IMPACT OF SOCIAL INTERACTION ON ACADEMIC PERFROMANCE

OF LEARNERS IN SELECTED SCHOOLS IN SUSWA DIVISION

NAROK DISTRICT- KENYA


BY


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# DECLARATION

I **LEMARA TUMUTI SENO** hereby declare that this report is my original work and has never been submitted to any University for any award where the work of others have been cited, acknowledgements have been made.

Signature...............................................

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Date......19ᵗʰ APRIL 2010

# APPROVAL

This research dissertation is presented to the Institute of Open and Distance Leaning (IODL), Kampala, International University, through my approval

**Supervisor**

**MABONGA ERIC**

Signature: ..................................................

Date: ...........19/4/2010..................

# DEDICATION

Dedicated to my dear wife Catherine Seno and sons Leyian and Lesinko.

# ACKNOWLEDGEMENT

I acknowledge my supervisor who advised, corrected and instructed me in the course of

the research. My wife and children for their moral support.

Special thanks go to all the respondents who provided me with necessary information that

I have compiled in this research.

God bless them all

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# ABSTRACT

The purpose of the study was to examine the impact of social interaction on children's academic performance. The objectives of the study were to establish to the relationship between social interaction and academic performance of the learner.

The researcher used a case study design. A representative sample was made from the target population though simple random sampling method.

A representative sample of 30% was drawn from the target population to satisfy the requirement of data collection. The data was collected using-administer questionnaires and oral interviews.

The data was analyzed, using qualitative and quantitative techniques. That involved generating descriptive statistics such as percentages. Qualitative data was also analyzed through segregation of field notes according to study themes from conclusions drawn.

The researcher concluded the social interaction has a major impact of children's academic performance. The findings also revealed that learners that engage in social interaction like play are most likely to perform better than others.

The researcher recommended the government and schools to emphasize on social interaction like play, singing and dancing as a way of improving academic performance of the learners.

# CHAPTER ONE

# INTRODUCTION

## 1.0 Background of the study

Due to lack of concrete government policy on early childhood development, children all over has been subjected to written work in class and little time is given for their social interaction. In June 2006 the government of Kenya came up with a policy that designed early childhood learning should be and mixed with social interaction like play. Parents/ society and caregivers have ignored the importance of social interaction in young children thus business men and women have commercialized early child learning with written material.

Globally in countries like Britain for example, learning in all early childhood is done through play that forms an important aspect of social interaction. However, very little has been done on matters concerning social interaction especially through play by people who want to make money.

The day primary school has currently over 600 children involving both boys and girls. In the inquiry, the school has 20 senior teachers, about 5 assistance teachers and 6 support staff. This means that a lot of social interaction materials can be found in the school and the school is somewhat among the top five leading schools as far as the issue of academic performance in zone is concerned.

## 1.1 Statement of the problem

Social interaction is important for the children's development and education. However children's play has been neglected among schools which have resulted into loss of talents, poor socialization, and poor academic performance among others hence affecting their academic performance.

## 1.2 Purpose of the study

The study will examine the impact of social interaction on academic performance of learners.

### 1.2.1 Objectives of the study

1. To examine the impact of social interaction on academic performance of the learners.

2. To establish the relationship between social interaction and academic performance of the learners.

3. To establish the social interactive material that aid facilitates academic performance of learners.

## 1.3 Research questions

1. What is the impact of social interaction on academic performance of the learners?

2. What is the relationship between social interaction and academic performance of the learners?

3. What is the social interactive material that aid facilitates academic performance of learners?

## 1.4 Scope of the study

*Content scope:* The study will examine the impact of social interaction on academic performance of learners.

*Geographical scope:* The study was carried out in Technology primary school in Township Zone, Suswa Division –Narok District in Kenya.

## 1.5 Significance of the study

The study will help the teaching staff to take seriously the social interactive aspects of children and include in their academic curriculum. The research will enable the district education board that monitors the well being of children in primary schools to establish polices that will permit all primary schools offer some social interactive activities to learners for their well being and academic performance.

