# AN ANALYSIS OF THE IMPACT OF PLAY ON PRESCHOOL CHILDREN'S SOCIAL SKILLS DEVELOPMENT

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## Abstract

The purpose of this study is to investigate the impact of play on preschool children's social skills development. In addition, gender difference, age differences and differences among responsible agencies were further investigated. For quantitative study, preschool Children's play and social skills were examined by using questionnaire survey method. In order to assess preschool children's play behavior, the Penn Interactive Peer Play Scale (PIPPS) was used. In order to assess preschool children's social skills, the Preschool and Kindergarten Behavior Scales-2nd edition (PKBS-2; Merrell, 2002) was used. Qualitative study was conducted by using play and social skills checklist, preschool teacher interview form and naturalistic observation. The study began with a quantitative approach as a primary method, and then a qualitative follow up study was conducted to support the quantitative results. A total of 565 children from 12 preschools and their class teachers and parents were participated as the sample in this study. By using the descriptive procedure with the data obtained from the teacher-rated and parent-rated questionnaire, play behavior of preschool children can be estimated. According to teacher rating, the mean score of play disruption is the highest and that of play disconnection is the lowest among play behaviors. A child with a high score in each subscale was considered as a child with good play behavior. According to gender, the mean value of play behavior of female preschool children was higher than that of male preschool children. By means of responsible agencies, the mean score of play behavior of children under DSW was highest and that of children under MOE was the lowest. By different age groups, the mean score of children who are over five years old was highest among other age groups. The older the children's age, the more positive play behavior they have. Concerning with social skills development, the mean score of social cooperation is the highest and that of social interaction is the lowest among other social skills. A child with a high score in each subscale was considered as a child with good social skills. Based on gender difference, The mean value of social skills of female preschool children was higher than that of male preschool children. The mean score of social skills of children from preschool under DSW was highest and that of children from preschools under MOE was lowest. In comparing according to age groups, the mean score of children who are over five years old was highest among other age groups. The older the children's age, the higher the social skills they have. Moreover, it can be reasonably said that according to parents and teacher rating, social skills development of preschool children were highly correlated with their play.

**Keywords:** social skills, preschool children, play disruption, play disconnection, social cooperation, social interaction

## Introduction

Play is so important to optimal child development that it has been recognized by the United Nations High Commission for Human Rights as a right of every child (United Nations High Commissioner for Human Rights, 2006). This birthright is challenged by forces including child labour and exploitation practices, war and neighborhood violence, and the limited resources available to children living in poverty. However, even those children who are fortunate enough to have abundant available resources and who live in relative peace may not be receiving the full benefits of play. Since every child deserves the opportunity to develop to their unique potential, child advocates ought to consider all factors that interfere with optimal development and press for circumstances that allow each child to fully reap the advantages associated with play.

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**Significance of the Study**

Children have an innate need to relate with others. This is a pro-social behavior which helps the children to develop as a social race. Their social skills through cooperative social behaviours are developed. Since the social skill can be learnt by copying and imitating others as they play. It can be disastrous if children are not exposed into a playing environment where they can interact and play among their peers. In a learning environment, they copy from teachers and play mates the appropriate phrase and actions. Children need to hear and see, then practise from their teachers. Children who are not exposed to acceptable social behaviour become unpopular and sometimes are ridiculed by other children.

Play is fundamental to children's happiness and well-being, and the evidence shows that it is also influential in their health and future life chances. If children's opportunities for play are restricted there are likely to be profound effects on their life experience in general and more specifically on their physical and mental health. For example, obesity, rickets and attention deficit disorder are just some of the growing problems experienced by children that health experts have recently linked to a lack of particular forms of play (Play England 2011).

In Myanmar, Most of the parents of preschool children usually think that academic achievement is more important than all round development of children such as physical, social, emotional and language development. They usually do not take into account of the importance of play in their children's education. They know less about the concept of learning by playing. For the above reasons, the researcher wants to raise parental awareness about play. So the researcher will attempt to explore the impact of play on social skills development of preschool children.

**Purpose of the Study**

The main purpose of this study is to investigate the impact of play on social skills development of preschool children.

**Specific Objectives of the Study**

The specific objectives of the present study were,

1. To explore the different play behaviors of preschool children.
2. To explore the different social skills of preschool children.
3. To determine whether there is gender difference between play behavior and social skills of male students and that of female students.
4. To explore how the presence of teacher during children's play affects children's social skills development.
5. To explore which type of play contributes more benefits for children's social skills development.

**Definitions of the Key Terms**

**Play** refers to assimilation or child's efforts to make environmental stimuli match his or her own concepts. (Piaget, 1962)

**Guided Play** refers to a kind of play in which adults can facilitate children's learning while maintaining a playful approach in interactions is known as "guided play". (Hirsch Pasek, 2009).

