PLAY AND ITS EFFECTS ON EARLY CHILDHOOD EDUCATIONIN SOY DIVISION, MOI'S BRIDGE VILLAGE, MOI'S BRIDGE ZONE IN ELDORET WEST DISTRICT OF RIFT VALEEY PROVINCE-KENYA . A CASE STUDY OF SOY

BY

WANYONYI GRACE

BED/21500/81/DF

A RESEARCH REPORT SUBMITTED TO THE INSTITUTE OF OPEN AND DISTANCE STUDIES IN PARTIAL FULFILLMENT OF THE REQUIREMENT FOR THE AWARD OF BACHALOR DEGREE IN EARLY CHILDHOOD IN PRIMARY EDUCATION (ECPE) OF KAMPALA INTERNATIONAL UNIVERSITY

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DECLARATION

I **WANYONYI GRACE,** declare that the material in this book has been done entirely by my effort and has not been presented elsewhere for any academic qualification.

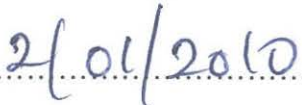SIGNATURE ....

WANYONYI GRACE

DATE............17/12/2010...

APPROVAL

This research report is submitted for examination with my approval as a university supervisor

SIGNATURE...

MR. TUSIIME TWEBAZE RAMADHAN

DATE.....2/01/2010..........

ACKNOWLEDGMENT

First of all I would like to thank my supervisor Mr. Tusiime Twebaze Ramadhan

for being there for me whenever I needed him and also offering advice where necessary.

I would also like to thank the respondents who returned the questionnaires and those who

were cooperative with me

Not forget my only brother John Walter Wanyonyi and Sang Jeremiah for their love in

the course of my studies.

DEFINITION OF TERMS

For the purpose of the study the following terms were defined

Academic performance: how children do in school either good or bad. This includes coping with the environment of the school and interactions with other children.

Early childhood development (ECD) is the term used in Kenya to refer to the area of discipline that concerns the care, development and learning of young children of age 0+- 5+ years.ECD is under the responsibility of the Ministry of Education, Science and Technology, and consists of the following major services. Nursing school, pre- unit class kindergarten, day nursing, playground, Madrassa and home - based care centre.

Early childhood development (ECD) centre is a generic term for various early childhood services provided under the framework of ECD ;including those mentioned above .early childhood care services in this report ,the term early childhood service as refers to all types of formal, non –formal and informal early childhood care and /or education services catering for children from 0+ to 5+ years old and / or their parents.

Playing. According to the study it means children engaging in activities that are enjoying to them. Playing involves pretending and putting in practice what they think is enjoying to them. For example a child may pretend driving a car.

TABLE OF CONTENTS

LIST OF TABLES

ABSTRACT

The purpose of the study was to investigate the importance of playing on the early childhood education in Eldoret West District, Kenya

The specific objectives of the study were to determine the profile of the respondents in regards to: age, gender and academic level, to investigate the importance of playing in regards to academic achievements, problem solving, social and egoistic competence confidence building and health development and to identify the hindrance to children's playing the methods used to data collection were questionnaires to the teachers and focus groups discussions with the parents.

The finding indicated that playing had positive effect on the performance of early childhood children, playing helps children learn how to solve problems: it also indicated that children who play learn to be confident and it indicated that lack of enough playing materials was the major hindrance to children play .

Government should make sure early childhood centers have enough and strong playing materials before they are licensed. The community and parents should be sensitized about the importance of playing so that they also participate in children's playing activities. Schools should make sure they fulfill what is the curriculum by involving children in playing activities.

CHAPTER ONE
GENERAL INTRODUCTION

1.0 Introduction

This chapter shows the background, problem statement, purpose of the study, objectives, research questions, scope and significance of the study

1.0 Background of the study.

Kenya 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'' (wood head, 1996). Although these indigenous, pre-colonial traditional remained deeply entrenched in the values of many Kenyan families, few communities have been un affected by the rapid social, economic, and cultural changes brought on by urbanization, dislocation, globalization, austerity measures associated with structural adjustments, increasing poverty, on the impact of HIV/AIDS(swadener, kabert,and james 2000).

The demand for early childhood development ECD services has increased considerably in Kenya 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 1 (Adams and Jerochi, 1994). These rural households, as well as those on agricultural plantations and in some urban areas, have the greatest need for alternative child care. Mothers are away from home of the day, often having no choice but to leave their children without adequate care (Porichoal and Kabert, 2001). The sad part is that these trends denied children then chance to involve in playing.