# CHAPTER TWO

# LITERATURE REVIE

## 2.0 Introduction

This chapter presents literature related to social interaction in primary schools. It will first

present and explain play as social interaction activity and later on establish the

relationship between social interaction and academic performance of a learner. At the end

of it all, the impact of social interaction on the academic performance of a learner will be

established.

## 2.1 Play as social interaction activity in primary schools

Verna Buda Brandphin (1985) defines play as social interaction as indeed the child's

cork. Normally children do no play for the sake of amusement any more than for work

that has no end and beyond the action and these actions are called play because of certain

qualities which they exhibit. English dictionary describes play as a social interactive

aspect that is pleasurable activity on for its sake, without reference to ulterior purpose of

further satisfaction.

Mitchen and Manson (1981) people generally came to agree when they think through and

when any activity itself is attractive enough to make one do its play.

Gillery (1968) described play as non-work activity. The understanding of the term play as

a social interaction activity, many scholars agree that play is meaningful and necessary

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activity for a child that is a child's way of learning unlike an adult's work which is an end, play is an end itself. Young children play simply for goal directed.

According to Kenya Institute of Education - KIE (2004), play and creative activities are the foundation for learning and basic attitude that is laid during the time of life in order to stimulate learning and to foster health and development.

Galler et al (2006) suggests that social interaction in form of play stimulate the child's cognitive and emotional behaviors. It is through play materials that a child is able to relax and enjoy, some of the play materials that have been mentioned here include small movable play materials, fixed play materials, and canners of interest play material.

In establishing play materials for children in primary schools, KIE outlined that teachers should consider the aspect of safety, appropriate age and durability of the material, aestheticism of the materials, affordability and the sufficiency of play materials.

On the issue of safety, the KIE states that social interaction facilities should be made of soft materials to ensure that children are not hurt since they are eager to explore and experiment with new ideas. As such, there should always be seen so that the content does not come out and get into the children's eyes. Thus, harmful objects should always be controlled from play and thrown into rubbish pit while hole for landing when jumping or sliding are made comfortably by filling them up with fine sand.

Social interaction materials are also supposed to suit the age of children, This means that small children should be given small balls, bean bags, ropes that they can handle with their small finger muscles.

## 2.2 Social interaction and development of children in primary schools

Gillery (1968) children differ from each other. This suggests in social groups, their differences especially become apparent. By its very nature, social activity requires a child to learn the behavior to meet the standard of conduct established by the learning group or the culture in which he or she lives in, the need to get along with people, the need to develop a social attitude and the need to understand appropriate sex roles, make up standards of conduct, a child exercises his or self awareness.

Additionally, children enjoy playing with each other. Perhaps the most significant lesson that a child learns in group play is how to co-operate and share with others. Groups of three or four are common friendship. These groups are neither exclusive nor stable. As a child play with other people the desirability of hearing what others have to say and waiting to turn him / her learn "fair play" to be a good loser and a good winner and to be sensitive to the needs and feelings of other people.

Brandphin (1913), children learn through social interaction with others especially through playing. This is so because children tend to share play things other children, learn to solve conflicts with other children through verbalization rather than physical aggression and persist in a play episode with other children for at least 10 – 15 minutes.

Warne (1950), play enhances social development. There is a strong social component to certain kind of play. Smolensk (1990), illustrated that helpfulness which demonstrate dramatic and social dramatic play differentiating the two partially on the basis of the number of children involved in the activity. In explaining dramatic play, dialed stated that dramatic play involves imitation and may be carried out alone but the more advanced social dramatic play entails verbal communication and interaction with two or more people as well as imitating role playing makes believe in regard with object action and situation and persistence in play over a period of time.

On the other side, social dramatic play helps the child to learn how to put himself in another place. (Rubin and However, 1986) thereby fostering the growth of empathy and consideration of others. It helps him or define social roles he or she learns by experimenting what it is to be a mother, a doctor or a nurse.

