

**EFFECT OF PLAY ON CHILDHOOD GROWTH AND DEVELOPMENT, A CASE
STUDY OF LAYIBI DIVISION GULU DISTRICT**

BY

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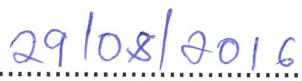
DECLARATION

I **ACAN EUNICE** do hereby declare that the work content of this report is entirely my original work and that it has not been submitted before to any university or any other institution of higher learning for any award.

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APPROVAL

I certify that this research Report by ACAN EUNICE has been produced under my supervision and guidance and is now ready for submission to Kampala International University with my due approval.

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DEDICATION

This research report is dedicated to the Almighty God the source of Wisdom, Knowledge and Strength. Special thanks go to my beloved mother Mrs. Florence Cwinya-ai, father Mr. Paskwali Cwinya-ai, Oboma Allan Denis and Okello Denish for the support throughout my education career.

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LIST OF ACRONYMS

ACHA:	American College Health Association
ECD:	Early Childhood Development
HIV/AIDS:	Humane Immune Virus/Acquired Immune Deficiency Syndromes
UNCHR:	United Nations high commission for human rights

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ABSTRACT

The study was set out to investigate "The Effect of plays on childhood growth and development; a case study of Layibi Division Gulu District. The study was guided by three research objectives these were; To assess the relationship between plays and growth and development in Layibi Division, To identify the ways through which plays influence the childhood growth and development and lastly, To examine the measures which can be undertaken to improve childhood growth and development in Layibi Division. The methodology involved the use of both quantitative and qualitative methods because the researcher intended to use a variety of knowledgeable respondents. Quantitative measures were employed through the use of questionnaires to attain data from the variables under investigation to generate the information. The findings revealed that there exists a positive relationship between plays and childhood growth and development. This is because plays lay the foundation for literacy since children learn to make and practice new sounds. Plays also allows adults to learn their children's body language Knowing when you should cooperate yourself in your child's play is the key here. Play nurtures development and fulfills a baby's inborn need to learn. Play takes many forms from shaking a rattle to peek-a-boo to hide-and-seek. Play can be done by the child alone, with another child, in a group or with an adult. In addition plays influence childhood growth and development through encouraging adults communicate with the children in their lives, gives the children the chance to be spontaneous, Plays gives children choice, Plays give children the ability to practice physical movement, balance and test their own limits in real life. Some of the measures which can be undertaken to improve childhood growth and development include staff training (teachers), organizing school matches and children part, the researcher recommended that there is need for the training of teachers and parent on how to deal with children in the community to ensure proper upbringing of the kids.

CHAPTER ONE

1.0 Introduction

The chapter presents the background of study, statement of the problem, general objective, specific objective and research question, scope of the study and significance of the study.

1.1 Background of the study

Uganda is a primarily rural, agrarian, neocolonial society consisting of numerous ethnic and racial groups, with over forty distinctive language groups and diverse religious communities. Until recently, childcare and early socialization of preschool-age children were governed by "powerful family, community structures and traditions" (Woodhead, 1996). Although these indigenous, pre-colonial traditions remained deeply entrenched in the values of many Kenyan families, few communities have been unaffected by the rapid social, economical, and cultural changes brought on by urbanization, dislocation, globalization, austerity measures associated with structural adjustments, increasing poverty and the impact of HIV/AIDS (Swadener, Kabiru, and Njenga 2000).

The demand for early childhood development (ECD) services has increased considerably in Uganda as a result of changing family structures and lifestyles. The number of extended families continues to decrease, and more parents are working outside the home. Many households are headed by women (Adams and Mburugu, 1994). These rural households, as well as those on agricultural plantations and in some urban areas, have the greatest need for alternative childcare. Mothers are away from home all day, often having no choice but to leave their children without adequate care (Njeru and Kabiru 2001). The sad part is that these trends denied children the chance to involve themselves in playing.

Playing is essential to development of young children because it contributes to the cognitive, physical, social and emotional well-being of children and youths. Playing is so important to optimal child development that has been recognized the United Nations high commission for human rights as a right of every child. (UNCHR)

However 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 relatively peaceful areas may not be receiving the full benefits of plays for some reasons. Lareau A. (2003)

Many of these children are being raised in an increasingly hurried and pressured style that may limit the protective benefits they would gain from child play (UNCHR2006).Because every child deserves the opportunity to develop their unique potentials, child advocates must consider all factors that interfere with optimal development and press for circumstances that allow each child to fully reap the advantages associated with play.

The preschool curricula in Uganda have become increasingly skills-based and academic, in order to prepare children for the high-stakes standard one interview (the 1st grade screening test).Because of these, the children are stressed and therefore they are not given chance to discover themselves new experiences through play. It is upon this background that the researcher has picked interest is playing in early childhood development.

1.2 Statement of the problem

Although play has been a well-established component in the curriculum of early childhood education, there is still no realistic emphasis put forth to by teachers on physical education participation. This fact has led to the corresponding decline of academic dynamics. The study was therefore established to investigate why non-participation.

1.3 General objective

To investigate the effects of plays on the childhood growth and development

1.4 Specific objectives

- i. To examine the relationship between plays and childhood growth and development division in Layibi.
- ii. To investigate the influence of plays on the childhood growth and development in Layibi division.
- iii. To identify the factors that has changed the routine of childhood development.

1.5 Research questions

1. What is the relationship between playing and childhood growth?
2. What are the influence of plays on childhood growth and development?
3. What are the factor that has changed the routine of childhood growth and development?