Playing is essential to development because it contributes to the cognitive, physical, social and emotional well-being of children and youth. Play is so important to optimal child development that is has been recognized by the united nations high commission for human rights as a right of every child. (KNCHR)

However this birthright is challenged by forces including child labor and exploitation practices, war and neighborhood violence, and the limited resources available to children

1

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. 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.(KNCHR2006) Because every child deserves the opportunity to develop to their unique potential, 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.
Preschool curricula in Kenya have become increasingly skills – based and academic, in order to prepare children for the high- stakes standards one interview (the 1st g rade entrance screening test). Because of this the children are stressed and therefore they are not given a chance to discover for themselves new experiences through play. It is upon this background that the researcher has picked interest in the study that 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 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 in play has a corresponding effect on the academic performance.

1.3 PURPOSE OF THE STUDY
The purpose of the study was to investigate the importance of playing on the early childhood education.

1.4 OBJECTIVES OF THE STUDY
The general objective of the study was to investigate the role of playing and the academic achievement of early childhood.

.   .

Specific objectives.

Specifically the study sought to;

1. Determine the profile of the respondents in regards to:

      1.1 age

      1.2 gender

      1.3 Academic level

2. To investigate the importance of playing in regards to:

      2.1 academic achievement

      2.2 problem solving

      2.3 social and linguistic competence

      2.4 Confidence building.

      2.5 Healthy development

3. To identify the hindrances to children's playing

1.5 RESEARCH QUESTIONS

1. What is the relationship between playing and academic achievement of children.

2. What is the relationship between playing and problem solving?

3. What is the relationship between playing and social and linguistic competence.

4. What is the relationship between playing and confidence building?

5. What are the hindrances to children's playing?

1.6 SCOPE OF THE STUDY

The study was carried out in Kenya and to narrow it down to primary schools within Eldoret West District which is taken as the case study.

1.7 SIGNIFICANCE OF THE STUDY

Playing is important in child development and yet most children are denied the opportunity to play. The study was therefore intended to benefit to the children who have been denied the opportunity to play.

The government, teachers and parents would be in position to understand the importance of play; hence involve children on play activities.

The teachers would be assisted know what kinds of play they would engage the children in and how they could benefit them.

Parents would know the importance of playing and therefore involve their children as well as participate in playing with them.

CHAPTER TWO
LITERATURE REVIEW

2.1 IMPORTANCE OF PLAYING TO CHILDREN
2.1.1 ACADEMIC ACHIEVEMENT

Numerous studies of literacy skill development through play, which embedded literacy materials within play settings in preschool, kindergarten, and multiage programs, have typically shown increases in children's use of literacy materials and engagement in literacy acts (Christie & Enz, 1992; Einarsdottir, 2000; Neuman & Roskos, 1992; Stone & Christie, 1996). Using such a literacy intervention, Vukelich (1994) found that kindergarten children's ability to read print embedded in the environment was increased.

2.1.2 PROBLEM SOLVING

A number of researchers have focused on the relationship of play to specific cognitive strategies such as self-regulation, narrative recall, divergent problem solving, and rule understanding. Following Vygotsky (1978), who theorized that young children use private speech in play to regulate their behavior, eventually transforming this private speech into self-regulation through internal thought, Krafft and Berk (1998) compared the private speech into compared the private speech of preschool children in Montessori and traditional play-oriented programs and found that more private speech occurred in the play oriented setting, especially during pretend play with fantasy characters. They conclude that, at the preschool level, "make-believe play serves as a vital context for the development of self-regulation". They suggest that social pretense, which requires children to determine task goals and carry them out, provides more opportunities for self-regulating private speech than do less complex play settings and settings with tasks having predetermined goals and greater teacher direction.

In a meta-analysis, Fisher (1992) indicated that there is a body of evidence showing the effectiveness of play, especially socio dramatic play, in promoting problem-solving abilities. In order to clarify what types of play and problem solving were related and whether these relationships were unidirectional and reciprocal, Wyver and Spence (1999) looked at two types of problem solving (divergent and convergent), two types of

divergent problem solving (figural and semantic), and a range of play types and play social levels.

In one study (controlling for IQ), they found relationships between thematic pretense and semantic divergent problem solving and between cooperative play and both semantic and figural divergent problem solving. They then gave some children divergent problem-solving training (figural and semantic) and found that there was a significant increase in figural problem-solving ability and in the thematic play for the trained group. They gave other children pretend play training (thematic/associative, thematic/cooperative, or cooperative/non thematic) and found the thematic training groups increased in thematic play and in semantic problem solving, whereas the cooperative play groups increased in cooperative play and on both semantic and figural problem solving.

The researchers concluded that there seems to be a reciprocal, rather than a unidirectional, relationship between problem solving and pretend play, with cooperative social play having a more specific influence on semantic problem solving. They suggest further study of these complex relationships.