**Pre School** refers to an educational establishment offering early childhood education to children between the ages of three and five, prior to the commencement of compulsory education at primary school. (*https://en.wikipedia.org/wiki/Preschool*)

**Social skill** is any skill facilitating interaction and communication with others. (Bullis, 2001)

## Review of Related Literature

### The Role of Play in Child Development

According to Vygotsky (1978), to define play as an activity that gives pleasure to the child is inaccurate for two reasons. First, many activities give the child much keener experiences of pleasure than play, for example, sucking a pacifier, even though the child is not being satiated. And second, there are games in which the activity itself is not pleasurable, for example, games, predominantly at the end of preschool and the beginning of school age, that give pleasure only if the child finds the result interesting. Sporting games (not only athletic sports, but other games that can be won or lost) are very often accompanied by displeasure when the outcome is unfavorable to the child.

A very young child tends to gratify her desires immediately; normally the interval between a desire and its fulfillment is extremely short. No one has met a child under three years old who wants to do something a few days in the future. However, at the preschool age, a great many unrealizable tendencies and desires emerge. Toward the beginning of preschool age, when desires that cannot be immediately gratified or forgotten make their appearance and the tendency to immediate fulfillment of desires, characteristic of the preceding stage, is retained, the child's behavior changes. To resolve this tension, the preschool child enters an imaginary, illusory world in which the unrealizable desires can be realized, and this world is play. Imagination is a new psychological process for the child; it is not present in the consciousness of the very young child, is totally absent in animals, and represents a specifically human form of conscious activity.

### Theories of Play

Despite the differences in definition and purpose, investigators do agree that play develops through a series of stages as children mature. Many psychologists, anthropologists and philosophers have attempted to provide theoretical framework in order to understand play, its properties, functions, origins and indicators.

Darwin (1872) was interested in the expression of emotions in animals and man and the connections between human and animal behavior. His interest in smile of humans and ape babies stimulated the interest of his followers in the area of play of animal. Karl Groos was one of them. He concentrated on the play of animals in the beginning and then shifted his emphasis on the play of humans.

While observing the play behavior in animals, he realized that those animals, who have more complex forms of adaptation are more playful. He inferred that the youthful play was required to practice a variety of behavior for which inherited instincts might not be wholly adequate. Human child with a long childhood has more time to play and pre-exercise the skills needed for adult life. He introduced pre-exercise theory or the practice theory, which postulate that play is a form of practice for more serious adult behavior. It has become one of the commonly accepted explanations available in the literature (Schwartzman, 1978).

## Methodology

The purpose of this study is to investigate the impact of play on preschool children's social skills development. Both quantitative and qualitative methods were used in this study. For quantitative study, preschool Children's play and social skills were examined by using questionnaire survey method. Qualitative study was conducted by using play and social skills checklist, preschool teacher interview form and naturalistic observation. The study began with a

quantitative approach as a primary method, then a qualitative follow up study was conducted to support the quantitative results.

**Subjects of the Study**

In Myanmar, The Ministry of Education (MOE) and the Ministry of Social Welfare, Relief and Resettlement (MSWRR) are the lead ministries involved in the provision of ECCD services. In addition, Myanmar Maternal and Child Welfare Association and a number of non-governmental and private sector organizations actively supporting communities with the provision of ECCD services. To collect the required data, preschool children from Yangon region, Mandalay region and Kayin State were chosen as the participants of this study. There are numerous numbers of preschools in these cities so stratification was done according to their responsible agencies. Thus, stratification becomes (1) preschools under Ministry of Education, (2) preschools under Department of Social Welfare and (3) Private preschools. By stratified random sampling, preschool from each type was selected in these cities. So, the sample included all 3 to 5 years old children from these preschools. The number of preschool children participated in this study are shown in Table 3.1.

**Table 3.1 Number of Preschool Children in the Study**

| Region | City | Responsible Agencies | Name of Schools | Number of Children |
|---|---|---|---|---|
| Yangon | Yangon | MOE | B.E.H.S (2) Sanchaung | 40 |
| | | | B.E.M.S (6) Hlaingtharyar | 20 |
| | | | B.E.P.S (3) North Dagon | 20 |
| | | DSW | No.1 Preschool | 100 |
| | | Private | Happy Home Private Preschool | 45 |
| | | | Myanmar Orchard | 30 |
| Kayin | Hpa-an | MOE | No.2 B.E.H.S (Branch) Hpa-an | 30 |
| | | DSW | No.1 Preschool | 117 |
| | | Private | Lin Let Yaung Chi Private Preschool | 50 |
| Mandalay | Pyinmana | MOE | No.15 B.E.P.S Thabyaehla | 25 |
| | | DSW | Self-help Preschool | 50 |
| | | Private | San Private Preschool | 38 |
| **Total** | | | | **565** |

Therefore, 565 children from 12 preschools and their class teachers and parents were participated as the sample in this study. Data were collected during school time. Informed consent forms were sent to the preschool children's parents and their teachers before preschool visit.

