playful learning and its importance in early years education:

Six of the contributing teachers demonstrated about playful learning revealing the viewpoint about playful learning. These participants expounded the developmental appropriateness of play and primarily described the purpose of play as supporting the personal and social development of the children in their classes.

4.2.1 The concept of playful learning:

All these educators accepted a general view of playful learning that learning through play is playful learning. Teacher 1 of school A said,

“when I teach the students by playful activities and if the students learn something through these activities, that is called playful learning”.

Teacher 2 of school B stated,

“teaching by play or games is playful learning and the children of pre-primary classes like playful learning very much.”

Teacher 6 of school F noted,

“Playful learning is essential and there is an opportunity for the children to exercise the talents that they’ve been educated”.

However, one teacher stated a correlation between coaching and playful activities.

“While the straightforward coaching occurs, and later children are permitted to play and then they discover and shift their ideas in their play and their playstyle has been become different”. (teacher 5 of school E).

4.2.2 The importance of playful learning:

All teachers expressed their opinions about importance of playful learning. They thought that playful learning was very essential for the children.

“playful learning environment in the classroom provides the children the chance to develop physically, mentally, socially, and intellectually” (teacher 1).

These teachers accepted that playful learning is an enlightening movement and it is also recognized as an educational tool that had the capacity to boost children’s understanding of educational proficiencies.

Teacher 2 stated,

“Playful learning is a useful educational task that offers children the liberty to discover, to do errors, to examine, to attempt testing and mistake. They are performing that on their individual positions and realizing they are in a helpful condition”.

The combination of educational skills cooperatively formed settings of play and academic learning outcomes that are skillfully achieved in participants’ classrooms; however, there were proficiencies that children were supposed to realize that did not spontaneously perform themselves through play. To assimilate these talents, educators conveyed the necessity for an additional organized method: playful learning. This method was planned to assist the studying of supervised educational talents in a sense that was entertaining and participating for the children.

In the classrooms the participating teachers noticed that playful learning experiences, with teacher-guided educational skill, effect on children’s learning style.

The teachers evidently explained the required of a play-based pedagogical attitude. They disclosed the perception that certifying a correlation among direct training in supporting playful learning and children's play and it was essential to assist children's real knowledge of educational notions. One teacher noted that their students had a constructive attitude concerning school.

"Children of pre-primary class want to come to school regularly for playful learning. They enjoy playing with their friends, classmates. They feel free and they learn easily through playful activities, such as- playing with toys, singing rhymes." (teacher 5)

Teacher 6 stated,

"As we behave friendly with the children, they don't feel hesitation to tell any problem. We always try to connect with them closely and to teach them in a playful method, which is very much popular and essential to the students."

These views complete the traditional vision of early years education as creating children to the school and training them for the educational knowledge which is the aim of the next fundamental classes (Elicker & Mathur, 1997). For example, one teacher openly stated that for the duration of playtime children were studying to cooperate "collectively, they're feeling out how to behave with their friends, what is suitable and what is not suitable" (Teacher 5). Another teacher reflected this answer, revealing that "the more they pass time with playful activities, the more they can discover and the more they have become socialized. The more they participate in games, the more they realize in what way they can perform all together" (Teacher 6).

The self-monitoring advantages of play were obviously expressed by Teacher 1, who indicated that "self-supervision is a good one for the children to develop individually, however, they have true feelings for themselves and they can resolve problems." This perception of playful learning as fundamental to student training for upcoming education and playful pedagogy encouraged the improvement of talents that provide for educational knowledge.

However, one teacher explained the teaching of educational proficiencies mostly in instructive words, highlighting that the studying of educational models needed direct teacher coaching and that this teaching did not appear in the framework of play:

“I realize that most of their learning abilities emerge from the small-group work that I do.”
(Teacher 3)

All teachers give out their viewpoint, expressing that attempting to get a balance among the educational aspects of pre-primary program and the play-based teaching method that is required in the classrooms.

4.3 Children’s playful learning activities:

Though all teachers were dedicated to the combination of playful learning into their curricula, and I noticed that for the period of data records collection for this research, there was slight difference in the styles of playful studies in which pupils were involved.

While questioned to explain the styles of playful learning that happened in their classrooms, teachers concentrated their reactions on the resources that were accessible for children’s play. Moreover, their reactions concentrated on the value of the child-directed type of play: “You have to keep an eye on what the children are attracted in” (Teacher 1). The significance of playful education that was shared by the participants: to encourage self-determination and self-inspired understanding.

The teachers described about different learning activities that they applied for playful learning for the children in the classroom, as I asked them to tell about some of the learning activities. As per the teachers’ statement, some of the activities are given below:

4.3.1 Rhyming:

The participants selected rhyming as playful learning activities that they experienced by acting parts regarding to a subject. Teacher 2 said,

“I am comfortable with following the textbook and syllabus in this concern. The students always practice rhyming and thus they can learn alphabets, the names of the days, the numbers and much more things.”

Teacher 4 said,

“Every day all the children in the class recite rhymes, such as- ‘Twinkle twinkle little star’ or ‘Jhony, Jhony. Yes pappa’ and through reciting their language efficiency skill is being increased.”

