

KAMPALA INTERNATIONAL UNIVERSITY

TITLE:

69%

CHALLENGES OF ROLE PLAY TEACHING IN CHILDREN

LEARNING CENTRES-CASE STUDY OF MUNDIKA TOWNSHIP

BY

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DISTANCE LEARNING IN PARTIAL FULFILMENT OF THE AWARD OF
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DECLARATION

I, TERESA K. NYAOSI: DPE/ 18739/71/DF

do declare that the information given in this research report is made by myself and has never been presented by any other person, for the award of Diploma in Primary Education

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APPROVAL

This is to certify that TERESA K. NYAOSI: DPE/ 18739/71/DF
has successfully completed her / his research report and now is ready for submission with my
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DEDICATION

To my beloved HUSBAND, Mr. Jeremiah Matoke and daughters Violet kemunto and Vivia Moraa and Son, Denis Osoro for their enormous support while I studied far from home.

ACKNOWLEDGEMENT

I would like to thank the good Lord for giving me strength and courage to compile this research report because without Him I would not be able to accomplish anything.

Special thanks go to my supervisor, Rev. Erich Kasirye who was a good mentor and advisor during the compilation of this work. My appreciation also go out to the Administration of Kampala International University for their support during this exercise.

Lastly and most importantly, to my family members and friends who have been close to me and supportive in this noble work.

May the Good Lord reward you abundantly.

DEFINITION OF TERMS

The following terms have been defined in the context of this research;

Play: the voluntary activities of children, which are inherently enjoyable.

Malnutrition: condition caused by not getting enough food or the right sort of food.

Theory: explanation of or general principals of an art or science, reasoned supposition put forward to explain facts or events.

Reprimand: punish severely, severe reproof.

Deficit: amount by which something is too small.

Stimuli: something that increases body or mental activity.

Abbreviations

CD	Early Childhood Development
CDE	Early Childhood Development and Education
PP	American Academy of Pediatrics
EO	District Education Officer
EO	Area Education Officer
ICECE	District Centre for Early Childhood Education

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ABSTRACT

The purpose of this study was to investigate Teacher's Perception of Role of Play in Children Learning in ECD Centers Mundika Township Zone Busia District Kenya

Specific Objectives of the study were to find out the available types of play and play materials in ECD centers, to determine the teacher's perception about the role of play in ECD centers and to determine the role of teacher's in children play. The methods used for data collection were questionnaires to the fifteen (15) ECD teachers who were randomly elected in fifteen (15) randomly selected schools and observation. The study was a survey and data was analyzed using frequency tables, tallied in percentages and tabulated in charts. The findings revealed by 93.3% that the common games played were football, driving toy cars, hide and seek, playing with baby toys and jumping that is they were mentioned by all the respondents, followed by running. 40% of the respondents said that playing had a negative effect on children and 6.7% said it had no effect and 53.3% said it had a positive effect. 66.7% agreed that they accompany children as they go to play while 33.3% said they do not accompany them. 40% agreed that they discuss children's play with parents and 60% said they do not discuss children's play with parents. 93.3% mentioned that their role in children's play involves them accompanying them as they play, 86.7% mentioned guiding children as they play, 66.7% mentioned introducing new important games and making sure they are safe as they play, 53.3% mentioned discussing children's playing with parents and encourage children's play. The study revealed that few schools had all the available playing materials and the most common games mentioned were football, driving toy cars, hide and seek, playing with baby toys and jumping. The study concluded that play should be encouraged and approved in ECD centers. Most of the teachers mentioned that they have to accompany children as they play, encourage children's playing, introduce new games and guide children as they play. The study recommended that Play and play materials should be one of the key topics taught to teachers so that they understand the importance of play fully. The community and parents should be sensitized about the importance of playing so that they also participate in children's playing activities. Schools, parents and the government should come in full force to make sure that the schools are equipped with the necessary playing materials

CHAPTER ONE

BACKGROUND

.0 .Introduction

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

.1. Back Ground of the Study

From the previous history and gone years, play has been part of a growing child. In fact play begins from times when the child is still in the mother's womb. It kicks and enjoys self inside the mother's womb.

At birth the child adapts itself to the new environment through play, the toddler continues to play as it discovers and explores the environment within his/her reach, therefore this shows play is a very important aspect of life to growing children. During the old times of our forefathers children were left to play on their own, with peers, friends and under great care of grandparents. Through play these children managed to acquire skills and attitudes for living. These skills were learnt through tactics and life skills like for boys would be required play through games like wrestling, hunting and so on, to enhance their future manhood.