2.1.3 SOCIAL AND LINGUISTIC COMPETENCE

Because pretense involves language use and takes place in social contexts, many studies of pretense include information on social and linguistic competence, which are also vital for school success. In an extensive observational study of pretend play, Rubin and Coplan, (1998) found that, rather than following a script, much of the preschool children's pretense involved improvisational exchanges and that implicit, in-frame play strategies were more successful than explicit, out-of-frame strategies. He provides rich examples of the skill children exhibit in using improvisation in pretense. The movement to complex social pretense does not occur smoothly for some children, however, as researchers studying the consequences of social or language difficulties on play and cognitive development have observed. For example, Rubin and Coplan (1998) report on a series of studies that followed children who exhibited nonsocial or "withdrawn" play behaviors during preschool; they found that early social withdrawal predicts peer

rejection, social anxiety, loneliness, depression, and negative self-esteem in later childhood and adolescence, as well as having negative implications for academic success.

2.1.4 CONFIDENCE BUILDING

Though playing children learn how to be confident. By interacting with others they are learning to express themselves with many people. For example in pretend play they all take up roles and pretend to be the other person Pellegrini AD, Boyd B. (1993)

2.2 HINDRANCES TO CHILDREN'S PLAYING

Poverty is one of the hindrances to children's playing. In today's high demanding world parents find themselves working and therefore do not have the time to look after their children leave alone play with them. Hallowell EM. (2002)

The process of play development may also be affected by socioeconomic factors. Observations at two time periods of the play of children participating in Title I preschool programs in 22 classrooms did not show the same increase in social pretense that is typically found over time in most preschool studies (Farran & Son-Yarbrough, 2001). In this study the play state with the most positive relationship to quantity of verbal behaviors was associative play (in which children interact briefly), but over the two time periods, associative play decreased while parallel play (in which children play along side others but do not interact) increased.

This trend was most evident in Title I preschool classrooms enrolling the largest proportion of children from low socioeconomic backgrounds.
Gender differences in play may also affect kindergarten adjustment, with boys who have solitary-passive play behaviors and girls who have solitary-active play behaviors being rated as more poorly adjusted by teachers (Coplan, Gavinski-Molina, Lagace-Seguin, & Wichmann, 2001).

Children with disabilities also find it hard to play well more especially with the able children McConnell, and Chandler (1993).

7

However, in a review of research on the symbolic play skills of children with language disabilities, Casby (1997) concluded that their actual differences in symbolic play abilities appear to be quite small; they have "a symbolic performance deficit more so than a symbolic competence deficit". That is, their capabilities for using symbolic ideas in play may be similar to children without language disabilities. Because of their language problems, however, they are less able to make their pretense themes and roles explicit in their play. Similarly, Guralnik and Hammond (1999) found that children with mild disabilities exhibit play transition patterns (i.e., from solitary to parallel to social) that are congruent with those of typical peers, although the transitions may occur slightly later.

In conclusion one of the major gaps noted in the review is that many researchers tended to highlight playing of children in a general manner without paying keen interest on the study in a detailed manner. The intention of the study is to fill this gap.

CHAPTER THREE
RESEARCH METHODOLOGY

3.1 DESIGN

The study used a descriptive cross sectional survey in this case the researcher chose a small sample that would be representative of the population and the study was carried in a short period of time. The research drew from both the qualitative and quantitative analysis approaches in order to get a bigger picture both in number and data. That is the number that was got form questionnaires and Data from focus group discussions.

3.2 STUDY AREA

The study was conducted in primary schools in Eldoret West District Kenya.

3.3 SCOPE OF THE STUDY

The study obtained information from teachers and parents. The teachers were selected using simple random sampling while the parents were selected purposively. The researcher knew the parents who would give meaning to the study.

3.4 INSTRUMENTS OF DATA COLLECTION

Questionnaires were used to extract information form teachers and focus group discussion was used to get information form parents. Open ended questionnaires were suitable for investigating deeper the subject matter.

3.5 DATA COLLECTION PROCEDURE

A letter of introduction from the institute of continuing education was sent to facilitate in the data collection exercise. The letter was handed to the head teacher before Questionnaires were distributed to teachers. The data collected was sorted and categorized after which it was analyzed. The conclusions and recommendations were made.

3.6 STATISTICAL TREATMENT OF DATA

The frequencies and percentages were used to determine the number of sample respondents used in the research process and the number that participated positively in contribution to the research.

Formula;

Percentage (%) = $\underline{F}$ x 100

Total number of respondents

Where F = number of respondents

Observed

Quantitative analysis; data from questionnaires was standardized hence categorized. Such data was presented I a descriptive form using charts, tables and graphs.

Qualitative; after data was collected form focus group discussions it was edited and conclusions were made.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND INTERPRETATION

4.1. PROFILE OF THE RESPONDENTS

TABLE 1:PROFILE OF THE RESPONDENTS.