Teacher 5 said,

“The children always like to tell rhymes and they want to learn new more. Rhyming is one of the best ways of playful learning for the students of early years education.”

Teacher 1 said,

“There is a powerful, extraordinary correlation was discovered among learning of nursery rhymes and the advancement of phonological proficiencies.”

Teacher 6 argued,

“Methods of nursery rhymes and of the recognition and invention of rhyming and sound repetition were connected to early reading but not to early mathematics abilities.”

4.3.2 Performing physical activity:

The physical activities or exercises, are as recommended in the program, were described by the teachers as a supplier of amusement for the children. They thought these exercises as effective to keep young children's physical strength and to understand calculating. Obesity levels are growing among children, and decreased physical movement is a likely supplier to this trend (Pate et al. 2004).

Teacher 2 noted,

“The children always do some physical activities in the classroom and those activities help them to develop physically and mentally, but some girls don't want to take part in physical activities wherever all the boys do exercise eagerly”.

Teacher 4 stated,

“I teach counting through physical exercises in pre-primary classes. However, boys participate in bigger groups and in more open surroundings and engage in tougher games than do girls.”

However, teacher 5 expressed that she did not find any meaningful gender variations in physical activities.

4.3.3 Singing and acting:

All the educators expressed that they trained acting with songs and physical activities as group tasks to build children's learning about a variety of key words and letters.

Teacher 1 noted that children enjoyed these behaviors very much and they liked to repetition of these activities, and that is why the children in her class came regularly.

Teacher 3 noted,

“The children like play-acting and singing songs. For these activities, the environment in preschool’s classroom become more joyful and this environment provide children a sense of fearless about school and education. Children's play-acting as like inventions where there is no script, but the script is produced on the place in the interaction between children.”

Teacher 2 expressed,

“Through play-acting children can be taught how to discuss, argue and explore ideas and thinking with each other. The students can understand that play and learning are interlinked.”

Teacher 6 said,

“In play-acting, children speak and explain constantly in the mediation with partners and play the role in acting. Moreover, when they perform the play, they create the subject of it by discussing about what to act and how it should be performed.”

However, teacher 4 stated,

“children become more dynamic by teachers modifying actions to the child's level of progress and applying a model by which children can perform actively. I follow this way for my students to teach and learn them.”

4.3.4 Storytelling:

The teachers also stated that storytelling as encompassed in the syllabus and recommended in the teacher's manual.

Teacher 2 noted,

“I give opportunity to the children to tell stories which can improve children’s thoughts as well as inspire them to produce emotional images.”

Teacher 5 stated,

“I think storytelling is the best method to improve listening abilities. Storytelling also offers a chance to understanding the distinction among listening silently and listening actively. Sometimes, I tell stories and the students listen attentively.”

Teacher 6 indicated,

“storytelling increased confidence, language acquisition, and ability to remember and in my class the students tell stories.”

Teacher 1 revealed,

“storytelling could be more effective than other methods at improving proficiencies that make children for reading and I give opportunity to the children to tell story.”

4.3.5 Drawing:

Teachers mentioned drawing as a playful learning task. They show children how to draw circles, triangles, kites, or flowers or how to draw a house. They also stated that children in their classes comfortable with this task.

All consider drawing to be essential in the perspective of the children's learning and acknowledge the many general advantages for children involving self-communication, innovation, recreation, satisfaction, and a chance to feel achievement. Teachers all described being very inspiring to children and providing them liberty to select their personal subject for their sketching and create their own drawing technique. The teachers did not judge the children's drawings; however, they statement providing all children enthusiastic inspiration. All teachers statement that they think endeavor is essential in forming a good quality drawing while some mention scrawling, hurrying or negligence as a poor drawing, even though others reveal that there is no such issue as a poor drawing.

4.3.6 Games:

Teachers described that twelve organized games were encompassed in the curriculum as children's play. These games were intended at nurturing certain socioemotional, intellectual, and physical qualities of the growth of young children in accordance with their stage.

In the following quotation the teachers clarified how they utilized some of the above stated play activities as teaching-learning methods to speed up children's language and mathematical ability and give them with the experience of shapes.

Teacher 1: I educated the students the letters 'ka' and 'kha' [Bengali letters] by singing and performing 'ka te kola, kha te khai' [a song-based game].

Teacher 2: Games are one of the best techniques to teach the children in early years pedagogy. Through games children can learn, share their opinions, gather leadership qualities, and can apply these qualities in games. I always give them chances to play games.

Teacher 3: When the children feel bore, then I tell them to play. The children play with toys, such as- cars, dolls, balls etc. The children enjoy it very much.

Teacher 5: We are stated [in Pre-Primary Education training] to educate children playfully. There are various games, there are tales also, and songs. Through songs and games, they could be given with the basic ideas of hygiene etc.

Teacher 6: Play would relieve children's feeling of fear about school. By playing games, they can understand about school and the anxiety about education or teaching or teachers or classmates or rules is removed from their thoughts. I believe that by way of playing the stress of education becomes less. The children are encouraged in learning if they obtain the opportunity to play.