**Instrumentation for Quantitative Study**

For quantitative study, parents and teachers of preschool children were participated as the rater of children's play and social skills development. Since preschool teachers spend six to eight hours a day with children in their class and also parents spend all the rest of the time at with children at home, they are a good source for data on individual differences of children. They can quickly observe the behaviors of children during play time. In order to assess preschool children's play behavior, the Penn Interactive Peer Play Scale (PIPPS) was used. In order to assess preschool children's social skills, the Preschool and Kindergarten Behavior Scales-2$^{nd}$ edition (PKBS-2; Merrell, 2002) was used.

## Data Analysis and Results

After the required instrument has been developed for the research and applied for data collection, the impact of preschool children's play on social skills development was explored. In addition, gender difference, age differences and differences among responsible agencies were further investigated. By using the statistical analyses, findings and results are discussed as follows.

### Mean Comparison for Play Behavior of Preschool Children

By using the descriptive procedure with the data obtained from the teacher-rated and parent-rated questionnaire, play behavior of preschool children can be estimated. According to teacher rating, the mean score of play disruption is the highest and that of play disconnection is the lowest among play behaviors (See table 1 and Figure 1). A child with a high score in each subscale was considered as a child with good play behavior.

**Table 1 Descriptive Statistics for Play Behavior According to Teacher Rating**

| Play Behavior | Mean | SD | Maximum | Minimum |
|---|---|---|---|---|
| Play Interaction | 30.10 | 5.539 | 46 | 11 |
| Play Disruption | 40.80 | 6.006 | 51 | 15 |
| Play Disconnection | 29.89 | 9.143 | 116 | 14 |

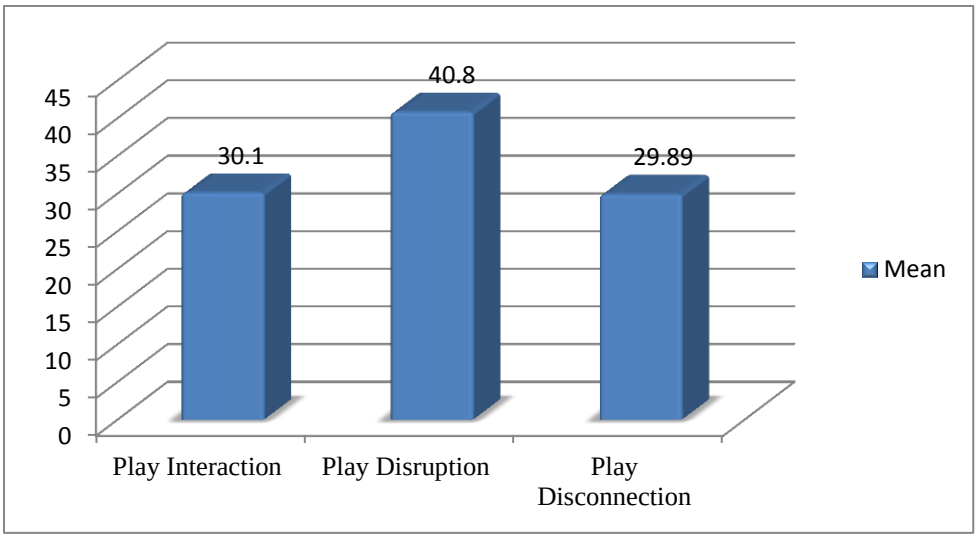


**Figure 1**Mean Comparison of Play Behavior of Preschool Children According to Teacher Rating

According to teacher rating, the mean score of play disruption is the highest and that of play disconnection is the lowest among play behaviors (See table 4.2 and Figure 4.2). A child with a high score in each subscale was considered as a child with good play behavior.

**Table 2 Descriptive Statistics for Play Behavior According to Parent Rating**

| Play Behavior | Mean | SD | Maximum | Minimum |
|---|---|---|---|---|
| Play Interaction | 29.82 | 5.141 | 46 | 10 |
| Play Disruption | 40.94 | 5.680 | 56 | 15 |
| Play Disconnection | 29.93 | 9.083 | 116 | 12 |