1.6 Scope of the study

1.6.1 Geographical scope

The research is to be carried out in Layibi division Gulu district.

1.6.2 Content scope

The study examines the impacts of plays on childhood growth and development in Layibi division. The specifically highlighted the relationship between plays and childhood growth, ways through which plays influence childhood growth, factors that have changed the routine of childhood growth, why it's a problems and solutions.

1.6.3 Time scope

The study will cover a period of four months (April-September)

1.7 Significance of the study

The study intends to,

Inform parents and teachers about the benefits of plays to children or childhood development

To the researcher, the study acts as a prerequisite to obtain a bachelors degree in these same faculty.

To the future researchers and scholars, the study may benefit the future researchers who may use the research findings for comparison and literature review purpose by providing them with information to the phenomenon under investigation.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This chapter reviewed literature that is related to the topic under investigation which is the effects of plays on childhood growth and development. The researcher consults the works of accredited scholars and researchers in order to understand and investigate the research problem, sources such as books, magazines, journals, internet and dissertations are analysed to deepen the theoretical foundation of the research. (Margaret Kabiru, et al 2003)

2.1 The relationship between plays and childhood growth and development in Layibi division

Plays allow children to use their creativity while developing their imagination, dexterity, and physical, cognitive, and emotional strength. Play is important to healthy brain development. It is through play that children at a very early age engage and interact in the world around them. Play allows children to create and explore a world they can master, conquering their fears while practicing adult roles, sometimes in conjunction with other children or adult caregivers. As they master their world, play helps children develop new competencies that lead to enhanced confidence and the resiliency they will need to face future challenges. Undirected play allows children to learn how to work in groups, to share, to negotiate, to resolve conflicts, and to learn self-advocacy skills. When play is allowed to be child driven, children practice decision-making skills, move at their own pace, discover their own areas of interest, and ultimately engage fully in the passions they wish to pursue. Ideally, much of play involves adults, but when play is controlled by adults, children acquiesce to adult rules and concerns and lose some of the benefits play offers them, particularly in developing creativity, leadership, and group skills. In contrast to passive entertainment, play builds active, healthy bodies. In fact, it has been suggested that encouraging unstructured play may be an exceptional way to

increase physical activity levels in children, which is one important strategy in the resolution of the obesity epidemic. Perhaps above all, play is a simple joy that is a cherished part of childhood. (Zins JE. (2004)

Children's developmental trajectory is critically mediated by appropriate, affective relationships with loving and consistent caregivers as they relate to children through play. When parents observe their children in play or join with them in child-driven play, they are given a unique opportunity to see the world from their child's vantage point as the child navigates a world perfectly created just to fit his or her needs. (The word "parent" is used in this report to represent the wide range of adult caregivers who raise children.)

The interactions that occur through play tell children that parents are fully paying attention to them and help to build enduring relationships. Parents who have the opportunity to glimpse into their children's world learn to communicate more effectively with their children and are given another setting to offer gentle, nurturing guidance. Less verbal children may be able to express their views, experiences, and even frustrations through play, allowing their parents an opportunity to gain a fuller understanding of their perspective. Quite simply, play offers parents a wonderful opportunity to engage fully with their children. (Gravinsky Molina, M. H et al 2001)

Play is integral to the academic environment. It ensures that the school setting attends to the social and emotional development of children as well as their cognitive development. It has been shown to help children adjust to the school setting and even to enhance children's learning readiness, learning behaviors, and problem-solving skills. Social-emotional learning is best integrated with academic learning; it is concerning if some of the forces that enhance children's ability to learn are elevated at the expense of others. Play and unscheduled time that allow for peer interactions are important components of social-emotional learning.

2.2 How plays influence childhood growth and development in Layibi division

Play is an integral acquisition and development communication skills in children. Because of its importance, a source has brought up some ways how it influences the growth and development of the child.

Laying the foundation for literacy, Through playing, children learn to make and practice new sounds. They try out new vocabularies on their own or with the friends and exercise their imaginations through story telling.

Learning, Play nurtures development and fulfills a baby's inborn need to learn. Play takes many forms from shaking a rattle to peek-a-boo to hide-and-seek. Play can be done by the child alone, with another child, in a group or with an adult.

Encourages adults communicate with the children in their lives, Adults support plays by giving children the opportunity to engage in play and by knowing when to intervene and when not to intervene.

Gives the children the chance to be spontaneous, You may think that your child should not be rolling the truck on the ground but that does not mean that the truck is not equally useful as a stacking toy.

Plays gives children choice, Having enough toys or activities to choose from will allow the children to express themselves with confidence and to have self esteem.

Space, Plays give children the ability to practice physical movement, balance and test their own limits in real life.

Allows adults to learn their children's body language, Knowing when you should in cooperate yourself in your child's play is the key here.

Gives adults the chance to learn to play again, One of the most challenging parts of play is incorporating you in it fully. Most adults tend to ignore the benefits that play carries and assumes that playing is only meant for the young ones hence losing a lot.

Teaches the adults patience and understanding, If you do choose to join your child's play, make sure that you do not try to take it over and force in cooperation of our ultimate learning objectives into their play. Structured adult-led activities have their time and place but remember to allow for time for their children to control and decide their own play.

Fun, Learning to play well, both by themselves and with others sets the children up to be contented and sociable hence having the ability to present themselves boldly without problems

2.3 The factors that have changed the routine of childhood growth and development in Layibi division.

There may be as many explanations for the current trends as there are families, but several key factors that have led to decreased free play should be considered.