Further findings reveal that social interaction provide countless opportunities for acquiring social skills that are helpful to children especially to allow them enter a group and be accepted by group. Children balance power with other child, so that every one gets satisfaction from the play and work out the social give and take that is the key to successful group interaction (Rubin and However, 1986)

Studies from teacher collage (1981) reveal that social interaction serves many viable purposes in the life of a child. It provides occasion for intense practice of resonator skills. The symbolic nature of imaginative play foster development of intersects and generates

increased understanding of events. Social interactions in form of play facilitate role playing and develop social skills. It furnishes opportunities to work through emotional problems and to experience relief of acting like a child instead of an adult and it provide many occasions for children to be creative by using their imagination and ability to think in diverse ways.

Additionally, research by teacher collage (1981) on the young children in Columbia University London also establishes that a child also needs others people. "They can not live in vacuum". They constantly seek interaction with other. As child grows, other people become increasingly important to them. Significance of others in their lives gradually helps to form a view of themselves thus self is formed and self concert becomes part of broad area called the social studies. During the pre-school years for examples, much of what happens in the classroom resolves around the development of a child's positive self concept and ability to relate effectively to others. Satisfaction with other is perhaps the most crucial area of social study for the young children. Feldt (1977) definition of social studies reveals the importance of social skills to the young child as well as other topic of concern to the teacher.

Cordially Richard states that independent play which forms part of social interaction is independent play in children in any part of the story. Your child also enjoys playing with you and others play mates. Social play is not only a show learning experience; it is also a direct importance to independent play. Studies also show that the more children play with others, the more he will play with him or herself and social interaction in the atmosphere

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of understanding and stimulation that are part of your natural care giving all the time spent until your child is a form of play. Before children can begin to play games together, you should establish a comfortable and secure relation. This process begins with closeness they feel during feeding, changing, bathing and cuddling. Such pleasant contact put the two of you in touch with each other and communications essential for social play .In fact establishing this communication is an early form of play it self.

## 2.3 Relationship between social interaction materials and academic performance

Parenting Advisor (1952) believes that power implicit in social interaction transcend our present knowledge. In the more recent years children's intuition has been proved correct and is being tested and researched. Previously most scientist and educational researchers stated clear of studying play because it was a manageable laboratory subject. Today however, biologists and ethnologists are seriously studying the behavior and social interaction of primates in natural setting and discovering that play serves a crucial learning function and fore-cast adult competence. A great body of animals and human infant research and observation by the most perceptive thinkers I the field of psychology education leave little doubt that social interaction is of significant value physical an social development that also enhances academic performance .

Some other researchers like Herber Spencer (1990) also believe that social precipitation such quality as creativity, imagination, ingenuity, motivation and daring that are all helpful facilitators of good academic performance in children are aspect developed through social interaction and play. Some of the prominent thinkers and educators on the

subject of children have instructively known that play has vital effect on learning such opportunities to them have been witnessed performing quite well as compared to their counter parts . This means that specific elements of social interaction elements facilities total system of behaviour that uplifts ones academic performance.

Heber Spencer (1900), also noted Social interaction as voluntary action because of self choice , nature of play each child builds up , play setting that are his own ideas and over which he or she has full control in the different activities including knowledge acquisition. This means being played master also develop the mental capability of the child that can help them in their academic performance affairs and in decision making processes. There is no supper imposed direction nor ridged which to adhere to. Each child carries on a trail and can carry out an activity without fear of ridicule of feeding free from adult interference.

According to Fredric Von Schiller (1980) play provides an imaginary world that children can master. Through it, the real world is brought down to manageable dimension that allow a child a child get a feeling of being tall. In play for example, children are set to imitate an action or oppose it, they can be subject or the object. There is freedom and an absence of boundaries and reinstruction we cannot gives them in the adult life. Social interaction for children is unique power of building social relation with those around them and it fosters group life and offer a chance to work out interpersonal relations which are all great aspects for learning and academic performance.

# CHAPTER THREE

# RESEARCH METHODOLOGY

## 3.0 Introduction

This chapter covered research design, location of the study, population, sampling techniques and sample size, research instruments, data collection and data analysis.

## 3.1 Research Design

The researcher used a cross sectional survey design to analyze a large sample. Both qualitative and quantitative methods were used.