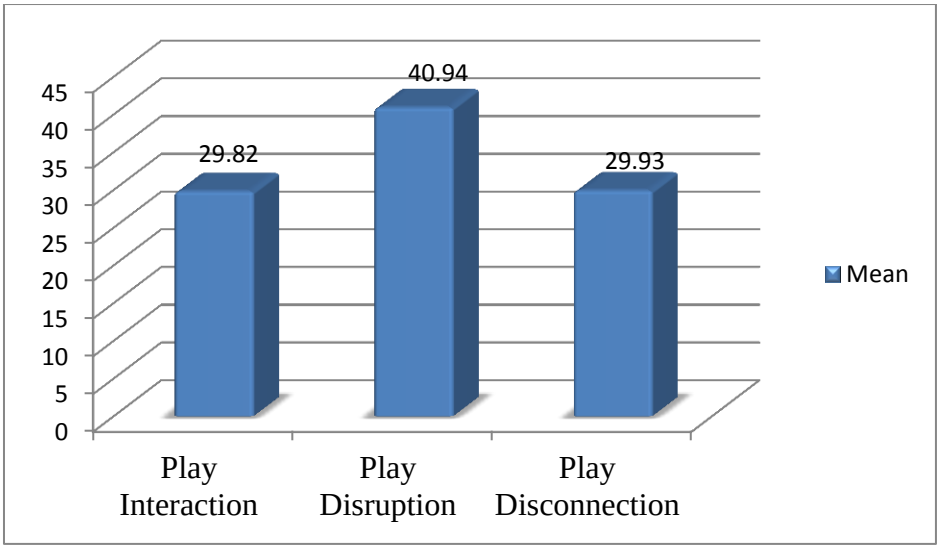


**Figure 2** Mean Comparison of Play Behavior of Preschool Children According to Parent Rating

**Comparison for Play Behavior of Preschool Children by Gender**

In order to find out the gender difference concerning play behavior, descriptive statistics and independent sample *t*-test was conducted. (See table 4.3 and table 4.4)

**Table 3 Descriptive Statistics for Play Behavior by Gender**

| Variable | Gender | N | Mean | Standard Deviation |
|---|---|---|---|---|
| Play Behavior | Male | 279 | 96.96 | 13.20 |
| | Female | 286 | 99.82 | 13.53 |

According to table 3, the mean values of play behavior of female preschool children was higher than that of male preschool children. Visual presentation is shown in figure 3.

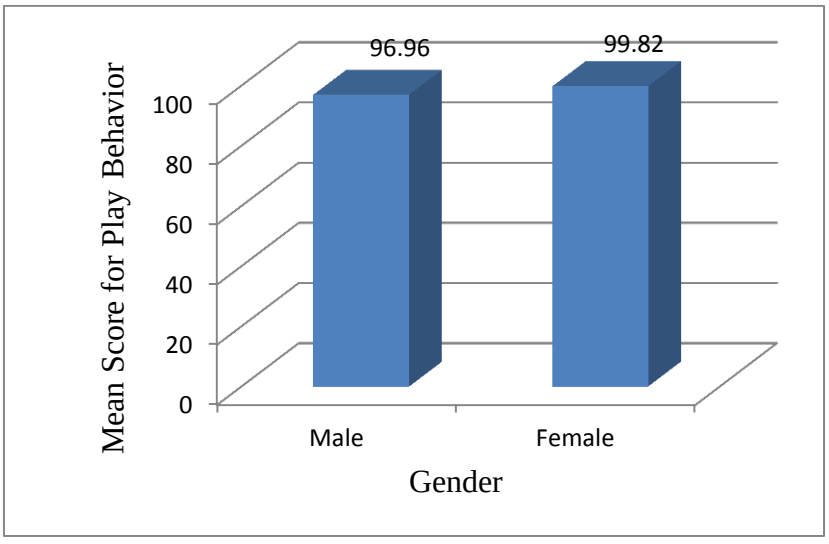


**Figure 3** Mean Comparison of Play Behavior of Preschool Children by Gender

Although there were mean differences between male and female, independence sample t-test was used to examine whether this mean difference is significant or not. (See table 4)

**Table 4 The Results of Independent Sample t-test for Play Behavior by Gender**

| Variable | *t* | df | sig (2-tailed) | Mean Difference |
|---|---|---|---|---|
| Play Behavior | -2.53 | 563 | .011 | -2.85 |

Table 4 revealed that there is significant difference between play behavior of male and female students. So, girls behave more positive play behavior than boys.

**Comparison for Play Behavior of Preschool Children by Responsible Agencies**

To compare the play behavior of preschool children by responsible agencies, descriptive statistics was made as shown in table 4.5 and table 5.

**Table 5 Descriptive Statistics for Play Behavior by Responsible Agencies**

| Responsible Agencies | N | Mean | Standard Deviation |
|---|---|---|---|
| MOE | 135 | 95.89 | 21.803 |
| DSW | 267 | 100.57 | 11.480 |
| Private | 163 | 97.23 | 9.884 |
| Total | 565 | 98.49 | 14.397 |

MOE = Preschools under Ministry of Education
DSW = Preschools under Department of Social Welfare
Private = Private Preschools

Table 5 revealed that the mean score of play behavior of children under DSW was highest and that of children under MOE was the lowest. Visual presentation was shown with figure 4. Even though mean difference will be found among three age groups, one way analysis of variance (AVOVA) was executed to know whether there is statistically significance difference of not. (See table 6).