Single head of households, There are more families with a single head of household or 2 working parents and fewer multigenerational households in which grandparents and extended family members can watch the children. Therefore, fewer families have available adult supervision in the home during the workday, which makes it necessary for children to be in child care or other settings in which they can be monitored by adults throughout the day. Organized after-school activities and academic enrichment opportunities offer valuable alternatives to children who might otherwise be left with minimal or no adult supervision

Balancing work and home schedules, many parents have learned how to become increasingly efficient in balancing work and home schedules. They wish to make the most effective use of limited time with their children and believe that facilitating their children to have every opportunity is the best use of that time. Some may use some of the standards of efficiency and productivity they have mastered at work to judge their own effectiveness as parents; this is sometimes referred to as the professionalization of parenthood. This phenomenon may create guilt in parents who find it difficult to

balance competing demands after a taxing workday. Parents who understand that high-interaction, at-home activities (e.g., reading or playing with children) present opportunities for highly effective parenting may feel less stress than those who feel compelled to arrange out-of-home opportunities.

Mass media influence, Parents receive messages from a variety of sources stating that good parents actively build every skill and aptitude their child might need from the earliest ages. They are deluged in parenting magazines and in the media with a wide range of enrichment tools and activities that tout their ability to produce super-achieving children. They read about parents who go to extreme efforts, at great personal sacrifice, to make sure their children participate in a variety of athletic and artistic opportunities. They hear other parents in the neighborhood talk about their overburdened schedules and recognize it is the culture and even expectation of parents.

Education level, The college-admissions process has become much more rigorous in recent years, largely because of a baby boom hitting the college years. Parents receive the message that if their children are not well prepared, well balanced, and high-achieving, they will not get a desired spot in higher education. Even parents who wish to take a lower-key approach to child rearing fear slowing down when they perceive everyone else is on the fast track. Children are encouraged to build a college resume through both academic excellence and a wide variety of activities and volunteer efforts starting at younger ages. In some cases, parents feel pressured to help their child build a strong resume. In response to the increasingly rigorous college-admissions process, many secondary schools are judged by the rates in which their students are accepted by the most prestigious centers of higher learning. Partly in response to this, many students have been encouraged to carry increasingly rigorous academic schedules, including multiple advanced-placement courses. In addition, many students are taking preparation courses for standardized entrance examinations. These students are left with less free time because of the home preparatory time needed for their classes.

Academic competence, The pressure for admission to select schools begins for some families long before college. Selection for private preschool programs can even be competitive, and parents may need to consider how best to “package” their preschoolers.

National trend, There is a national trend to focus on the academic fundamentals of reading and arithmetic. This trend, spearheaded by the No Child Left behind Act of 2001, is a reaction to the unacceptable educational performance of America’s children in some educational settings. One of the practical effects of the trend is decreased time left during the school day for other academic subjects, as well as recess, creative arts, and physical education. This trend may have implications for the social and emotional development of children and adolescents. In addition, many after-school child care programs prioritize an extension of academics and homework completion over organized play, free play, and physical activity.

Technology, The decrease in free play can also be explained by children being passively entertained through television or computer/video games. In sharp contrast to the health benefits of active, creative play and the known developmental benefits of an appropriate level of organized activities, there is ample evidence that this passive entertainment is not protective and, in fact, has some harmful effects.

Insecurity, In many communities, children cannot play safely outside of the home unless they are under close adult supervision and protection. This is particularly true in areas that are unsafe because of increased violence or other environmental dangers.

2.4 Why is it’s a problem in Layibi division

It would be wrong to assume that the current trends are a problem for all children; some excel with a highly driven schedule. Because we need skilled young people to be well prepared to be tomorrow’s leaders, we must recognize the advantages to the increased exposures and enriched academics some of our children are receiving. In fact, many of our children, particularly those in poverty, should receive more

enrichment activities. But even children who are benefiting from this enrichment still need some free unscheduled time for creative growth, self-reflection, and decompression and would profit from the unique developmental benefits of child-driven play.

However, for some children, this hurried lifestyle is a source of stress and anxiety and may even contribute to depression. Increased pressure to achieve is likely to manifest in school avoidance and somatic symptoms. The challenge for society, schools, and parents is to strike the balance that allows all children to reach their potential without pushing them beyond their personal comfort limits and while allowing them personal free playtime.

It appears that the increased pressures of adolescence have left some young people less equipped to manage the transition toward the college years. Many student health services and counseling centers on college campuses have not been able to keep pace with the increased need for mental health services, and surveys have substantiated this need by reporting an increase in depression and anxiety among college students. A survey by the American College Health Association reported that 61% of college students had feelings of hopelessness during the previous academic year, 45% felt so depressed they had trouble functioning, and 9% suffered suicidal ideation. Several studies have linked feelings of anxiety and depression with that of perfectionism and an overly critical self-evaluation. Other studies have linked this perfectionism with highly critical parents who instill pressures to excel. Perfectionism is challenging to the individual and has a broader effect on society because it may stifle creativity and unencumbered thinking. There are no longitudinal studies that directly link intense preparation for adulthood during childhood to this rise in mental health needs, and there certainly are other causes, but some experts believe today's pressured lifestyle is an important contributor. (Lareau A. 2003)

Children may also have received an unintended message from this hurried, intense preparation for adulthood. They may have learned that the end-point goal—the best

school or the best job—must be reached at all costs. High schools, colleges, and universities throughout the country are reporting that more students may be cheating to achieve the desired end result of a superior grade. Despite grade inflation over the last decades, many teachers report increased stress in students when they achieve less-than-perfect scores. This competitive era may be producing a minority of young people so intensely worried about the appearance of high achievement that they will forsake core values such as fairness and honesty for the sake of acquiring good grades.