## 3.2 Study area

Narok district, Suswa division in Kenya

## 3.4 Target Population

This study was done in selected Primary Schools. The study therefore focused on the 500 pupils. The target group population was 500 pupils.

## 3.5 Sample Techniques and Sample size

The researcher used simple random sampling method. Simple random sampling method was used to select pupils. A sample of 50 respondents was selected from a population of 500 pupils.

### 3.6 Research Instruments

Two instruments were used for collecting primary data. These are outlined below.

**Questionnaires for Pupils / Oral Interviews**

The researcher used questionnaires, as they are most common instruments used in primary data collection because they are simple in nature if well instructed.

The researcher also used oral interview for the children who could not be able to fill the questionnaires.

**Questionnaires for Teachers**

The researcher used teachers to get some information, which the children could not be able to give.

### 3.7 Data Collection Techniques

The data was collected using self – administered questionnaires and oral interviews. The questionnaires were administered to the teachers and pupils by the researcher. An explanation was provided to the subjects on what was expected of them before completion. The researcher conducted oral interview.

### 3.8 Data Analysis

After all the questionnaires were adequately checked for data quality, exploratory analysis was first performed to clear the output from outliers and ensured that the effect of missing responses was minimal.

The data was analyzed using qualitative and quantitative techniques.

# CHAPTER FOUR

# DATA PRESENTATION, ANALYSIS AND INTERPRETATION

## 4.0 Introduction

This chapter presents and describes the presentation, discussion of the findings. The results are presented inform of tables, frequency counts and percentages. This chapter focuses on "impact of social interaction on academic performance in, Suswa Division in Kenya. The research objectives were; to examine the impact of social interaction on academic performance of the learners; establish the relationship between social interaction and academic performance of the learners; establish the social interactive material that aid facilitates academic performance of learners in, Suswa Division in Kenya

## 4.1. Profile of the respondents

### Table 4.1 profile of the respondents

| | Teachers | | Pupils | |
|---|---|---|---|---|
| **Gender** | **Frequency** | **%Age** | **Frequency** | **%Age** |
| Male | 20 | 57 | 30 | 60 |
| Female | 15 | 43 | 20 | 40 |
| **TOTAL** | **35** | **100** | **50** | **100** |
| **Age** | | | | |
| 3 years and below | | | 5 | 10 |
| 4-6 years | | | 30 | 60 |
| 7 years and above | | | 15 | 30 |
| 18-25 yrs | 8 | 23 | | |
| 26-34 yrs | 12 | 34 | | |
| 35 and above | 15 | 43 | | |
| **TOTAL** | **35** | **100** | **50** | **100** |
| **Academic level** | | | | |
| Certificate | 7 | 20 | | |
| Diploma | 10 | 29 | | |
| Degree | 18 | 51 | | |
| **TOTAL** | **35** | **100** | | |

**Source: Primary data 2009**

Thirty (35) questionnaires were distributed to the teachers and all were filled and returned .This therefore represents 100 % of the total number of questionnaires that were distributed.

The study covered 35 randomly selected teachers of whom 20 (57%) were male and 15 (43%) were female

The age category of the respondents was divided in three groups that is 18-25 years were 8 which was 23%, 26-34 yrs were 12 (34%) and 35 and above were 15 representing (43%) of the respondents.

The academic level of the respondents was divided in three categories that are certificate, diploma and degree. 7 (20%) of the respondents had certificates, 10 (29%) had diploma and 18 (51%) had degrees.

Focus group discussions were used to extract information from the community members. The respondents were asked whether they included playing in the curriculum and this was their response.

**Table 4.2: Response on whether children are involved in social interaction activities**

| Response | Frequency | percentage |
|----------|-----------|------------|
| Yes | 35 | 100 |
| No | - | - |
| Total | 35 | 100 |

**Source: field data 2009**

The results in table 4.2 indicate all the respondents that is 35(100%) agreed that they involve children in play activities. This means that at least each school has the type of play in which they involve children.