Respondents	Frequency	Percentage
Sex		
Male	15	60
Female	10	40
Total	**25**	**100**
Age		
18-24 yrs	8	32
25-30 yrs	10	40
31 and above	7	28
Total	**25**	**100**
Academic level		
Certificate	6	24
Diploma	11	44
Degree	8	32
Total	**25**	**100**

(Source field data)

Thirty 30 questionnaires were distributed to the teachers and 25 were filled and returned. This therefore represents 83% of the total number of questionnaires that were distributed.

The study covered 65 randomly selected pupils of whom 30 (46%) were male and 35 (54%) were female.

The age category of the respondents was divided in three groups that is 18-24 years were 8 which was 32%, 25-30 yrs were 10 (40%) and 31 and above were 7 representing (28%) of the respondents.

The academic level of the respondents was divided in three categories that are certificate, diploma and degree. 6 (24%) of the respondents, 11 (44%) had diploma and 8 (32%) had degrees.

Interviews were carried out with parents and ministry officials both male and female.

The respondents were asked whether they included playing in the curriculum and this was their response.

TABLE 2:PLAYING INCLUDED IN THE CURRICULUM

Response	Frequency	Percentage
Yes	22	88
No	3	12
Total	25	100

Source primary data

Playing included in the curriculum
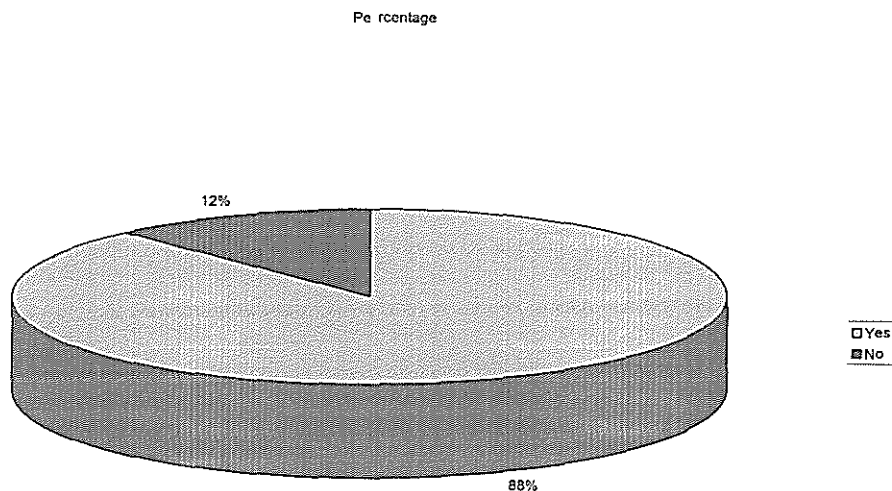
Pe rcentage

Fig. 4.2

According table and chart 4.2, 22 (88%) of the respondents agreed that they include playing in the curriculum while 3 (12%) disagreed. This implies that playing is regarded important for children.

According to the respondents, children are engaged in many types of playing which include riding bicycles, driving toy cars, swinging, hide and seek, girls playing with baby toys among others. The respondents revealed that playing has helped children enjoy going to school and also live a healthy life.

".............because of playing my children enjoy going to school. They are always looking forward for another day at school.............." (Interview with a parent)

The respondents were asked whether they thought playing is important to the children and this was their response.

TABLE 3:PLAYING IS IMPORTANT TO THE CHILDREN

Response	Frequency	Percentage
Yes	20	80
No	5	20
Total	25	100

(Source primary data)

Table 4.3 indicates that 20 (80%) of the respondents agreed that play is important to the children and 5 (20%) disagreed.

In interviews held with the parents they revealed that playing is very important to the children because it enhances their growth and improves their academic achievement. This supported by Christie & Enz, 1992; Einarsdottir, 2000; Neuman & Roskos, 1992; Stone & Christie, 1996that skill development through play, which embedded literacy materials within play settings in preschool, kindergarten, multiage programs, have typically shown increases in children's use of literacy materials and engagement in literacy acts.

The respondents were asked if yes, how important is it and this was their response.

TABLE 4: IMPORTANCE OF PLAY

Response	Frequency	Percentage
Very important	18	72
Important	7	28
Total	25	100

(Source primary data)