2.5 Measure undertaken to improve the routine childhood growth and development in Layibi division

Because there are at least several causes for the decreased amount of child-directed play, there is no single position that child advocates should take. For example, in the case of a child who is economically disadvantaged and does not reside in a safe neighborhood, it may be unwise to simply propose more child-centered play. Although parents can be encouraged to optimize conditions for this kind of play in the home, there must be broad societal responses that address poverty, social inequities, and violence before we can advise parents to allow unsupervised play. In addition, for children in poverty, enhanced child care services, early community-based education (e.g., Head Start), increased academic programming, more enrichment activities, and greater opportunities for community-based adult-supervised activities are warranted. Some of the needed solutions for this group of disadvantaged children remain beyond the scope of this article and are raised here to emphasize that the suggestions offered here need to be individualized; one size does not fit all.

For all children, however, advocates need to promote the implementation of those strategies known to promote healthy youth development and resiliency. Some of those strategies are community based, and others are school based, but many reside within the family. They are rooted in the deep connection that develops when parents engage with their children. Play remains an ideal venue for parents to engage fully, and child professionals must reinforce the value of this play. Some play must remain entirely child

driven, with parents either not presents or as passive observers, because play builds some of the individual assets children need to develop and remain resilient.

Parents need to feel supported to not passively accept the media and advertising messages that suggest there are more valuable means of promoting success and happiness in children than the tried, trusted, and traditional methods of play and family togetherness. Purveyors of these special programs should be encouraged to produce long-term evidence that define how their products/strategies produce more successful children. In parallel, we would encourage independent researchers to evaluate both the benefits and problems associated with these enrichment tools. Researchers should also continue to explore the type and quantity of activities that are likely to be enriching for children with different needs. (Adams, B. N, et al 1994)

Colleges are seeing a generation of students who appear to be manifesting increased signs of depression, anxiety, perfectionism, and stress. They should clarify their messages about the type of students they seek in the face of widespread folklore that they seek only super-achieving students. Colleges certainly seek a physically and emotionally healthy student body with the character traits that support learning. Colleges could reduce the stress levels of young people and their parents if they offered clear, more realistic expectations about the type of students they seek and helped families to understand that there is a match for each reasonably prepared student. In addition, colleges should address the myth that desirable students are those who excel in every area. In the adult world, people rarely excel in more than 1 or 2 areas, while well-balanced individuals enjoy several others. Colleges should recognize the possibility that when children believe that they must excel in all areas to gain admission, they might respond to those perceived and unrealistic expectations with stress and anxiety. (Rubin, Kenneth H, et al 1998)

CHAPTER THREE

RESEARCH METHODOLOGY

3.0 Introduction

This chapter shows how the study will be conducted. It reveals the research design that was used, study area, study population, sampling method and criteria, sample size, data sources, data collection tools to be used, the procedure of collecting data, how data was analyzed and the limitations of the study.

3.1 Research Design

The study used both quantitative and qualitative methods. Qualitative methods were used because they are precise and they provide a detailed description of procedures whereby the data is presented in numerical form and presented using inferential statistics. The researcher integrated the use of qualitative techniques in the cross section research design. Qualitative techniques were employed so as narrate description of phenomenon as they appear in their natural setting. In addition, qualitative techniques enabled the researcher to compute non numeric data to create relationships between the techniques.

3.2 Study Area

The study will be carried out at Layibi division Gulu district.

3.3 Study Population

The study population will consist of 70 respondents which involve will market vendor, teachers, nurses and doctors, students in Layibi division

3.4 Sample Size

The sample size will constitute of 50 respondents i.e. 15 market vendor, 10 teachers, 15 nurses and doctors and 10 students as presented in the table below.

Table I: Showing the Sample Size of Respondents

Categories of respondents	Sample population	Sample size	Sampling technique
Market vendor	20	15	Simple random sampling
Teachers	15	10	Purposive sampling
Nurses and doctors	20	15	Simple random sampling
Students	15	10	Simple random sampling
Total	70	50	

Source: Research design

3.5 Sampling techniques

The researcher will use purposive sampling techniques to attain responses from the teachers. This technique will used to acquire data from the key informants because they are deemed to be more knowledgeable about the activities and children. On the other hand, Simple random sampling will employed to attain responses from the homogenous sample of student. Simple random sampling will be used so as to enable equal representation of the respondents in the study.

3.6 Data Collection Instruments

3.6.1 Questionnaires

Well-designed questionnaires shall be use to collect data, the researcher will use more close than open ended questionnaires to acquire information from respondents, for the purpose of having all questions answered; questionnaires shall be consider to be a better tool for data collection. They are convenient because they eliminate the element of grasping in respect of interviews, and yet give the respondents enough time to avail accurate answers to questions that could be answered at the researcher's absence.

3.6.2 Interviews

The researcher employed the use of Semi-structured interviews, these shall be use because they enable the researcher to compare and contrast information obtained in other interviews. Interviews are advantageous in a sense that they generate a wide diverse of views in their raw **form**.