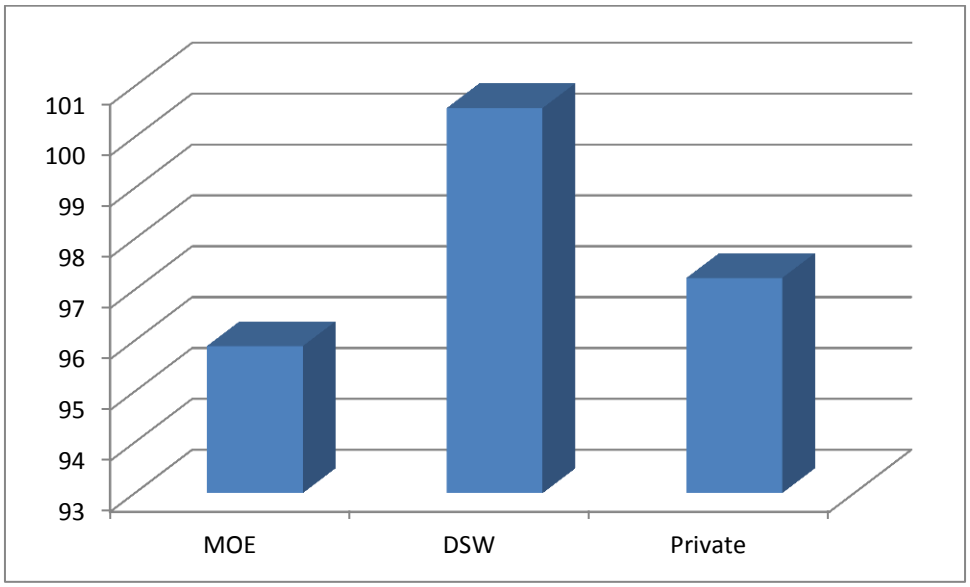


**Figure 4** Mean Comparison of Play Behaviors of Preschool Children by Responsible Agencies

**Table 6 One-way Analysis of Variance Summary Table Comparing Play Behaviors of Preschool Children by Responsible Agencies**

| Source | Source of Variation | df | Sum of Squares | Mean Square | F | Sig. |
|---|---|---|---|---|---|---|
| Play Behavior | Between groups | 2321.073 | 2 | 1160.537 | 5.692 | .004 |
| | Within groups | 114580.077 | 562 | 203.879 | | |
| | Total | 116901.150 | 564 | | | |

According to the ANOVA results, there was significance difference among play behaviors of children by respective responsible agencies. It can be interpreted that children form preschools under DSW have more positive play behavior among other agencies.

**Comparison for Play Behavior of Preschool Children by Age**

To compare the play behavior of preschool children by age, descriptive statistics and one way ANOVA analysis were made as shown in table 4.7 and table 4.8.

**Table 7 Descriptive Statistics for Play Behavior by Age**

| Age Groups | N | Mean | Standard Deviation |
|---|---|---|---|
| Between 2 and 3 | 11 | 89.45 | 23.513 |
| Between 3 and 4 | 100 | 95.94 | 13.179 |
| Between 4 and 5 | 282 | 97.72 | 13.734 |
| Over 5 years old | 172 | 101.80 | 14.823 |

As mentioned in table 7 and figure 5, the mean score of children who are over five years old was highest among other age groups. The older the children's age, the more positive play behavior they have. In order to examine whether these mean differences were significant or not, one way analysis of variance (AVOVA) was executed (See table 8).