4.4 Types of play materials:

All the teachers applied this idea to clarify their play methods in the classroom. They utilized small sticks, rejected pens, pencils, different types of toys, rocks, leaves, soil-made patterns to educate children the idea of models like circles, squares, or triangles via direct practices. The educators also stated that the children loved studying throughout these endeavors. Teaching materials are of immense impact in young children's education and training (Chowdhury & Rivalland, 2016). The questioned teachers thought above stated teaching apparatuses, stored locally by them, as play items. Moreover, they mentioned that every year The Govt. had given a small amount of money to buy necessary materials to every Govt. primary school. However, the quantity of these tools was not adequate. Teacher participants stated that owing to insufficiency of materials pre-primary courses required play resources and that eventually did the children dissatisfied.

Teacher 2: In the pre- primary level we have small budget for playful learning materials, and it is very challenging for us to accumulate them as there are many students in my class.

Teacher 4: Each student likes to play at the same time. I control this by way of creating groups. However, there still troubles, whilst one group plays, children of other groups remain disheartened. For example, I can make up 4 groups out of 40 children, but when one group performs, the remaining 30 children will be observing them; they will be saddened obviously.

However, teacher 5 stated,

“There are enough materials for children to be learned in my class as the number of students is only 25.”

4.5 Teachers' role:

Teachers performed a crucial character in this playful learning. The role that the teachers performed alongside a range from quiet and neutral viewer to inventor of playful perspectives created to foster the teaching of educational guidelines (Chowdhury & Rivalland, 2016).

These teachers realized and admired children's necessity to play liberally:

Teacher 1: Sometimes, I do not give direction throughout the play but seek to move in there and improve those minor irritations and those queries to be continued.

Teacher 1 did not give instruction directly when the children engaged with playful activities, but she used to walk in the classroom and observed the students and helped them if needed.

Teacher 3: In the classroom when children play, I purposefully judged my level of involvement, deciding when to stay as a quiet viewer and when to perform on a chance to continue children's education.

After seeing the condition of the children's activity, teacher 3 decided herself to be a silent observer or to be engaged with the children's working to teach them.

Teacher 4: I negotiate an equality among directing and expanding children's play to boost their knowledge and letting children to play freely.

Teacher 4 stated that she had given the chance to children to play according to their own choice to flourish the students' learning.

4.6 Classroom management:

Due to community force to admit all available (5 years old) children in most of the schools researched in the study, the total of pre-primary students goes beyond the admission limit (30 per class). All the participants accepted that the teacher-children ratio was not advantageous to fulfill a playful and adaptable syllabus to meet up the demands of the children as sketched in the Operational Framework (MOPME, 2008).

The teachers expressed their opinions about classroom management.

Teacher 1: The pre-primary classroom of my school is not so big and everyday about 60 students present in the class, so it becomes difficult to manage the session. Sometimes, there creates undisciplined condition among the students.

Teacher 2: According to the Govt. policy, the students of pre-primary class sit on the floormate. There are no chairs or tables for the children in the room, and for this reason, the children face some problems to do their works.

4.7 Some negative effects of playful learning:

The participants mentioned some negative effects of playful learning, such as:

Teacher 3: If the children always play, sometimes they do not want to concentrate on the academic learning. So, sometimes it becomes hard to negotiate between play and academic learning.

Teacher 4: Most of parents do not like the style of playful learning. Sometimes, they complain that their children spend more time in playing rather than studying but they send their children to learn not to play. For this reason, it creates a negative impact on my mind.

Teacher 1: As there are so many students in my class and I am only one teacher for them, so I have to face various difficulties to continue play-based activities.

4.8 Conclusion:

In Bangladesh, the concept of playful learning is new. The govt. has taken some steps for pre-primary students and teachers. Some pre-primary teachers have expressed their views, perceptions and told about their duties, limitations, and some negative effects of playful learning. The teachers tried their best to teach the students perfectly through playful activities. The answers are explored, and discussion, conclusion, implications, and recommendations are also given in the following chapter.

CHAPTER 5.

Discussion, Conclusion, Implications, Recommendations

5.1 Discussion:

5.1.1 Playful learning as a pedagogical concept:

Data assessment reveals that the way teachers realized and categorized playful method as learning and teaching was dissimilar to the categorization and perception of playful technique applied in various Western states. In the current survey participants applied the terms 'rhyming', 'physical activities', 'singing songs', 'drawing pictures', 'acting', 'games', and 'practicing with learning materials' to explain young children's playful learning activities of early years education in Bangladesh. In the academic context playful learning activities was understood as young children's energetic and collaborative enjoyable endeavors with the teacher and friends as a method of acquiring educational proficiencies through pursuing the teacher's directions (Ara, 2009). Moreover, playful learning method is accepted as a source of inspiration and fascination that could diminish young children's tension about school. The research exposes that the interpretations of playful learning and the type of playful learning procedures in society of urban regions of Bangladesh are affected by the current administrative, financial, educational, and socio-cultural settings. However, it seems that the socio-cultural settings of Bangladesh are not positive for ECE framework.