3.7 Reliability and Validity of Data

In order to ensure reliability of data, the researcher will ensure data reliability by subjecting the questionnaire to his peers before they are used on the actual sample. The researcher shall make use of the interview guide that will guide her on particular questions to ask based on the objectives and research questions. In order to ensure validity of data, the questionnaires will be pre- tested among the researcher's peers to ensure their strength in order to reduce on ambiguity of the questions.

3.8 Sources of Data

Primary and secondary are the two kinds of sources of data that will be used by the researcher to conduct the investigation.

3.8.1 Primary Sources

Primary data will be acquired from the research made questionnaire and interview questions; these shall mainly be from the respondents from the division and focused basically on the effect of plays on childhood growth and development.

3.8.2 Secondary Sources

The researcher obtained secondary data from the published articles such as journals, newspapers, and previous researchers published texts.

3.9 Study Variables

The study variables encompassed plays as the independent variable and childhood growth and development as the dependent variable.

3.10 Data Collection Procedure

An introduction letter is obtained from Kampala international university particularly from the college of education. This letter shall be taken to Layibi division which shall be accompanied by the researchers' application letter requesting for the research activity to be conducted in their area. Upon permission, the researcher will identify and select respondents within the area, collect data, analyse, present and finally report.

3.11 Data Processing and Analysis

3.11.1 Data Processing

Data processing shall be undertaken through sorting, editing, coding and entry of the data in to the computer for analysis, opinion and ideas are to be categorized and conveyed into their specific objectives.

3.11.2 Data Analysis

Data analysis will involve the use of both quantitative and Qualitative methods; quantitative methods will be used to quantify numerical data while qualitative methods were used whereby Microsoft word will be use to tabulate all the findings for easy interpretation and completeness, each question will be look at to ascertain whether it has been answered. Quantitative techniques shall be use to present numerical data using statistical software's such as Microsoft Excel.

3.11.3 Data Presentation

Data presentation involve the use of both Quantitative and qualitative techniques; these will be used to tabulate numerical figures into frequencies and percentages using tables so as to make visual impressions of the findings to enable the researcher to come up with logical and specific conclusions. Lastly Microsoft Word shall be use to present Qualitative data through employing descriptive.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND INTERPRETATION OF FINDINGS

4.0 Introduction

This study investigated the effects of plays on the childhood growth and development. The following objectives were formulated to guide the study;

- To examine the relationship between plays and childhood growth and development division in Layibi.
- To investigate the influence of plays on the childhood growth and development in Layibi division.
- To identify the factors that has changed the routine of childhood development

This chapter presents the data collected from the field. The first section presents the sample characteristics with respect to the sex, age, marital status, level of education and duration of service. The second section presents frequencies on the effect of plays on childhood growth and development; a case study of Layibi Division Gulu District.

4.1 Background characteristics of respondents

This presents the demographic characteristics of the respondents. It encompasses the age group of the respondents, sex of respondents, marital status, education level, and the different area the respondents work.

Table 1: 4.1: Sex of respondents

Sex of respondents	Frequency	Percentage (%)
Male	20	40
Female	30	60
Total	50	100

Source: Primary data 2016

According to the table 4.1 above, 40% of the respondents were male while the rest were the female with 60. This implies that Layibi Division gives equal employment opportunities to both gender.

Plays allow children to use their creativity while developing their imagination, dexterity, and physical, cognitive, and emotional strength. Play is important to healthy brain development. It is through play that children at a very early age engage and interact in the world around them. Play allows children to create and explore a world they can master, conquering their fears while practicing adult roles, sometimes in conjunction with other children or adult caregivers. As they master their world, play helps children develop new competencies that lead to enhanced confidence and the resiliency they will need to face future challenges.

Table 2: 4.2: Respondents level of education

Level of education	Frequency	Percentage (%)
A' level	0	0
Graduate	25	50
Diploma	09	18
Post graduate	11	22
Masters	05	10
Total	50	100

Source: Primary data 2016

The table above presents that the majority of the respondents represented by 50% were university graduates stopped in 18% were diploma holders, 22% were post graduates and lastly 10% of the respondents were master's holder.

This implies that the researcher obtained valid and reliable data since the respondents were in position to read and translate the questionnaire in addition, with this learned group of people the researcher was in position of getting his questions answered since majority of them had knowledge on the phenomenon under investigation.

Table 3: 4.3 categories of the respondents

Categories	Frequency	Percentage
Market Vendor	15	30
Teachers	10	20
Doctors and Nurses	15	30
Students	10	20
Total	50	100

Source: Primary data 2016

Table 4.3 shows the categories of respondents in 30% work at the market (market vendor), 20% at school(teachers) , 30% at the hospital(doctors and nurses) , and lastly 20% are students. The market vendor and doctor and nurses scored the highest percentage (60%) because it's characterized more with the subject under investigation and they are parents who know more about children.

4.2 The relationship between plays and childhood growth and development in Layibi Division.

According to researchers play contributes a great deal to development of young children. It is an integral acquisition and development communication skills in children. Because of its importance, a source has brought up some ways how it influences the growth and development of the child. It lays the foundation for literacy,

According to (Christie, et al 1992) plays allow children to use their creativity while developing their imagination, dexterity, and physical, cognitive, and emotional strength. The researcher presents the findings on the relationship between plays and childhood growth and development in Layibi Division. The respondent's views and opinions are presented in the table below.