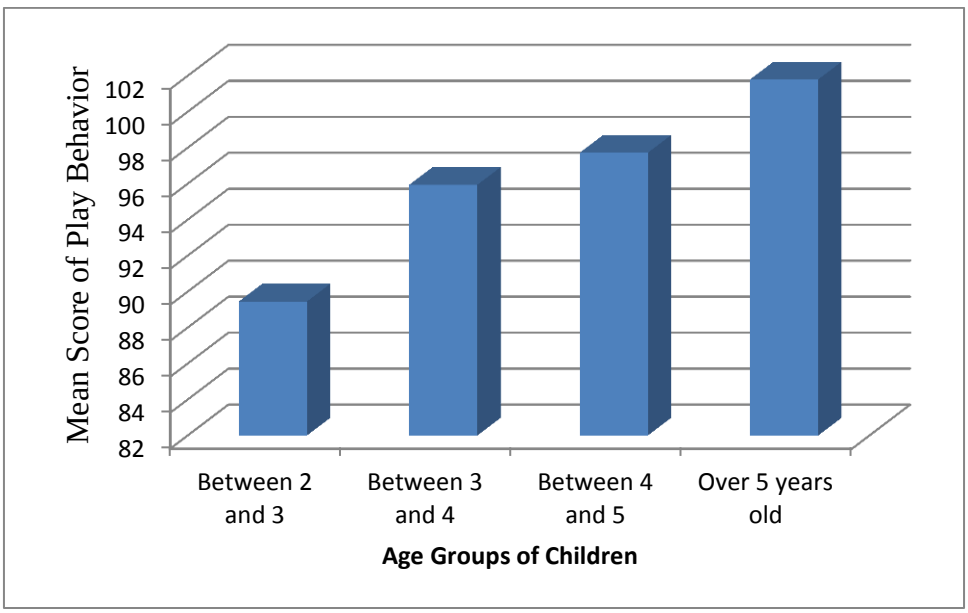


**Figure 5** Mean Comparison of Play Behavior of Preschool Children by Age Groups

**Table 8 One-way Analysis of Variance Summary Table Comparing Play Behavior of Preschool Children by Age Groups**

| Source | Source of Variation | df | Sum of Squares | Mean Square | F | Sig. |
|---|---|---|---|---|---|---|
| Play Behavior | Between groups | 3602.635 | 3 | 1200.878 | 5.946 | .001 |
| | Within groups | 113298.515 | 561 | 201.958 | | |
| | Total | 116901.150 | 564 | | | |

According to the ANOVA results, there was significance difference among play behaviors of age groups. It means that the older the children, the more positive play behaviors they behave.

**Social Skills Development of Preschool Children**

The Three subscales of children's social skills (Social Coopreation, Social Interaction, Social Independence) of three- to five-year-old preschool children were rated by their teachers and parents. The teachers and parents assessed with 4-point-likert scale and scores ranged from a low of 0 to a high of 4. The results were presented as follows.

**Mean Comparison for Social Skills Development of Preschool Children**

By using the descriptive procedure with the data obtained from the teacher-rated and parent-rated questionnaire, social skills of preschool children can be estimated. According to teacher rating, the mean score of social cooperation is the highest and that of social interaction is the lowest among other social skills (See table 9 and Figure 6). A child with a high score in each subscale was considered as a child with good social skills.

**Table 9 Descriptive Statistics for Play Behavior According to Teacher Rating**

| Social Skills | Mean | SD | Maximum | Minimum |
|---|---|---|---|---|
| Social Coopreation | 39.78 | 6.405 | 48 | 17 |
| Social Interaction | 34.50 | 5.566 | 44 | 17 |
| Social Independence | 36.67 | 11.054 | 126 | 18 |

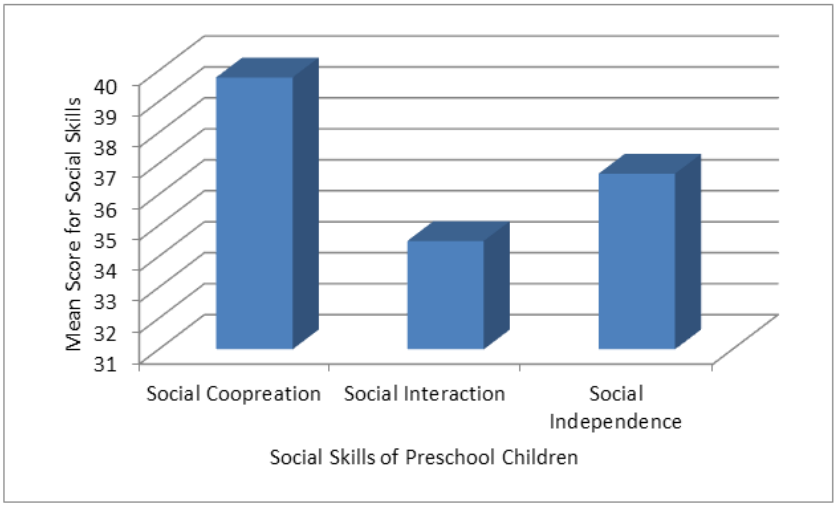


**Figure 6** Mean Comparison of Social Skills of Preschool Children According to Teacher Rating

Moreover, descriptive statistics for social skills of preschool children according to parent rating were presented in table 4.10.

**Table 10 Descriptive Statistics for Social Skills According to Parent Rating**

| Social Skills | Mean | SD | Maximum | Minimum |
|---|---|---|---|---|
| Social Coopreation | 39.18 | 6.801 | 80 | 15 |
| Social Interaction | 33.94 | 6.090 | 44 | 11 |
| Social Independence | 36.24 | 11.312 | 126 | 11 |

According to parent rating, the mean score of social cooperation is the highest and that of social interaction is the lowest among other social skills (See table 10 and Figure 7). A child with a high score in each subscale was considered as a child with good social skills. Visual presentation was presented with figure 7.