5.1.2 Classroom environment:

To assist young children's education through play, properly arranged classrooms are important. Bangladesh government's pre-school plan aims to give a room of 250 square feet for 30 young children, but it looked in the survey that the pre-primary classes were organized in the available classrooms where there was not sufficient space for the children to sit accurately on the floor or to move easily during play time, or even in the schoolyard where there is no safety from heat or rain. As there were students of 60 or 70 in a classroom, the students did not sit properly or could not continue the study perfectly. These classrooms required learning materials to help to do the playful tasks and to teach to young student. Gupta (2011) said that non-facilitated learning settings do not inspire the Western playful learning activities. Similarly, in spite of the

government strategy to deliver a playful learning-teaching classroom (DPE, 2010; MOPME, 2008), absence of structural facilities and materials not only delayed the achievement of playful learning technique in the classroom, as evident in study showed in India by Hedge and Cassidy (2009), but also dispirited the children to come to the school.

5.1.3 Learning materials:

Heidmann and Hewitt (2009) stated that young children should be delivered with chance to discover a range of exciting and interesting tools that promote different play activities. However, findings revealed that the young children did not get opportunity to learn with materials that foster various playful tasks, or to solve problems or to make decisions. Moreover, the number of learning apparatuses was not enough to permit all the children to discover, which created unhappiness amongst them. This confirms Heidemann and Hewitt's (2009) argue that lack of play items raises distraction. To encourage young children's education and advancement, Bilton (1998) and White (2013) contend for an arranged outside space. But in the researched schools' young children's chance to do outdoor activities was restricted due to shortage of supplies.

5.1.4 Teachers' responsibilities in the classroom and correlation with children:

At the formal stage it seems that the government policy was conflicting with the hopes of the societies because, in the pre-primary classes, the number of children go above the government limitation (30 children per class). This caused in teaching methods in which teachers worked to adjust the society requirements instead of following government rule. The research, shown on Indian playschools, claims that in a pre-primary class of 50-70 children is not useful to use Western teaching methodology (Hegde & Cassidy, 2009). Comparably, in this survey the teachers believed that achievement of the play-focused on collaborative teaching-learning practice was related to the quantity of children that the teacher can work appropriately. Teachers' playful learning practices in the classroom neither maintain child-focused play (Sandberg, 2002) nor conveyed a steadiness among child-focused and teacher-guided methods (Lobman, 2003). However, playful learning as conveyed by the teachers in the current report was mostly teacher-guided and children had not much chance to decide tasks that they enjoy. It seems that playful learning style was transformed into arranged learning method.

Findings showed that analysis of playful method and classroom procedures were decided by issues like government's plan, classroom environment, learning resources, national curriculum, teacher-children proportion, nature of play resources, access to play and teachers' participation in children's play tasks. Therefore, participants' approach of playful learning as teaching seemed to

be separate from of the Western interpretations. Cannella (2005) argues that the Western playful learning style requires common applicability as it is established with specific morals and prejudices to focus on the questions of certain social truths. Gupta (2011) more reveals that the Western approach of describing playful method as teaching can be differing with nonwestern classroom procedures for eco-social backgrounds. This is manifested in the given perspective of current report.

In this research paper playful learning is defined as enjoyable activities like doing work with learning tools (such as small sticks, stones, leaves, toys), acting, singing, drawing, rhyming, or doing physical activities. Education and learning should be designed and introduced in a manner which is attractive to the young children (Samuelsson et al. 2009). In this view, in teacher-directed practices, the young children get the chance to engage in enjoyable and cooperative activities. Moreover, Vygotsky recommended that doing playful activities children do not only produce reality, but also redevelop previous practices and improve their own experience. In the current survey, however, it seems that in most examples' children did not get the opportunity to build for themselves a significant framework indicating actual life conditions; rather the framework was formed by the teacher. They were not creating their own knowledge of experience; rather, they were be taught the way of doing activities through copying the teachers. However, the above-stated classroom practices mostly concentrated on the success and educational proficiencies rather than revealing children to interesting behaviors that effect on solving difficulty and creating judgement as supported by Kangas, M., Kultima, A. and Ruokamo, H., 2011. These were mainly teacher-guided activities, and young children had not much space to convey their selections which could create them deeply inspired to participate in playful learning activities. However, in the Bangladesh background, these teacher-led activities were understood by the teachers as getting the authority to speed up young children's educational knowledge, for examples, numeracy and literacy (Banu et al. 2018).

5.2 Conclusion:

The research exposes that appreciation and integration of playful learning as teaching in recognized ECE in the community area of Bangladesh is dependent on its social, cultural, and educational background. However, playful teaching needs skilled teachers, helpful school committee and excellent school civilization. Understanding this reality, The National education policy 2013 (cited in Ahsan & Mullick, 2013) identified and granted the Early Childhood Care and Development program which incorporates food, nutrition, health, cognitive and social

matters those are the requirements of early childhood education. Therefore, the study says to redraft the perception of playful learning and it applies to meet the social, cultural, financial and political difficulties of a non-western emerging state like Bangladesh.