Table 4.4: There exists a relationship between plays and childhood growth and development in Layibi Division

Response	Frequency	Percentage (%)
Strongly agree	19	38
Agree	25	50
Not sure	-	-
Disagree	06	12
Strongly disagree	-	-
Total	50	100%

Source: primary data 2016

The table above shows that 38% and 50% strongly agreed and agreed respectively that there exists a relationship between plays and childhood growth and development while only 12% disagreed. The researcher found out that plays is highly significant as far as childhood development is concerned because it lay down foundation for the kid.

Table 4: 4.5: Plays ensure healthy brain development of children in Layibi Division

Response	Frequency	Percentage (%)
Strongly agree	19	38
Agree	19	38
Not sure	05	10
Disagree	07	14
Strongly disagree	-	-
Total	50	100%

Source: primary data 2016

The findings in the table above show that 38% and 38% strongly agreed and agreed respectively that plays ensure healthy brain development of children in Layibi Division. It should be noted that plays ensure healthy brain development of children.

Table 5: 4.6: Play helps children develop new competencies in Layibi Division

Response	Frequency	Percentage (%)
Strongly agree	25	50
Agree	20	40
Not sure	01	02
Disagree	04	08
Strongly disagree	-	-
Total	50	100%

Source: primary data 2016

The findings in the table 4.7 above shows that 50% and 40% strongly agreed and agreed respectively to whether Play helps children develop new competencies in Layibi Division. The researcher found out that that the plays lead to enhanced confidence and the resiliency they will need to face.

Table 6: 4.7 Showing responses on whether plays improve the childhood growth and development in Layibi Division.

Question	Larger extent	Smaller extent	Not sure	Total
1. Plays Lay the foundation for literacy	86%	14%	0%	100%
2. Plays encourage adults to communicate with their children in their lives	91%	9%	0%	100%
3. Plays gives children chance to be spontaneous	23%	75%	2%	100%
4. Plays allow adults to learn their children body's languages	91%	9%	0%	100%
5. Plays give children choices	100%	0%	0%	100%
6. plays is used to strengthen parental love or parent-child relationships	64%	36%	0%	100%

Source: primary data 2016

As shown by Table 4.7 above, Layibi Division uses plays to lay the foundation for literacy since children learn to make and practice new sounds. They try out new vocabularies on their own or with the friends and exercise their imaginations through story telling. 86% of the respondents confirmed that to a larger extent, plays lay the foundation for literacy for children. However, 14% said they plays doesn't to a smaller extent.

Plays allow adults to learn their children body's languages, 91% of the respondents affirmed that to a larger extent plays allow adults to learn their children body's languages.

All respondents affirmed that to the fact that Plays give children choices in Layibi Division thus implying that children have enough toys or activities to choose from will allow them to express themselves with confidence and to have self esteem.

Lastly, the findings elaborated that plays strengthen parental love or parent-child relationships. This is because of plays equipment such as toys, football that are always being given by their parent.

4.3 The ways through which plays influence the childhood growth and development in Layibi Division.

The researcher presents the findings on the ways through which ways through which plays influence the childhood growth and development in Layibi Division. The respondent's views and opinions are presented in the tables below.

Table 7: 4.8 Showing whether plays influence childhood growth and development in Layibi Division.

Response	Frequency	Percentage (%)
Yes	45	90
No	05	10
Total	50	100%

Source: primary data 2016

The data in the table above shows that indeed plays influence childhood growth and development in Layibi Division as this was supported by 90% and only 10% disagreed.

Table 8: 4.9: Showing the ways through which plays influence childhood growth and development in Layibi Division

Response	Frequency	Percentage (%)
Improve learning behaviors	17	34
Gives children problem-solving skills	12	24
Give children opportunity to express their views	11	22
Build enduring relationships	10	20
Total	50	100%

Source: primary data 2016

The data in the table above shows that 34% suggested Improve learning behaviors, 24% gives children problem-solving skills, and Give children opportunity to express their views the scored 22% and the least was Build enduring relationships with 20%.

The findings revealed that plays help children Build enduring relationships, opportunity to express their views, Improve learning behaviors as the continuous to plays. This is because there are at least several causes for the decreased amount of child-directed play, there is no single position that child advocates should take.

4.10 Showing the other factors that influence childhood growth other than plays

Response	Frequency	Percentage (%)
Parental love and care	17	34
Health status	12	24
Nature of the family	11	22
School	10	20
Total	50	100%

Source: primary data 2016

The table 4.10 above shows that the other factors that influence childhood growth other than plays being parental love and care (34%). Health status scored (24%) nature of the family 22% school had 20% Children's developmental trajectory is critically mediated by appropriate, affective relationships with loving and consistent caregivers as they relate to children through play. When parents observe their children in play or join with them in child-driven play, they are given a unique opportunity to see the world from their child's vantage point as the child navigates a world perfectly created just to fit his or her needs. (The word "parent" is used in this report to represent the wide range of adult caregivers who raise children.)

Table 9:4.11 Showing the measures of childhood growth and development in Layibi Division.

Response	Frequency	Percentage (%)
Organizing school matches	10	33
Staff Training(teachers)	08	27
Giving children enough times to play	07	23
Organization children party	05	17
Total	30	100%

Source: primary data 2016

The table above shows that Organizing school matches scored highest with 33%, followed by Staff Training(teachers) 27%, Giving children enough times to play had 23% while the least was Organization children party with 17%. It was revealed that Plays allow children to use their creativity while developing their imagination, dexterity, and physical, cognitive, and emotional strength.