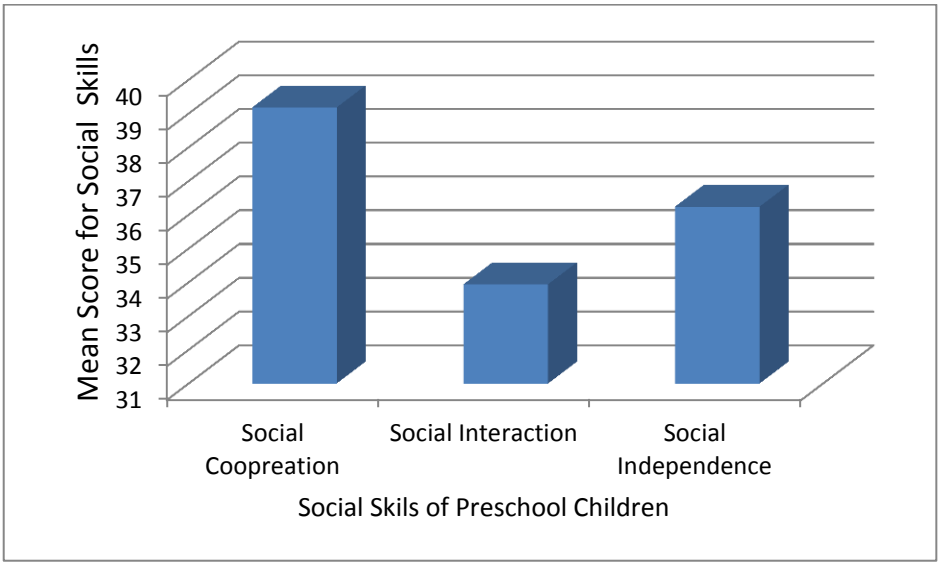


**Figure 7** Mean Comparison of Social Skils of Preschool Children According to Parent Rating

**Comparison for Social Skills of Preschool Children by Gender**

In order to find out the gender difference concerning social skills, descriptive statistics and independent sample *t*-test was conducted. (See table 11 and table 12)

**Table 11 Descriptive Statistics for Social Skills by Gender**

| Variable | Gender | N | Mean | Standard Deviation |
|---|---|---|---|---|
| Social Skills | Male | 279 | 106.84 | 17.468 |
| | Female | 286 | 109.19 | 17.653 |

According to table 11, the mean value of social skils of female preschool children was higher than that of male preschool children. Although there were mean differences between male and female, independence sample t-test was used to examine whether this mean difference is significant or not. (See table 12)

**Table 12 The Results of Independent Sample t-test for Social Skills by Gender**

| Variable | *t* | df | sig (2-tailed) | Mean Difference |
|---|---|---|---|---|
| Social Skills | -1.593 | 563 | .112 | -2.354 |

Table 12 revealed that there is no significant difference between social skills of male and female students.

**Comparison for Social Skills of Preschool Children by Responsible Agencies**

After that, to compare the social skills of preschool children by responsible agencies, descriptive statistics and one way ANOVA analysis were made as shown in table 13 and table 14.

**Table 13 Descriptive Statistics for Social Skills by Responsible Agencies**

| Responsible Agencies | N | Mean | Standard Deviation |
|---|---|---|---|
| MOE | 135 | 95.89 | 21.803 |
| DSW | 267 | 100.57 | 11.480 |
| Private | 163 | 97.23 | 9.884 |
| Total | 565 | 98.49 | 14.397 |

According to table 13, the mean score of social skills of children from preschool under DSW was highest and that of children from preschools under MOE was lowest. To examine whether the mean differences were significant or not, one way analysis of variance (AVOVA) was executed (See table 14).

**Table 14 One-way Analysis of Variance Summary Table Comparing Social Skills of Preschool Children by Responsible Agencies**

| Variable | Source of Variation | df | Sum of Squares | Mean Square | F | Sig. |
|---|---|---|---|---|---|---|
| Social Skills | Between groups | 2321.073 | 2 | 1160.537 | 5.692 | .004 |
| | Within groups | 114580.077 | 562 | 203.879 | | |
| | Total | 116901.150 | 564 | | | |

According to the ANOVA results, there was significance difference among social skills of children from respective responsible agencies. This may be because the preschools under department of social welfare place the emphasis on children's physical, intellectual, social and emotional development than academic skills. On the other hand, private preschools emphasize the academic skills such as Myanmar, English, Mathematics according to the parents' desire. Most of the parents of preschool children usually think that academic scores are more important than the overall development such as physical, social, emotional and language development. According to observation results, Preschools under ministry of education allow children do free play but not guide how to improve social skills of children through guided play by teachers.