5.3 Implications:

Teachers mentioned playful learning as a comfortable method of communicating learning, quickening young children's studying, and helping their training for school. They are good skilled and capable to assist the children improving their essential experience, talents, and helpful manners. This survey clearly believes in the idea of child approachable teaching. All the participants have supported such a pleasant learning setting in the classroom. Yet although every teacher in the survey showed a strong correlation with children. Despite many weaknesses such as shortage of infrastructure, funds and play items, and children: teacher proportions, these teachers tried to integrate playful learning, as they realized and could practice it, in their classroom. Moreover, for the absence of education, parents relied on the teachers for their children's edification and thus acknowledged their innovative teaching approaches. However, parents were unwilling to be engaged in children's playful learning. Furthermore, it showed that anxiety about school environment amongst the young children, and participants thought the chances for play could support children to overcome this sense, invite them to school and inspire their education. Parents desired to confirm the succeeded of their children because they thought education as the way to improve their socio-economic level. Teachers' aims were to achieve the objectives of syllabus and solve the challenges they meet in educating children. The Government's ECE guidelines designed to facilitate young children to understand their human capabilities (MOPME, 2008). Therefore, the progress of children's education by way of playing seemed to be the innovation of certain adult ideas within a specific governmental structure (Viruru, 2005). However, this survey noticed that, in Bangladesh, the integration of play as early learning exhibited differences from western style. According to Cannella (2005), the western method to play needs universal applicability. Similarly, Gupta (2011) says that western discussions of play-centered teaching are incapable to focus on the growing disparities of children in different socio-cultural environments. Therefore, the current research exposed the necessity to reflect the educational, socio-cultural, and political settings while including an educational style positively and censoriously in Bangladesh.

The example size of participants in the survey was small contrasted with research schemes, hence the participants in the research may not be agent of a larger population. This research

could be repeated with a bigger sample. The results of the study were proceeded from six govt. primary schools in Dhaka, Bangladesh. Though participants were from a variety of socio-economic environments, these schools were in the same group. It might be exciting to see if same findings could be gained from other schools within the Local Authority and other parts of Bangladesh. The findings submitted from this survey cannot, therefore, be common to a larger population.

My honest view about the limitations are that due to distance and location, it was not possible to take interview face to face and I had to choose only six samples for lack of time.

5.4 Recommendations:

The research also concludes that the schools of Bangladesh, (who follow national curriculum) may require to reflect on and realize how their classroom environment and teaching policies are likely influence student education. They should signify on what policies and abilities they utilize to improve child approachable education. Additional research can be going on this subject to acquire new data and knowledge about playful learning in many schools in Bangladesh. The schools in Bangladesh can reproduces an environment of good quality, which encouraging both physical and mental health for teachers and learners.

CHAPTER 6.

ACKNOWLEDGEMENTS

Firstly, I would like to thank the participants of the study, who kindly gave of their time, and deliberated their opinions about importance of playful learning in early years education willingly.

Thanks, to my supervisor, Dr Beth Cross, for her supervision and help during this journey.

Thanks, too, to Dr Lisa McAulliffe, who helped with the primary step of my research.

Thanks to my family, who have inspired me along the way.

Finally, special thanks to all the children who read in pre-primary classes in Bangladesh, and who have encouraged this study.

CHAPTER 7.

References:

Aboud, F. E. (2006) Evaluation of an early childhood preschool program in rural Bangladesh. Early Childhood Research Quarterly. Vol. 21, pp. 46–60.

Ahsan, M.T. and Mullick, J., (2013) The journey towards inclusive education in Bangladesh: Lessons learned. Prospects. Vol. 43(2), pp.151-164.

Ara, S., (2009) Use of songs, rhymes and games in teaching English to young learners in Bangladesh. Dhaka University Journal of Linguistics, Vol. 2(3), pp.161-172.

Ardt, K., Hastings, C., Hopkins, K., Knebel, R., Loh, J. and Woods, R., (2005) Report on primary education in bangladesh: Challenges and successes. Bangladesh Bureau of Education Information and Statistics (BANBEIS)/Bangladesh Ministry of Women and Children Affairs (MWCA).

Ashiabi, G.S., (2007) Play in the preschool classroom: Its socioemotional significance and the teacher's role in play. Early Childhood Education Journal. Vol. 35(2), pp.199-207.

Banu, L.F.A., Roy, G. and Shafiq, M.S., (2018) Analysing Bottlenecks to Equal Participation in Primary Education in Bangladesh: An Equity Perspective. In Engaging in Educational Research. pp. 39-64. Springer, Singapore.

Bergen, D., (2002) The role of pretend play in children's cognitive development. Early Childhood Research & Practice. Vol. 4(1), p.n1.

Bilton, K., (1998) Child and family social work: organizational context and identity. Child & Family Social Work. Vol. 3(3), pp.197-203.

Brooker, L. (2005) Learning to be a child — Cultural diversity and early years ideology. In N. Yelland (Ed), Critical issues in early childhood education. pp. 115–130. Berkshire: Open University Press.

Brooker, L. (2011) Taking children seriously: An alternative agenda for research? Journal of Early Childhood Research. Vol. 9, pp. 137–149. doi:10.1177/1476718X10387897

Bryman, A. and Bell, E., (2001) The nature of qualitative research. Social research methods. pp.365-399.