Important of play
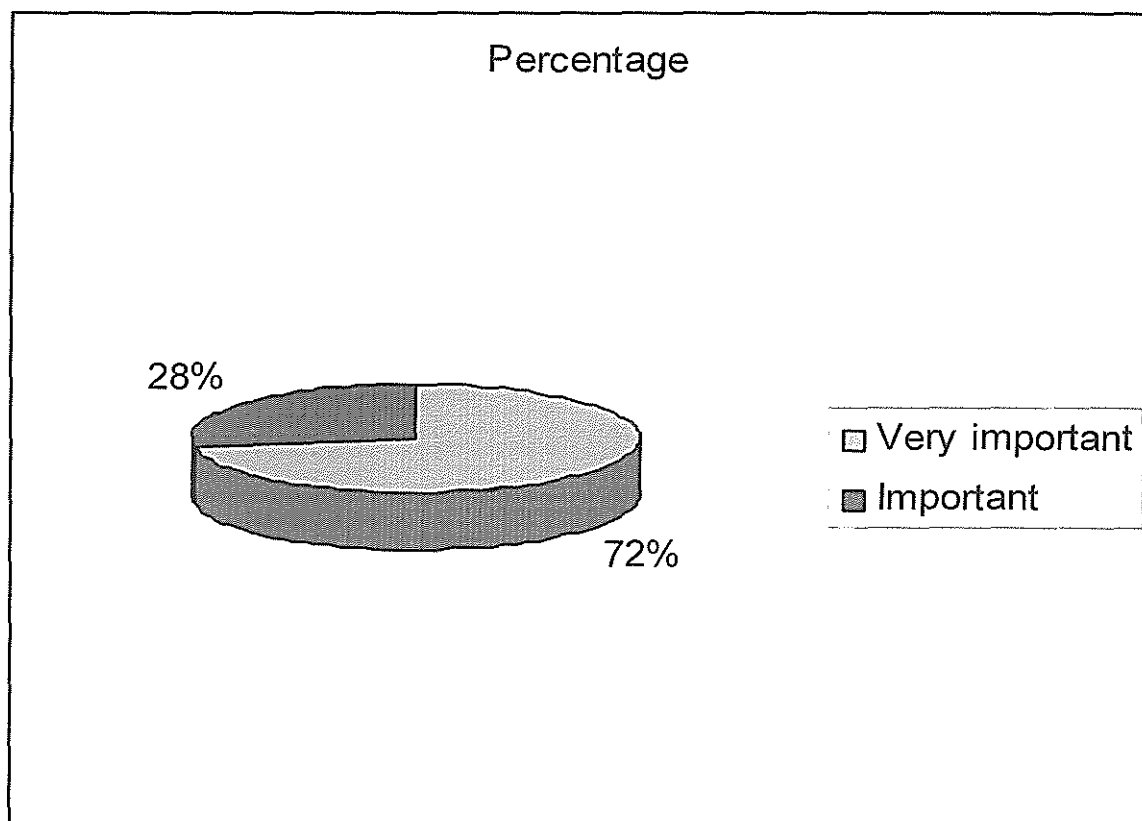
Fig 4.4

The table and chart 4.4 show that 18 (72%) of the respondents said that play is very important to the children while 7 (28%) said it's important.

4.3. Importance of playing on the children

The respondents were asked whether playing helps the children perform well academically and this was their response.

TABLE 5: PLAYING HELPS CHILDREN PERFORM WELL ACADEMICALLY

Response	Frequency	Percentage
Agree	15	60
Disagree	5	20
Not sure	5	20
Total	25	100

Source primary data

According to table 4.5 15 (60%) agreed that playing helps the children perform well academically, while 5 (20%) disagreed and 5(20%) were not sure. The study revealed that playing refreshes children's minds and therefore helps them perform well.

According to the parents children who engage in playing especially pretend play are likely to perform well than children who do not play.

".......my children perform well in school and this partly due to playing because it refreshes their mind............" (Interview with a parent)

The respondents were asked whether playing helps children understand what they are taught and this was their response

TABLE 6: PLAYING HELPS CHILDREN UNDERSTAND WHAT THEY ARE TAUGHT.

Source primary data

Playing helps children understand what they are taught

Percentage

12%

16%

72%

- Agree
- Disagree
- Not sure
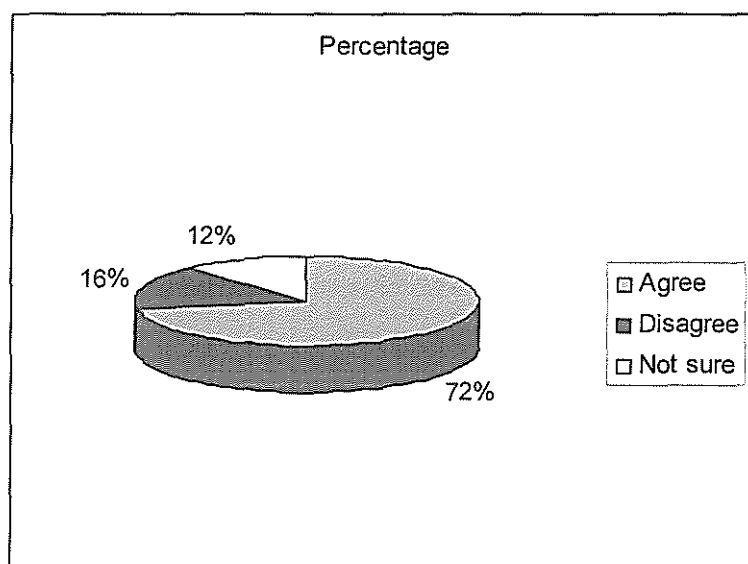
Fig 4.6

Table and chart 4.6 indicates that 18 (72%) of the respondents agreed that playing helps the children understand what they are taught while 4 (16%) disagreed and 3(12%) were not sure. This implies that

According to the parents playing can be used to explain what the children are being taught for example learning the alphabetical letters and numbers.