**Comparison for Social Skills of Preschool Children by Age**

To compare the social skills of preschool children by age, descriptive statistics and one way ANOVA analysis were made as shown in table 15 and table 16.

**Table 15 Descriptive Statistics for Social Skills by Age**

| Age Groups | N | Mean | Standard Deviation |
|---|---|---|---|
| Between 2 and 3 | 11 | 89.45 | 23.513 |
| Between 3 and 4 | 100 | 95.94 | 13.179 |
| Between 4 and 5 | 282 | 97.72 | 13.734 |
| Over 5 years old | 172 | 101.80 | 14.823 |

As mentioned in table 15, the mean score of children who are over five years old was highest among other age groups. The older the children's age, the higher the social skills they have. In order to examine whether these mean differences were significant or not, one way analysis of variance (AVOVA) was executed (See table 16).

**Table 16 One-way Analysis of Variance Summary Table Comparing Social Skills of Preschool Children by Age Groups**

| Variable | Source of Variation | df | Sum of Squares | Mean Square | F | Sig. |
|---|---|---|---|---|---|---|
| Social Skills | Between groups | 6081.702 | 3 | 2027.234 | 5.161 | .002 |
| | Within groups | 220360.748 | 561 | 392.800 | | |
| | Total | 226442.450 | 564 | | | |

According to the ANOVA results, there were significance difference among social skills of age groups. It means that the older children have higher social skills than younger children.

**Correlation Between Preschool Children's Play and Social Skills**

In order to examine whether preschool children's play affect their social skills development, correlation analyses were used. The following table shows the relationship between PIPPS(parents rating) and PKBS (parents rating).

**Table 17 Correlation Between Preschool Children's Play and Social Skills According to Parent Rating**

| | | Social Skills (Parent) |
|---|---|---|
| **Play Behaviour (Parent)** | Pearson Correlation | .724** |
| | Sig. (2-tailed) | .000 |
| | N | 565 |

**. Correlation is significant at the 0.01 level (2-tailed).

According to Table 4.17, it can be reasonably said that according to parents' rating, social skills development of preschool children were highly correlated with their play. Correlation was significant at 0.01 level. It means that children who do a lot of play activities will have high social skills.

Next, the correlation between preschool children's play and social skills was computed according to teacher rating. The following table shows the relationship between PIPPS (teacher rating) and PKBS (teacher).

**Table 18 Correlation Between Preschool Children's Play and Social Skills According to Teacher Rating**

| | | Social Skills (Teacher) |
|---|---|---|
| **Play Behaviour (Teacher)** | Pearson Correlation | .807** |
| | Sig. (2-tailed) | .000 |
| | N | 565 |

**Correlation is significant at the 0.01 level (2-tailed).

According to Table 4.18, it can be reasonably said that according to preschool teachers' rating, social skills development of preschool children were highly correlated with their play.

Correlation was significant at 0.01 level. Moreover, correlations among the subscales of PIPPS and PKBS were computed.

**Table 19 Correlations among the subscales of Preschool Children's Play and Social Skills According to Parent Rating**

| Social Skills | Play Interaction | Play Disruption | Play Disconnection |
|---|---|---|---|
| Social Cooperation | .620** | .260** | -.039 |
| Social Interaction | .681** | .164** | .015 |
| Social Independence | .514** | -.223** | .825** |

**Correlation is significant at the 0.01 level (2-tailed).

According to Table 19, it can be said that according to parents rating, three subscales of PKBS were strongly correlated with play interaction subscale and moderately correlated with play disruption and play disconnection. Correlation was significant at 0.01 level.

**Table 20 Correlations among the subscales of Preschool Children's Play and Social Skills According to Teacher Rating**

| Social Skills | Play Interaction | Play Disruption | Play Disconnection |
|---|---|---|---|
| Social Cooperation | .692** | .408** | .019 |
| Social Interaction | .710** | .327** | .071 |
| Social Independence | .472** | -.155** | .857** |

**Correlation is significant at the 0.01 level (2-tailed).

According to Table 20, it can be said that according to teachers rating, three subscales of PKBS were strongly correlated with play interaction subscale and moderately correlated with play disruption and play disconnection. Correlation was significant at 0.01 level.

## Conclusion

Myanmar society is oriented towards national solidarity, with the government strongly emphasizing the importance of achieving national unity, equality and harmony between the various races which make up the Myanmar culture. This direction is most evident in the guiding principles of the government's Vision statement, a blueprint of national development intended to move Myanmar towards developed nation status. Social and economic development over the past 20 years through various policy initiatives has led to prominent change in all sectors of Myanmar society. In particular, education is seen as a means by which national goals can be achieved. With increasing emphasis on the importance of education has come a growing awareness by government, non-government organizations and parents of the importance of preschool education.

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