The respondents were asked to list the different types of play in which they involve children and below were their response

**Table 4.3: Response on the kind of activity available in Township zone, Suswa Division**

| No. | Kind of activity | Frequency (fq) out of 35 | Percentage (%) out of 100 |
|---|---|---|---|
| 1 | See-saws | 35 | 100 % |
| 2 | swings | 35 | 100% |
| 3 | Beam balance | 15 | 43 % |
| 4 | Sliders | 10 | 29% |
| 5 | Climbers | - | - |
| 6 | Sand corners | 32 | 91% |
| 7 | Water corners | - | - |
| 8 | Play grounds | 35 | 100% |
| 9 | tunnels | - | - |
| 10 | Merry-go-ground | 29 | 83(%) |

**Source: field data 2009**

According to the table all the teachers revealed that their schools did not have climbers and tunnels and water corners while they all revealed that their schools had see saws, swings and play grounds but the play grounds were very small and children could not play freely. 32(91%) of the respondents revealed that they had sand corners, 29(83%) revealed that they had Merry-go-ground. Only 25(43%) of the teachers revealed that they had beam balance and 10(29%) revealed that they had sliders. seven schools had merry

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go rounds. In most of the schools it was observed that that the social interaction materials were not up to the standard and this hinders children's interaction

## 4.2 Impact of social interaction on the academic performance of a learner

The first researcher objective was to examine the impact of social interaction on the academic performance of a learner in, Suswa Division in Kenya. To achieve this, respondents were asked questions related to the objective. Data collected was analyzed under the question: What is the impact of social interaction on the academic performance of learners in, Suswa Division in Kenya. The results are presented in the subsections below;

The respondents were asked how social interaction has affected the academic performance of learners and below were their response

**Table 4.4: Response on how social interaction has affected pupil's academic performance**

| Response | Frequency | percentage |
|---|---|---|
| Improved their performance | 20 | 57 |
| Performance has deteriorated | 5 | 14 |
| Performance has remained the same | 10 | 29 |
| **Total** | **35** | **100** |

**Source: field data 2009**

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**Figure 1: Response on how social interaction has affected pupils academic performance**
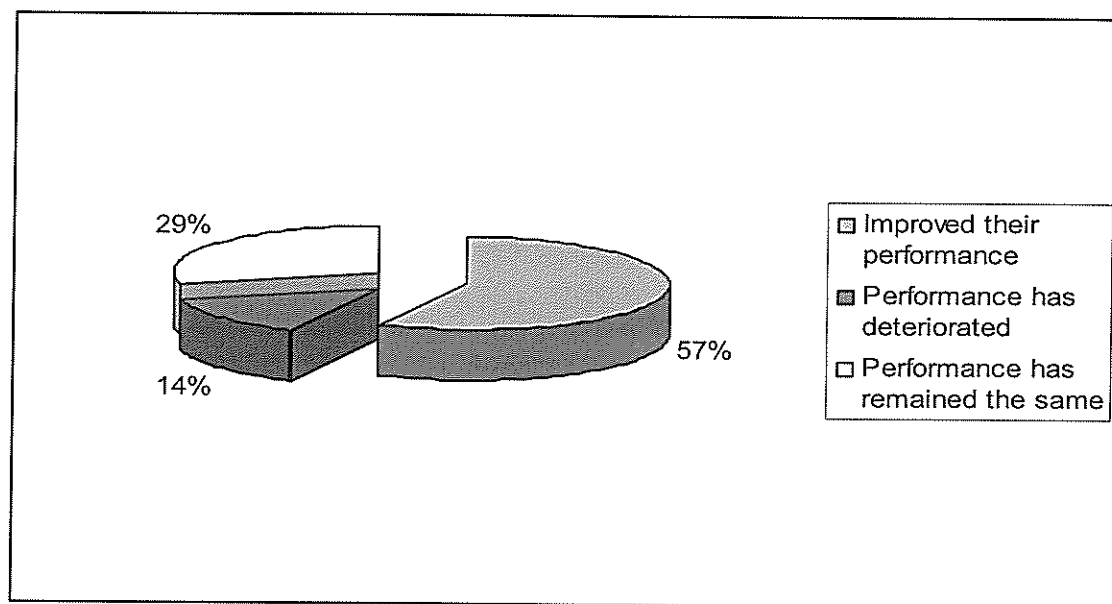


The results in table and figure indicate that 20(57%) of the respondents agreed revealed that play has helped to improve pupils performance while 5(14%) said that it has remained that same and 10(29%) said that the performance has remained that same. This means that in one way or the other social interaction helps to improve pupil's performance. The teachers further revealed that if children interact, they get relaxed out of the stress and thus refresh their minds academically.