"..........my children always play games at home that involve numbers and letter. These kinds of games help them learn and understand what they are being taught............" (Interview with a parent)

The respondents were asked whether playing makes the children like the environment of the school and this was their response.

TABLE 7: PLAYING MAKES THE CHILDREN LIKE THE ENVIRONMENT OF THE SCHOOL

Response	Frequency	Percentage
Agree	15	60
Disagree	6	24
Not sure	4	16
Total	25	100

Table 4.7: Source primary data

According to the table 4.7, 15 (60%) of the respondents agreed that playing makes the children like the school environment while 6 (24%) disagreed and 4 (16%) were not sure.

The parents revealed that their children are always eager to go to school because they enjoy playing and at school they have many children to play with.

The respondents were asked whether children who play are likely to perform well in future and this was their response.

Children who play are likely to perform well in future and this was their response.

TABLE 8: CHILDREN WHO PLAY ARE LIKELY TO PERFORM WELL IN FUTURE

Response	Frequency	Percentage
Agree	10	40
Disagree	8	32
Not sure	7	28
Total	25	100

Source primary data

Table 8 shows that 10(40%) of the respondents agreed that children who play are likely to perform well in future while 8(32%) disagreed and 7(28%) were not sure.

According to the parents when children are given a firm foundation they are likely to perform well as they advance in class and according to them playing is one of the ways of building a firm foundation for children.

"......a firm foundation for children is essential because it helps them in future and the one of the ways to do that is to engage children in playing activities............."
(Interview with a parent)

The respondents were asked whether through play children learn how to solve problems and this was their response.

TABLE 9: THROUGH PLAYING CHILDREN LEARN HOW TO SOLVE PROBLEMS

Response	Frequency	Percentage
Agree	11	44
Disagree	9	36
Not sure	5	20
Total	25	100

Source primary data

The table shows that 11(44%) of the respondents agreed that through playing, the children learn how to solve problems while 9(36%) disagreed and 5(20%) were not sure. The parents revealed that since playing involve certain tasks children are able to learn to solve problems which is important in later years.

In a meta-analysis, Fisher (1992) indicated that there is a body of evidence showing the effectiveness of play, especially socio dramatic play, in promotion problem-solving abilities. In order to clarify what types of play and problem solving were related and whether these relationships were unidirectional or reciprocal, Wyver and Spence (1999) looked at two divergent problem solving (figural and semantic), and a range of play types and play social levels.

The respondents were asked whether through playing children learn to communicate to others and this was their response.

18

TABLE 10: THROUGH PLAYING CHILDREN LEARN TO COMMUNICATE TO OTHER

Response	Frequency	Percentage
Agree	18	72
Disagree	4	16
Not sure	3	12
Total	25	100

Source primary data

Through playing children learn how to communicate with others
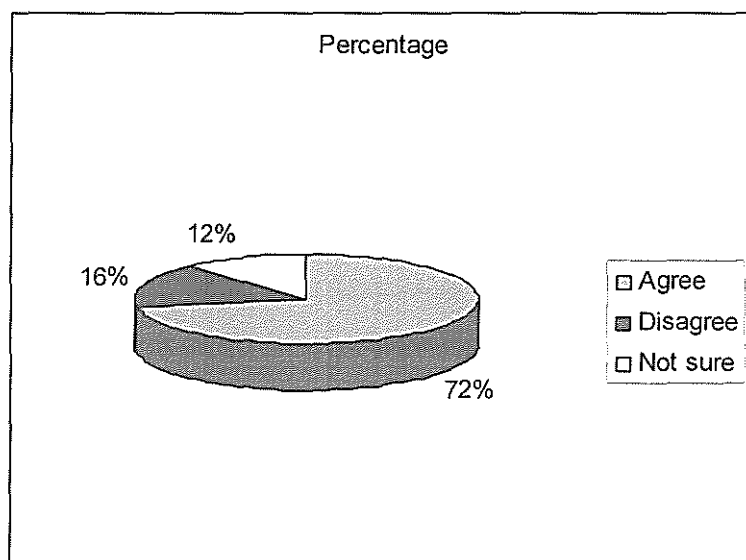
Fig. 4.10

According to table and chart 4.10, 13(52%) of the respondents agrees that through playing children learn to communicate to others while 7(28%) disagreed and 5(20%) were not sure.