4.4 The Measures which can be undertaken to improve the childhood growth and development in Layibi Division

For all children, however, advocates need to promote the implementation of those strategies known to promote healthy youth development and resiliency. Some of those strategies are community based, and others are school based, but many reside within

the family. They are rooted in the deep connection that develops when parents engage with their children.

The researcher presents the findings on the measures which can be undertaken to improve to the childhood growth and development in Layibi Division. The respondent's views and opinions are presented in the table below.

Table 10: 4.12: Showing whether Layibi division has measures in place aimed at improving childhood growth and development

Response	Frequency	Percentage (%)
Yes	45	90
No	05	10
Total	50	100%

Source: primary data 2016

The data in the table above shows that undeniably Layibi Division has measures in place aimed at improving childhood growth and development in Layibi Division because 90% agreed while only 10% disagreed.

The interactions that occur through play tell children that parents are fully paying attention to them and help to build enduring relationships. Parents who have the opportunity to glimpse into their children's world learn to communicate more effectively with their children and are given another setting to offer gentle, nurturing guidance. Less verbal children may be able to express their views, experiences, and even frustrations through play, allowing their parents an opportunity to gain a fuller

understanding of their perspective. Quite simply, play offers parents a wonderful opportunity to engage fully with their children.

Table 11: 4.13: Showing the measures that are undertaken to improve the childhood growth and development

Response	Frequency	Percentage (%)
Organizing school matches	13	26
Training	15	30
Giving children enough times to play	14	28
Organization children party	08	16
Total	50	100

Source: primary data 2016

According to the table above, the findings indicate that staff training scored highest with 30%, Giving children enough times to play scored 28%, Organizing school matches scored 26% Organization children party was the least with 16%. The findings revealed that staff training (teachers) should be undertaken to ensure that the teachers learn how to treat children while at school since children most of their time at school with teachers.

CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSION AND RECOMMENDATIONS

5.0 Introduction

This chapter presents the discussion, summaries conclusion and recommendations for the research. As previously indicated, the study's main aim was to study the effect of plays on childhood growth and development; a case study of Layibi Division Gulu district.

5.1 Summary of findings and discussions

5.1.1 The relationship between plays and childhood growth and development in Layibi Division

The findings in the table 4.5 manifested that there exists a relationship between plays and childhood growth and development in Layibi Division as a total of 38% and 50% strongly agreed and agreed respectively. In addition, table 4.6 revealed that 38% and 38% strongly agreed and agreed respectively that Plays ensure healthy brain development in Layibi Division. Plays ensure healthy brain development because It is through play that children at a very early age engage and interact in the world around them. Play allows children to create and explore a world they can master, conquering their fears while practicing adult roles, sometimes in conjunction with other children or adult caregivers.

In addition, table 4.7 manifested that plays improves on childhood growth and development as 50% and 40% strongly agreed and agreed respectively. Plays leads to improve childhood development because Play is integral to the academic environment It ensures that the school setting attends to the social and emotional development of children as well as their cognitive development. It has been shown to help children adjust to the school setting and even to enhance children's learning readiness, learning behaviors, and problem-solving skills. Social-emotional learning is best integrated with

academic learning; it is concerning if some of the forces that enhance children's ability to learn are elevated at the expense of others. Play and unscheduled time that allow for peer interactions are important components of social-emotional learning.

Table 4.7 showed that plays improve childhood development in Layibi Division. Layibi Division uses plays to lay the foundation for literacy since children learn to make and practice new sounds. They try out new vocabularies on their own or with the friends and exercise their imaginations through story telling. 86% of the respondents confirmed that to a larger extent, plays lay the foundation for literacy for children. However, 14% said they plays doesn't to a smaller extent.

Plays allow adults to learn their children body's languages, 91% of the respondents affirmed that to a larger extent plays allow adults to learn their children body's languages. Plays also encourage adults to communicate with their children in their lives in Layibi and this was acknowledged by 91% of the respondents. Due to play, in Layibi Division Play remains an ideal venue for parents to engage fully, and child professionals must reinforce the value of this play. Some play must remain entirely child driven, with parents either not presents or as passive observers, because play builds some of the individual assets children need to develop and remain resilient. Although a smaller percentage of 9% said that plays is used to a smaller extent. Lastly, plays is plays is used to strengthen parental love or parent-child relationships in layibi. This is because Parents need to feel supported to not passively accept the media and advertising messages that suggest there are more valuable means of promoting success and happiness in children than the tried, trusted, and traditional methods of play and family togetherness.

5.1.2 The ways through which plays influence the childhood growth and development in Layibi Division

The findings in table 4.8 manifested that 90% agreed that plays influence the childhood growth and development in Layibi Division. In addition, table 4.10 revealed that 34%

suggested that plays improve learning behaviors, 24% gives children problem-solving skills, and give children opportunity to express their views scored 22% and the least was Build enduring relationships reduction in costs with 20%. .

The findings in table 4.10 presented other factors that influence childhood other than plays and these were parental love and care (34%). Health status scored (24%) nature of the family had 22% while school had 20%. High levels of parental love give children courage, by interactions that occur through play tell children that parents are fully paying attention to them and help to build enduring relationships. Parents who have the opportunity to glimpse into their children's world learn to communicate more effectively with their children and are given another setting to offer gentle, nurturing guidance. Less verbal children may be able to express their views, experiences, and even frustrations through play, allowing their parents an opportunity to gain a fuller understanding of their perspective.