Berk, L.E. and Meyers, A.B., (2013) The Role of Make-Believe Play in the Development of Executive Function: Status of Research and Future Directions. American Journal of Play. Vol. 6(1), pp.98-110.

Bhargava, G., Bhasin, R. and Kumar, S.V., Cisco Technology Inc, (2005) System and methodology for voice activated access to multiple data sources and voice repositories in a single session. U.S. Patent 6,891,932.

Cannella, G.S., (2005) Reconceptualizing the field (of early care and education). Critical issues in early childhood education. p.17.

Cheyne, J.A. and Rubin, K.H., (1983) Playful precursors of problem solving in preschoolers. Developmental Psychology. Vol. 19(4), p.577.

Chien, N. C., Howes, C., Burchinal, M., Pianta, R. C., Ritchie, S., Bryant, D. M., ... Barbarin, O. A. (2010) Children's classroom engagement and school readiness gains in prekindergarten. Child Development. Vol. 81, pp. 1534–1549.

Chowdhury, N. N., & Rivalland, C. (2012) Value of Play as an Early Learning Instrument in Bangladesh Context: A Sociocultural Study. Australasian Journal of Early Childhood. Vol. 37(4), pp. 115–122.

Chowdhury, N.N. and Rivalland, C., (2016) Conceptualising play as pedagogy in the ECE context of a developing country: The case study of Bangladesh. MIER Journal of Educational Studies, Trends and Practices. Vol. 1(2).

Christie, J. F., & Enz, B. (1992) The effects of literacy play interventions on preschoolers' play patterns and literacy development. Early Education & Development. Vol. 3, pp. 205–220.

Cohen, A.D., (2003) The learners side of foreign language learning: Where do styles, strategies, and tasks meet? International Review of Applied Linguistics in Language Teaching. Vol. 41(4), pp.279-291.

Clark, P. and Kragler, S., (2005) The impact of including writing materials in early childhood classrooms on the early literacy development of children from low-income families. Early Child Development and Care. Vol. 175(4), pp.285-301.

Cohen, L., Manion, L. and Morrison, K., (2011) Planning educational research. Research methods in education. New York: Routledge Editors.

Dawson, C. (2009) Introduction to Research Methods: A Practical Guide for Anyone Undertaking a Research Project (4th ed). Oxford: How To Books Ltd.

Dawson, C., (2019) Introduction to Research Methods 5th Edition: A Practical Guide for Anyone Undertaking a Research Project. Robinson.

Denscombe, M., (2014) The good research guide: for small-scale social research projects.

McGraw-Hill Education (UK).

Directorate of Primary Education (DPE) (2010). Prashikkhan Shahaika Prak-Prathomic Shikkha (Training Manual) January 2010 (In Bangla language), Dhaka: Ministry of Primary and Mass Education, Government of the People's Republic of Bangladesh.

Dyment, J. and O'Connell, T.S., (2013) The impact of playground design on play choices and behaviors of pre-school children. Children's Geographies, Vol. 11(3), pp. 263-280.

Elias, C.L. and Berk, L.E., (2002) Self-regulation in young children: Is there a role for sociodramatic play?. Early childhood research quarterly. Vol. 17(2), pp.216-238.

Elicker, J. and Mathur, S., (1997) What do they do all day? Comprehensive evaluation of a full-day kindergarten. Early childhood research quarterly. Vol. 12(4), pp.459-480.

Early Childhood Care and Education in Bangladesh: A Review of Policies, Practices and Research

Fisher, K. R., Hirsh-Pasek, K., Newcombe, N., & Golinkoff, R. M. (2013) Taking shape: Supporting preschoolers' acquisition of geometric knowledge through guided play. Child Development. Vol. 84, pp. 1872–1878.

Fleer, M., (2009) A cultural-historical perspective on play: Play as a leading activity across cultural communities. In Play and learning in early childhood settings (pp. 1-17). Springer, Dordrecht.

Golafshani, N., (2003) Understanding reliability and validity in qualitative research. The qualitative report. Vol. 8(4), pp.597-607.

Gupta, A., (2011) Play and pedagogy framed within India's historical, socio-cultural and pedagogical context. Rethinking play and pedagogy in early childhood education: Concepts, contexts and cultures. pp.86-99.

Haider, A., 2015. Problems with our education sector. The Daily Star.

Han, M., Moore, N., Vukelich, C., & Buell, M. (2010) Does play make a difference? Effects of play intervention on at-risk preschoolers' vocabulary learning. American Journal of Play. Vol. 3, pp. 82 –105.

Hancock, B., Ockleford, E. and Windridge, K., (2009) An introduction to qualitative research. The NIHR Research Design Service for Yorkshire & the Humber. National Institute for Health Research Available at: <http://www.rds-yh.nihr.ac.uk/wp->

[content/uploads/2013/05/5_Introduction-toqualitative-research-2009.pdf](#) (Accessed 15th December 2013).

Hasan, Q.M. and Ahmed, N., 2019. Playful learning: A case study for impact analysis in the gaming environment (Doctoral dissertation, East West University).