The respondents were asked whether when children involve in social interaction they like the school environment and below were their response

**Table 4.5: Response on whether when children involved social interaction like the school environment**

| Response | Frequency | percentage |
|----------|-----------|------------|
| Yes | 30 | 86 |
| No | 5 | 14 |
| Not sure | - | - |
| Total | 35 | 100 |

Source: field data 2009

According to the table, 30(86%) of the respondents agreed that when children involve in social they like the school environment while 5(14%) of them disagreed. This implies that many children like the school environment because of social interaction. Community members revealed that every morning their children are always eager to go to school because they enjoy socialization and at school they have many children to interact with. They also revealed that when its time to go home, they also don't want to leave school because of the social interaction.

The respondents were asked whether children who socialize do not find difficulties in solving problems and below were their response

**Table 4.6: Response on whether children who interact do not find difficulties in solving problems**

| Response | Frequency | percentage |
|----------|-----------|------------|
| Yes | 20 | 57 |
| No | 10 | 49 |
| Not sure | 5 | 14 |
| **Total** | **35** | **100** |

**Source: field data 2009**

According to the table, 20(57%) of the respondents agreed that children who socialize do not find difficulties in solving problems while 10(49%) disagreed and 5(14%) of the respondents were not sure. This means that through social interaction many children learn how to solve different problems.

This is supported by Fisher (1992) indicated that there is a body of evidence showing the effectiveness of social interaction, especially socio dramatic interactions/play, in promoting problem-solving abilities. In order to clarify what types of social interaction and problem solving were related and whether these relationships were unidirectional or 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 socialization types and interaction levels.

The respondents were asked whether social interaction makes the children confident and hence improve their academic performance and this was their response

**Table 4.7: Response on whether makes the children confident**

| Response | Frequency | percentage |
|----------|-----------|------------|
| Yes | 14 | 40 |
| No | 13 | 37 |
| Not sure | 8 | 23 |
| **Total** | **35** | **100** |

**Source: field data 2009Figure 2: Response on whether makes the children confident**
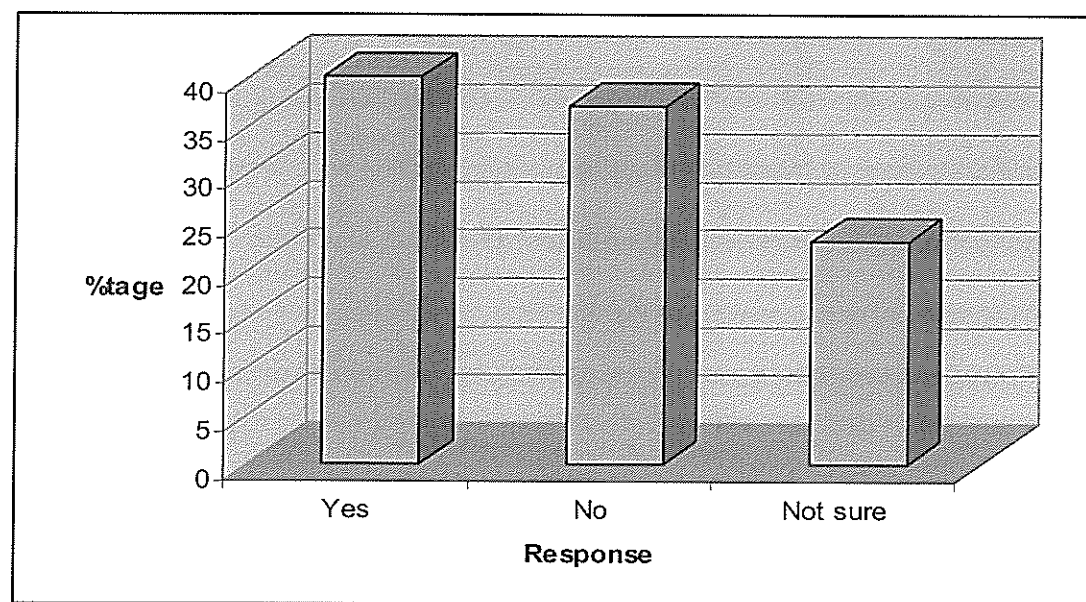