Through play children communicate with their friends or fellow children and therefore according to the parents they learn to communicate with others.

".......because playing involves acting and communicating to others children are able to learn to communicate with others and also develop communication skills............" (Interview with a parent)

Rubin and Coplan, (1998) found that, rather than following a script, much of the preschool children's pretense involved improvisational exchanges and that implicit, in-frame play strategies were more successful than explicit, out-of-frame strategies. He provides rich examples of the skill children exhibit in using improvisation in pretense. The movement to complex social pretense does not occur smoothly for some children, however, as researchers studying the consequences of social or language difficulties on play and cognitive development have observed.

The respondents were asked whether through playing children learn how to be confident and this was their response.

TABLE 11: THROUGH PLAYING CHILDREN LEARN HOW TO BE CONFIDENT.

Response	Frequency	Percentage
Agree	18	72
Disagree	4	16
Not sure	3	12
Total	25	100

Source primary data

Table 11 indicates that 15(60%) of the respondents agreed that through playing, children learn how to be confident while 6 (24%) disagreed and 4 (16%) were not sure.

The parents revealed that by playing with their fellow children and everyone having a role to play as they play builds up their confidence.

According to Pellegrini AD, Boyd B. (1993) children learn how to be confident through playing. By interacting with others they are learning to express themselves with many people. For example in pretend play they all take up roles and pretend to be the other person.

The respondents were asked whether playing helps children grow up healthy and this was their response.

TABLE 12: PLAYING HELPS CHILDREN GROW UP HEALTHY

Response	Frequency	Percentage
Agree	18	72
Disagree	4	16
Not sure	3	12
Total	25	100

Source primary data

According to the table 4.12, 18(72%) of the respondents agreed that playing helps children grow up healthy while 4(16%) disagreed and 3(12%) were not sure.

According to the parents when children play they are exercising and therefore it helps them grow up healthy.

The respondents were asked how have the children who have had a chance to play been performing in class and this was their response

TABLE 13: HOW CHILDREN WHO HAVE HAD A CHANCE TO PLAY PERFORM IN CLASS

Response	Frequency	Percentage
Excellent	12	48
Good	8	32
Fair	3	12
Bad	2	8
Total	25	100

Source primary data

Table 13 shows that 12(48%) of the respondents said that children who have had a chance to play perform excellent in class, 8(32%) said they perform well while 3(12%) said they fair and 2(8%) said they perform badly.

This implies that children who play perform well in class. The teachers revealed that children's play is important to them because it helps them gain the trust of the children

21

and therefore relate well with them. According to them this helps them teach effectively. As the children play they are supervised by the teachers and sometimes the teachers play with them.

Vukelich (1994) found that through play kindergarten children's ability to read print embedded in the environment was increased.

They revealed that when a school involves its children in playing activities the children relax and therefore perform well in academics and this increases enrollment of school.

The respondents were asked whether boys and girls play together and this was their response.

TABLE 14: BOYS AND GIRLS PLAY TOGETHER

Response	Frequency	Percentage
Yes	20	80
No	5	20
Total	25	100

Source primary data

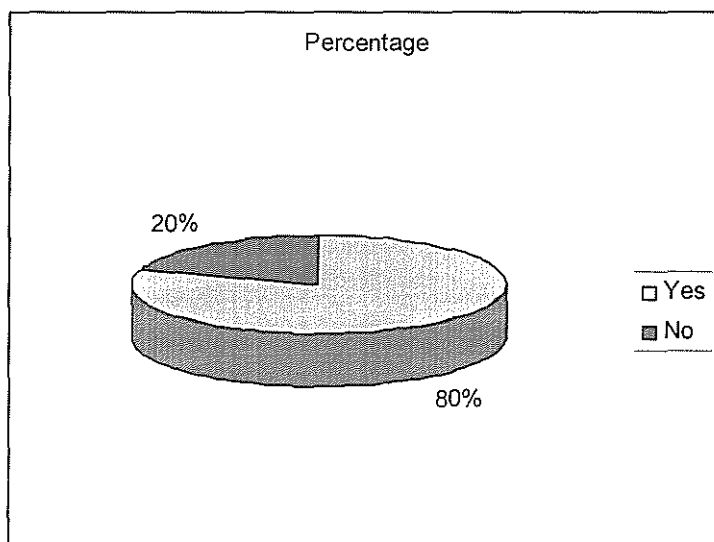**Boys and girls play together**

Fig 4.14

Table and chart 4.14 shows that 20(80%) of the respondents agrees that boys and girls play together while 5(20%) disagreed. This shows that children play together regardless of the sex.

The respondents were asked whether the school have enough playing materials for the children and this was their response.