Hegde, A. V., & Cassidy, D. J. (2009) Kindergarten teachers' perspectives on developmentally appropriate practices (DAP): A study conducted in Mumbai (India). Journal of Research in Childhood Education. Vol. 23(3), pp. 367–381.

Heidemann, S. and Hewitt, D., (2009) Play: The pathway from theory to practice. Redleaf Press.

Holt, N. L., Lee, H., Millar, C. A., & Spence, J. C. (2015) "Eyes on where children play": A retrospective study of active free play. Children's Geographies. Vol. 13, pp. 73–88. doi:10.1080/14733285.2013.828449

Honomichl, R. D., & Chen, Z. (2012) The role of guidance in children's discovery learning. Wiley Interdisciplinary Reviews: Cognitive Science. Vol. 3, pp. 615–622.

Irvin, M., (2017) The Importance of Play in Early Childhood Education.

Islam, Z., (2010) From 'Marginality' to 'Mainstream': A narrative of early childhood professionalism in Bangladesh. Contemporary Issues in Early Childhood. Vol. 11(1), pp. 29-38.

Justice, L. M., & Pullen, P. C. (2003). Promising interventions for promoting emergent literacy skills: Three evidence-based approaches. Topics in Early Childhood Special Education. Vol. 23, pp. 99-132.

Kangas, M., Kultima, A. and Ruokamo, H., (2011) Children's creative collaboration—a view of narrativity. In Exploring children's creative narratives (pp. 91-113). Routledge.

Labuschagne, A., (2003) Qualitative research: Airy fairy or fundamental. The qualitative report. Vol. 8(1), pp.100-103.

Lacey, A. and Luff, D., (2001) Qualitative data analysis. pp. 320-357. Sheffield: Trent Focus.

Lillard, A.S., (2013) Playful learning and Montessori education. NAMTA Journal. Vol. 38(2), pp.137-174.

Lobman, C.L., (2003) What should we create today? Improvisational teaching in play-based classrooms. Early Years: An International Journal of Research and Development. Vol. 23(2), pp.131-142.

Long, T. and Johnson, M., (2000) Rigour, reliability and validity in qualitative research. Clinical effectiveness in nursing. Vol. 4(1), pp.30-37.

Mannion, G., Mattu, L. and Wilson, M., (2015) Teaching, learning, and play in the outdoors: a survey of school and pre-school provision in Scotland. Scottish Natural Heritage.

Marcon, R. A. (2002) Moving up the grades: Relationship between preschool model and later school success. Early Childhood Research & Practice. Vol. 4, pp. 1 –24.

Miller, E. and Almon, J., (2009) Crisis in the kindergarten: Why children need to play in school. Alliance for Childhood (NJ3a).

Martlew, J., Stephen, C. and Ellis, J., (2011) Play in the primary school classroom? The experience of teachers supporting children's learning through a new pedagogy. Early Years. Vol. 31(1), pp. 71-83.

May, T. (2011) Social Research Issues, Methods and Process (4th ed). Buckingham: Open University Press.

Menter, I., Elliot, D., Hulme, M., Lewin, J. and Lowden, K., (2011) A guide to practitioner research in education. Sage.

Miller, E., & Almon, J. (2009) Crisis in the kindergarten: Why children need to play in school. The Education Digest. Vol. 75, pp. 42 –45.

Ministry of Primary and Mass Education (MOPME) (2008). Operational framework for pre-primary education. Dhaka: Government of the People's Republic of Bangladesh

Moon, K., & Reifel, S. (2008) Play and literacy in a diverse language pre-kindergarten classroom. Contemporary Issues in Early Childhood, Vol. 9(1), pp. 49–65.

Morrison, M. and Glenny, G., (2012) Collaborative inter-professional policy and practice: in search of evidence. Journal of Education Policy. Vol. 27(3), pp. 367-386.

Moshenska, J., (2018) Spenser at Play. PMLA. Vol. 133(1), pp.19-35.

Nation, J. (1997) Research Methods. New Jersey: Prentice-Hall Inc.

Noble, H. and Smith, J., (2015) Issues of validity and reliability in qualitative research. Evidence-based nursing. Vol. 18(2), pp.34-35.

Papert, S. (1980) Mindstorms: Children, computers and powerful ideas. New York: Harvester Press.

Pate, R.R., Pfeiffer, K.A., Trost, S.G., Ziegler, P. and Dowda, M., (2004) Physical activity among children attending preschools. Pediatrics. Vol. 114(5), pp.1258-1263.

Piaget, J. (1999) Play, dreams and imitation in childhood. London: Routledge.

Pistorova, S. and Slutsky, R. (2018) There is still nothing better than quality play experiences for young children's learning and development: building the foundation for inquiry in our educational practices. Early Child Development and Care. Vol. 188(5), pp. 495-507.

Pyle, A. and Danniels, E., (2016) Using a picture book to gain assent in research with young children. Early Child Development and Care. Vol. 186(9), pp.1438-1452.

Patton, M.Q., (2002) Two decades of developments in qualitative inquiry: A personal, experiential perspective. Qualitative social work. Vol. 1(3), pp.261-283.