The table and chart indicates that 14(40%) of the respondents agreed that social interaction makes the children confident and hence improve their academic performance while 13(37%) disagreed and 8(23%) of the respondents were not sure whether social interaction makes the children confident and hence improve their academic performance.

The respondents were asked whether social interaction improves the academic performance of children in later years and below were their response

**Table 4.8: Response on social interaction improves the academic performance of children in later years**

| Response | Frequency | percentage |
|----------|-----------|------------|
| Yes | 16 | 46 |
| No | 12 | 34 |
| Not sure | 7 | 20 |
| **Total** | **35** | **100** |

**Source: field data 2009**

According to the table, 16(46%) of the respondents agreed that social interaction improves the academic performance of children in later years while 12(34%) disagreed and 7(14%) of the respondents were not sure whether social interaction improves the academic performance of children in later years.

## 4.3 Relationship between social interaction and academic performance

The second research objective was to establish the relationship between social interaction and academic performance in Township zone, Suswa Division in Kenya. To achieve this, respondents were asked questions related to the objective. Data collected was analyzed under the question: What is the relationship between social interaction and academic performance of learners in Township zone, Suswa Division in Kenya? The results are presented in the subsections below;

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The respondents were asked is there any relationship between social interaction and academic performance of a learner? And below were their response

**Table 4.9: Response on whether there is a relationship between social interaction and academic performance of learners**

| Response | Frequency | percentage |
|----------|-----------|------------|
| Yes | 29 | 83 |
| No | 6 | 17 |
| Not sure | - | - |
| **Total** | **35** | **100** |

**Source: field data 2009**

The table indicates that 29(83%) of the respondents agreed that there exist a relationship between social interaction and academic performance while 6(17%) of the respondents disagreed. The teachers contend that social interactions help to relax and refresh the learners mind, learn new things, acquire leadership skills, become a team player among others, hence contributing to the academic performance of a learner.

**Social interaction materials**

The third research objective was to establish the social interactive material that aid/ facilitates academic performance of in, Suswa Division in Kenya. To achieve this, respondents were asked questions related to the objective. Data collected was analyzed under the question: What are the social interaction materials that aid/ facilitate the academic performance of a learner in Township zone, Suswa Division? The results are presented below.

The respondents were asked to give the social interaction materials that aid and facilitate the academic performance of learners and below were their response

**Table 4.10: Response on social interaction materials that aid academic performance of learners**

| Types of play | Frequency (fq) out of 35 | Percentage (%) out of 100 |
|---|---|---|
| Corner of Interest | 35 | 100 (%) |
| Fixed materials | 28 | 80(%) |
| Small movable materials | 20 | 57(%) |

**Source: field data 2009**

According to the table the most commonly mentioned social interaction materials were corner interest, fixed materials, and small materials. Corner of interest materials were mentioned by all the respondents (100%), followed by fixed materials (80%) and small movable materials (57%). It was observed by the researcher that few schools had moving materials and all that had them were private schools.

# CHAPTER FIVE

## SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

### 5.0 Introduction

The purpose of the study was to determine impact of social interaction on academic performance learners in, Suswa Division. The research objectives were; to examine the impact of social interaction on academic performance of the learners; establish the relationship between social interaction and academic performance of the learners; establish the social interactive material that aid facilitates academic performance of learners in, Suswa Division in Kenya

### 5.1 Summary

**Impact of social interaction and academic performance of the learners**

The first researcher objective was to examine the impact of social interaction on the academic performance of learners in, Suswa Division, Kenya. The study revealed that play helps the children perform well in class (57%), it makes the children like the school environment (86%), children who play do not find difficulties in solving problems (57%) and play improves children's performance in the later years (40%).