TABLE 15: THE SCHOOL HAS ENOUGH PLAYING MATERIALS

Response	Frequency	Percentage
Yes	20	80
No	5	20
Total	25	100

Source primary data

Table 15 indicates that 13(52%) of the respondents agreed that the school ahs enough playing materials for the children while 112(48%) of the respondents disagreed.

The parents revealed that as they consider taking their children they make sure they take them to schools with enough playing materials.

The teachers revealed that in case where they do not have appropriate playing materials they make natural ones for example a ball form fiber or a doll form clothes. According to the teachers some children like them so much because they also contribute to making them.

The teachers revealed that children's playing is hindered by lack of enough playing materials and lack of parental involvement in their children's activities including playing.

According Hallowell EM. (2002) Poverty is one of the hindrances to children's playing. In today's high demanding world parents find themselves working and therefore do not have the time to look after their children leave alone play with them.

CHAPTER FIVE
SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 CONCLUSION

Respondents were asked to answer questions on the relationship between playing and academic achievement of children. 60% of the respondents said that playing was important to children's academic and 48% also said that children who have had a chance to play excel in academics. This is supported by Vukelich (1994) that kindergarten children's ability to read print embedded in the environment is increased through play.

Respondents also had to answer questions regarding the relationship between playing and problem solving. The majority of them (44%) agreed that children who play learn how to solve problems in later years. According to Fisher (1992) there is a body of evidence showing the effectiveness of play, especially socio dramatic play, in promoting problem-solving abilities.

Respondents were asked the relationship between playing and social and linguistic competence. 52% of the respondents agreed that through play children learn communicate with others. According to Rubin and Coplan (1998) children who exhibited nonsocial or "withdrawn" play behaviors during preschool; they found that early social withdrawal predicts peer rejection, social anxiety, loneliness, depression, and negative self-esteem in later childhood and adolescence, as well as having negative implications for academic success.

The respondents were asked the relationship between playing and confidence building 60% of the respondents agreed that through playing, children learn how to be confident. According to Pellegrini AD, Boyd B. (1993) by interacting with others children are learning to express themselves with many people. For example in pretend play they all take up roles and pretend to be the other person.

Lastly the respondents were asked to state some the hindrances to children's playing. According to the respondents playing is hindered by lack of enough playing materials which is brought about by poverty and lack of parent's involvement in children's playing

activities. According Hallowell EM. (2002) Poverty is one of the hindrances to children's playing. In today's high demanding world parents find themselves working and therefore do not have the time to look after their children leave alone play with them.

5.2 RECOMMENDATIONS

Looking at the findings of the study, the following recommendations are made;

Government should make sure early childhood centers have enough and strong playing materials before they are licensed.

Activities suitable for both boys and girls should be developed so that at least all the pupils of all gender are able to play freely.

The government should develop a curriculum which makes play a life long career and should be implemented in the early age.

Competent teachers should be trained who are committed to handle playing activities.

Pupils with high aesthetic skills should be rewarded in diverse play areas.

5.3 AREAS FOR FURTHER STUDIES

The researcher appeals to her researcher to go deep into the study of the effects of playing on children. Few researchers $have ventured on the topic.

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1. If yes what types of games do the children play?

Please name them.

....

2. How have these games been important to the children?

....

3. Do you think playing is important to the children?

Yes   []

No   []

4. If yes how important is it

Very important   []

Important   []

Below are statements about the importance of playing on children please tick those that most suit you.

5. Playing helps children perform well academically

Agree []

Disagree   []

Not sure   []

6. Playing helps children understand what they are being taught

Agree []

Disagree   []

Not sure   []

7. Playing makes children understand what they are being taught

Agree []

Disagree   []

Not sure   []

8. Children who play are likely to perform well in the future

Agree []

Disagree []

Not sure []

9. Through playing children learn how to solve problems

Agree []

Disagree []

Not sure []

10. Children who play do not find difficulties in problem solving.

Agree []

Disagree []

Not sure []

11. Through playing children learn how to communicate to others

Agree []

Disagree []

Not sure []

12. Children who plays are confident

Agree []

Disagree []

Not sure []

13. Through playing children learn how to be confident

14. Playing helps children grow up healthy

Agree []

Disagree []

Not sure []

15. How has playing with the children helped you as a teacher?

....

16. How has playing with the children been of benefit to the school

....

.   .

17. How have children who have had a chance to play been performing in class as they grow up?

Excellent []

Good []

Fair []

Bad []

19. What are the hindrances to children's playing?

....

20. Who supervises the children as they play?

....

21. Do the boys and girls play together?

Yes []

No []

22. Does the school have enough playing materials for the children?

Yes []

No []

23. If no what do you do for the children

....

24. If yes what kind of materials do you have

....

25. How do the materials help the children?

....