5.1.3 The Measures which can be undertaken to improve the childhood growth and development in Layibi Division

The findings in table 4.10 manifested that 90% agreed that Layibi Division has measures in place aimed at improving childhood growth and development in Layibi Division. Table 4.11 disclosed the measures that are undertaken to improve the childhood growth and development in Layibi Division being staff training (30%), organizing school matches (28%), Organizing children party (26%) giving children enough time to play was the least with 16%.

The researcher summarizes the findings as follows;

There exists a positive relationship between plays and childhood growth and development. This is because plays lay the foundation for literacy since children learn to make and practice new sounds.

Plays also allows adults to learn their children's body language. Knowing when you should cooperate yourself in your child's play is the key here.

Play nurtures development and fulfills a baby's inborn need to learn. Play takes many forms from shaking a rattle to peek-a-boo to hide-and-seek. Play can be done by the child alone, with another child, in a group or with an adult.

In addition, plays influence childhood growth and development in Layibi Division through encouraging adults to communicate with the children in their lives, giving the children the chance to be spontaneous, plays give children choice, plays give children the ability to practice physical movement, balance and test their own limits in real life. Some of the measures which can be undertaken to improve childhood growth and development include staff training (teachers), organizing school matches and children's parties.

5.2 Conclusion

In conclusion, a play has an effect on the childhood growth and development. This is because plays have contributed greatly to childhood growth in terms of giving children choices, giving the children the chance to be spontaneous, allowing adults to learn their children's body language, laying the foundation for literacy, giving time for peer interactions as components of social-emotional learning. Therefore, plays

5.3 Recommendations

The researcher points out the following recommendations based on the findings;

The findings disclosed that there exist other factors other than plays that can influence childhood growth and development like, parental love and care, school, health status. Therefore, there is a need to ensure that the community maintains a competitive edge over factors that affect childhood growth and development.

Since plays is prone to virus attacks, it is important for Layibi Division to ensure that the community creates back up for their children to limit the possibility of poor upbringing of children incase of virus attacks.

Further training and education should be undertaken such that all staff (teachers) and parents are knowledgeable about the right of children to limit the problem that may affect the children in future.

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APPENDIX I: QUESTIONNAIRE

Dear respondent,

My name is Acan Eunice a third year student pursuing Bachelor of Arts with education, I am carrying out research on the topic ***"Effect of plays on childhood growth and development; a case study of Layibi division Gulu District"*** You have been identified as a resourceful person in providing the required information. The purpose of this research is purely academic and the information you will give will be anonymously treated with confidentiality.

SECTION A: BIO DATA

NO	QUESTIONS AND FILTERS	CODING CATEGORIES	GO TO
01	Sex of respondents	Male 1 Female2	
02	What's your age bracket? (tick appropriate age bracket)	(18 -22)1 (23-27).....2 (28-32)3 (33-37)4 38-42).....5 Above 42.....6	
04	What is your current marital status?	Single.....1	

	(Probe for specific Status)	Married.....2 Widowed.....3 Divorced.....4	
05	What is your highest level of education?	A-Level.....1 Diploma.....2 Vocational training.....3 Degree.....4 Masters.....5 Post graduate.....6	
06	What is your job title?	<a.....>	

Section B: The relationship between plays and childhood growth and development in Layibi Division

7. There exists a relationship between plays and childhood growth and development in Layibi Division?

Strongly agree

Agree

Not sure

Disagree

Strongly disagree

8. Plays ensure healthy brain development of children in Layibi Division.

Strongly agree

Agree

Not sure

Disagree

Strongly disagree

9. Play helps children develop new competencies in Layibi Division.

Strongly agree

Agree

Not sure

Disagree

Strongly disagree

10. How do plays improve the childhood growth and development in Layibi Division?

Question	Larger extent	Smaller extent	Not sure
1. Plays Lay the foundation for literacy			
2. Plays encourage adults to communicate with their children in their lives in Layibi			
3. Plays gives children chance to be spontaneous			
4. Plays allow adults to learn their children body's languages in Layibi			
5. Plays give children choices in Layibi			
6. plays is used to strengthen parental love or parent-child relationships in Layibi			

Section C: The ways through which plays influence the childhood growth and development in Layibi Division

10. Do plays influence childhood growth and development in Layibi Division?

Yes ☐

No ☐

11. If yes, how do Plays influence childhood growth and development in Layibi Division?

- | | |
|--|--------------------------|
| Improve learning behaviors | <input type="checkbox"/> |
| Gives children problem-solving skills | <input type="checkbox"/> |
| Give children opportunity to express their views | <input type="checkbox"/> |
| Build enduring relationships | <input type="checkbox"/> |

Others, please specify:

.....

12. What other factors influence childhood and development other than plays

Section D: The measures which can be undertaken to improve the childhood growth and development in Layibi Division.

12. Does your community have measures in place aimed at improving childhood growth and development in Layibi Division?

Yes ☐

No ☐

13. If yes, what measures are undertaken to improve childhood growth and development in Layibi Division?

- | | |
|--------------------------------------|--------------------------|
| Organizing school matches | <input type="checkbox"/> |
| Staff Training | <input type="checkbox"/> |
| Giving children enough times to play | <input type="checkbox"/> |
| Organizing children party | <input type="checkbox"/> |

Thank you for your cooperation.

APPENDIX II: INTERVIEW GUIDE

- 1) What is the relationship between plays and childhood growth and development in Layibi division?
- 2) Through what ways do plays influence the childhood growth and development in Layibi division?
- 3) What measures can be undertaken to improve the childhood growth and development in Layibi division?