Messy play: Creativity and imagination among preschool children

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ABSTRACT: This study was carried out to examine how messy plays stimulate creativity and imagination among preschool children. The interest of the study was to identify three types of messy play that can help preschoolers to evolve their creativity and imagination as well as to recognize the creative and imagination ability exhibited by preschool children throughout messy play activities. The participants consist of two schools principal, and a total of eight children aged five and six years of two selected preschools. The principals were interviewed, and their verbal answers were taken into account and transcribed into a data form. Three types of messy play activities that differ in material were taken part by the eight children. They were also interviewed, observed and recorded in video during the activities carried out and all results collected were transcribed and analyzed based on the development of creativity and imagination. This study was conducted using qualitative research methodology. The results have shown that types of messy play are practicable to encourage preschool children in the development of creativity and imagination. In addition, results of study also show the creative and imagination ability in preschoolers have been demonstrated comprehensively through messy play activities carried out. To sum up, it is indisputable that messy play does arouse preschool children’s creativity and imagination. Further suggestions of research could focus on children aged four and below to investigate their creativity and imagination through messy play as well as further aspects of development that could be intensified all through messy play activities.

Keywords: Creativity, Imagination, messy play, children’s play, development of creativity

1 INTRODUCTION

Everyone has the ability to differentiate things. According to Sternberg (2004) human mind has the mister potential of creativity and wisdom. Toth (2003), and Yong (1989), declared that many studies carried out in educational context of Malaysia have been given great focus on nurturing intelligence while the aspect of nurturing creativity has not been given the attention it deserves. Hussain (1996) also proved majority preschools in Malaysia implement formal approach in teaching as well as Brunei (Asmah, 2001). Unless creativity is nurtured and given better attentions, the objective of producing innovative and balanced human capital will be unachievable (Mohamad & Nasrudin, 2008). The significance of creativity in developing a nation and society has long been acknowledged (Storm & Storm, 2002). Creative component include real creative behavior, motivation and imaginary as well as imagination and creative product (Saracho, 2002). Many scientists, leaders, historians, educators, psychologists as well as business people say that creativity is essential for the people of any country to live in optimum conditions especially in the era of globalization replete with challenges such as changes and competition (Mohamad & Nasrudin, 2008). Creativity of the people is highly foremost in consideration of Malaysia rapidly developing into a developed nation.