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 or 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.

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## The common types of play

The second researcher objective was to investigate the common types of play in Narok district Kenya. The study revealed that the most commonly games mentioned were football and net ball, hide and seek, running and jumping that is they were mentioned by all the respondents, followed by riding bicycles and driving toy cars and swinging (88%), parallel play (88%), followed by collaborative play (80%), negotiating play (77%) and the least mentioned were taking turns with (20%), obeying rules (23%) and swimming (43%).

The child enjoys repetitive play with objects and gains motor and practice skills. Good examples are dumping, filling, stacking, water play, and outdoors play. Functional play characterizes infants and toddlers and at age 3 constitutes 50% of a child's play. Although functional play decreases as a child grows older, it remains important. Functional play can be either solitary or parallel (another child is involved in a similar activity at the same time.) Children experience enjoyment, develop motor skills, and achieve mastery through functional play

The third research objective was to investigate the factors hindering the effective of children's play in Narok District Kenya. The study revealed that the factors hindering children's play were poverty with 83% and gender inequality 46%.

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

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rated as more poorly adjusted by teachers Lareau A. (2003) Children with disabilities also find it hard to play well more especially with the able children.

**Importance of play on early childhood development**

The last research objective was to determine the importance of play on early childhood development in Narok District Kenya. The study revealed that play make muscular development and control of large muscles (80%), play helps the children to develop the language skills (71%) and through play children's explore the word around them (49%)

According to Lowell 1994 in her book writes about the benefits of free play that it makes:- Muscular development and control of large muscles, fine motor skill and eye-hand coordination. Speech development through social interaction during play through parallel play leading to cooperative play. Language skill development through dramatic play to clarify ideas Problem solving and creative thinking –probably the most important skill for living in the world today

## 5.2. Conclusion
The purpose of the study was to determine impact of play on academic performance of early childhood education in Narok District Kenya. The research objectives were; to investigate the common types of play, to determine the factors that hinder children's play to determine the impact of play on academic performance of early childhood education and to determine the importance of play on early childhood development in Narok district, Kenya.

The study revealed that play helps the children perform well in class, it makes the children like the school environment, children who play do not find difficulties in solving problems and play improves children's performance in the later years

The study revealed that the most commonly social interacting activities mentioned were football and net ball, hide and seek, running and jumping, riding bicycles and driving toy cars and swinging parallel play, followed by collaborative interaction, negotiating interactions.

The study revealed that the factors hindering children's social interaction were poverty with and gender inequality.

The study revealed that play makes muscular development and control of large muscles, social interaction helps the children to develop the language skills and through play children's explore the word around them.

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

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

The community and parents should be sensitized about the importance of social interaction so that they also participate in children's social interacting activities.

Schools should make sure they fulfill what is in the curriculum by involving children in social interacting activities.

Schools, parents and the government should come in full force to make sure that the schools are equipped with the necessary social interaction materials.

Social interaction and social interaction materials should be one of the key topics taught to teachers so that they understand the importance of subject fully.

## 5.4 Areas for further studies

The researcher appeals to other researchers to go deep into the study of the impact of social interaction on early childhood education. Few researchers have ventured on the topic.

# APPENDICES

## APPENDIX A: Time frame of the study

| Activity | Time | In | Months | |
|---|---|---|---|---|
| | 1 | 2 | 3 | 4 |
| Proposal writing | | | | |
| Data collection | | | | |
| Data analysis | | | | |
| Submission | | | | |

## APPENDIX B: Budget of the study

| Items | Cost (Ug shs) | Costs (K shs) |
|---|---|---|
| Stationary | 5,000/= | 208/= |
| Pens and pencils | 10,000/= | 416/= |
| Ream of paper | | 1458/= |
| Transport costs | 35,000/= | 4166/= |
| Miscellaneous expenses | 100,000/= | 6250/= |
| Typing and printing charges | 150,000/= | |
| Total | 300,000/= | 12500/= |

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