Ramani, G.B., (2012) Influence of a playful, child-directed context on preschool children's peer cooperation. Merrill-Palmer Quarterly (1982-). pp.159-190.

Rogoff, B. (2003) The cultural nature of human development. New York: Oxford University Press.

Russell, J. L. (2011) From child's garden to academic press: The role of shifting institutional logics in redefining kindergarten education. American Educational Research Journal. Vol. 48, pp. 236–267. doi:10.3102/0002831210372135

Roy, B., (2013) Multicriteria methodology for decision aiding. (Vol. 12). Springer Science & Business Media.

Resnick, M. and Silverman, B., (2005) Some reflections on designing construction kits for kids. In Proceedings of the 2005 conference on Interaction design and children (pp. 117-122).

Samuelsson, I.P., Carlsson, M.A., Olsson, B., Pramling, N. and Wallerstedt, C., (2009) The art of teaching children the arts: Music, dance and poetry with children aged 2–8 years old. International journal of early years education. Vol. 17(2), pp.119-135.

Sandberg, A., (2002) Children's Concepts of Teachers' Ways of Relating to Play. Australasian Journal of Early Childhood. Vol. 27(4), pp.18-22.

Scottish Executive. (2007) Building the curriculum 2: Active learning in the early years. Edinburgh: Scottish Executive.

Shahbazi, S. and Salinitri, G., (2016) Full day early learning Kindergarten program team: Perspectives from the principal. Early Childhood Education Journal. Vol. 44(6), pp.681-691.

Shenton, A.K., (2004) Strategies for ensuring trustworthiness in qualitative research projects. Education for information. Vol. 22(2), pp.63-75.

Sikder S., Banu L.F.A. (2018) Early Childhood Care and Education in Bangladesh: A Review of Policies, Practices and Research. In: Fleeer M., van Oers B. (eds) International Handbook of Early

Childhood Education. Springer International Handbooks of Education. Springer, Dordrecht .
DOI https://doi.org/10.1007/978-94-024-0927-7_26

Stephen, C., (2012) Looking for theory in preschool education. Studies in Philosophy and Education. Vol. 31(3), pp. 227-238.

Stipek, D. J., Feiler, R., Byler, P., Ryan, R., Milburn, S., & Salmon, J. M. (1998) Good beginnings: What difference does the program make in preparing young children for school? Journal of Applied Developmental Psychology. Vol. 19, pp. 41 –66.

Stipek, D., Feiler, R., Daniels, D., & Milburn, S. (1995) Effects of different instructional approaches on young children's achievement and motivation. Child Development. Vol. 66, pp. 209–223.

Stone, S. J., & Christie, J. F. (1996) Collaborative literacy learning during sociodramatic play in a multiage (K-2) primary classroom. Journal of Research in Childhood Education. Vol. 10, pp. 123–133

Strauss, A. and Corbin, J., (1990) Basics of qualitative research. Sage publications.

Sturgess, J. (2003) A model describing play as a child-chosen activity—Is this still valid in contemporary Australia? Australian Occupational Therapy Journal. Vol. 50, pp. 104–108.
doi:10.1046/j.1440-1630.2003.00362.x

Tsao, Y. L. (2008) Using guided play to enhance children's conversation, creativity and competence in literacy. Education. Vol. 128, pp. 515–520.

Thomson, J.L. and Philo, C., (2004) Playful spaces? A social geography of children's play in Livingston, Scotland. Children's Geographies. Vol. 2(1), pp.111-130.

Van Oers, B., & Duijkers, D. (2013) Teaching in a play-based curriculum: Theory, practice and evidence of developmental education for young children. Journal of Curriculum Studies. Vol. 45, pp. 511–534. doi:10.1080/ 00220272.2011.637182

Van Wyk, N., (2004) School governing bodies: the experiences of South African educators. South African journal of education. Vol. 24(1), pp.49-54.

Viruru, R., (2005) The impact of postcolonial theory on early childhood education. Journal of Education. Vol. 35(1), pp.7-30.

Wallerstedt, C., & Pramling, N. (2012) Learning to play in a goal-directed practice. Early Years. Vol. 32, pp. 5–15. doi:10.1080/09575146.2011.593028

Walsh, G.M., McGuinness, C., Sproule, L. and Trew, K., (2010) Implementing a play-based and developmentally appropriate curriculum in Northern Ireland primary schools: what lessons have we learned?. Early Years. Vol. 30(1), pp. 53-66.

Weisberg, D.S., Hirsh-Pasek, K. and Golinkoff, R.M., (2013) Guided play: Where curricular goals meet a playful pedagogy. Mind, Brain, and Education. Vol. 7(2), pp.104-112.

White, J., (2013) Playing and learning outdoors: Making provision for high quality experiences in the outdoor environment with children 3–7. Routledge.

Wood, E. (2009) Developing a Pedagogy of Play. In A. Anning, J. Cullen & M. Fler (Eds), Early Childhood Education Society and Culture. 2nd edn, pp. 27–38). London: Sage.

Yelland, N. (2011) Reconceptualising play and learning in the lives of young children. Australasian Journal of Early Childhood. Vol. 36(2), pp. 4–12.