According to Selene Syvenky B.S.E.C.D say that the very early years of a child's life is the perfect time for them to learn how to learn and build an inner excitement for continued learning in their future. Before children attain the age of six (6) years, their play experiences play the biggest impact on how to learn about things that concern them in their daily lives. Children can find the way to play with almost anything they see around them.

In the same way as Selene adds that, most girls during olden days would play pretend activities and act as mothers taking care of their young ones, fetching water and this helped both sexes to identify its role through play. Even in the present society learning through play becomes easier to both children and adults. It is easier to grasp new ideas

and skills for an adult and to a child. It remains for the rest of his/her life incase is done practically. That is why according to same author Selene B.S.E.C.D, she adds learning comes easier to both children and adult when people are actively involved in their learning. As an adult, using your hand and your mind makes it much easier to grasp new ideas or ways of doing things. For example, an adult who Practices driving in a car find a much easier time than simply reading a book and then be expected to get in the car and pass a driving test without even driving a vehicle. The way your children learn is much the same, with even more importance being placed on hands-on learning since they are too young to be able to think things through, never mind the fact that they can't learn by reading textbooks or manuals since they can't even read yet.

Play has been described in various perspectives and it is very difficult to agree its definition. Thus many theories have been developed about play. Selen describes play as hands-on learning since definitions of play are difficult to agree upon. It should not be surprising those theories that explain the use of play in human life are often in conflict with each other. Towards the end of the last century and during the first two decades of this one, play theories were based on philosophical reflection and have come to be known as the classical theories. From 1920s, play theories have emerged from research and we may refer to them as modern theories.

Classical theories are Surplus energy theory, Recreation theory, Practice theory and recapitulation theory. Modern theories are; Psychoanalytic theory and Cognitive theory.

In spite of the negligence of parents, caretakers and ECD teachers, Dr. Bruce, an internationally recognized authority on brain development and children in crisis says that children learn best through play and advises parents to choose a play-based pre-school for their children. Research shows that children who attend academically oriented pre-schools do not enter primary schools with better skills or attitudes towards learning. Play takes many forms but the heart of play is pleasure –an important component in learning.

Some people thing of play as the opposite of work. They thing it as goofing around, being lazy, lack of achievement, or at best recreation, and yet is through play that we do much

of our learning. We learn best when we are having fun play than any other activity, it fuels healthy development of children and the continued healthy of adults. In this case many interpretations have been made of the function and meaning of play.

The psychoanalytic view is a symbolic expression of both wishes and defensive actions. Erickson recognized the role of play in helping children become socialized. Children learn the rules of fair play activities which allow the child to exercise and learn to manage body parts, improve muscular coordination and manual dexterity, and improve sensory perception. Therefore play is a pleasurable spontaneous activity in which the child is physically active.

Due to this citation it shows that play contributes largely in the life and education of the children and thus mental, physical, social and emotional development of a child. In learning, play takes its part as in mathematics, it is used all times in our daily activities such as walking, when shopping, washing, even when eating. Games where children group things together can be used in many times to learn. Active play thus helps children gain control and awareness of their bodies, and to understand ideas of space and distance. As the saying goes, "work without play makes Jack a dull boy". Research has shown that most children who are given a lot of class work or work at home become very dull and physically weak when they lack time for physical Play.

According to Lowell (1994) justifies this statement by saying "play enhances cognitive development, language development, social development and skills". Children's physical development encourages creativity amongst them. To children what qualifies an activity as play is its voluntary nature. Anything the teacher assigns is viewed as work moreover; unless the teacher is involved in any activity the more likely it seems to be play.

What we need to understand is that all children leaving home for ECD centres need to be introduced to relevant play in order to make them not to feel the difference between home and ECD centers. For any academics to be implemented best then play should be used on

this young children because they learn best through play which involves doing and acting.

1.2. Statement of the Problem

Play has been identified as the centre of concentration and teaching method in the life of the young children, putting into consideration that language, mathematics, indoor free choice, social science, outdoor or even music and movement all depend on play and play materials. Play activities involve the child's total self and all forms of energy. Play has been proved to be the single most important provider of relief and balances the child's mental, physical, social and emotional status. Play is therefore as necessary to the child as food.

Like malnutrition, play deprivation in early childhood poses long-term adverse effects some of which are disastrous and irreversible. The American Academy of Pediatric In their report on play say that a loss of time in combination with a hurried lifestyle can be a source of stress, anxiety and may even contribute to depression for many children, (clinical report, pediatrics Vol. 119 No. 1 January 2007).

Final consideration regarding the enhancement of play in ECD centers is to look at it in more diversified way and in a broader context than just different home ground set up, age and racial differences. Children can differ from each other in many different ways, and awareness of the differences should include an understanding of differences based on such variables as gender, disability, religion, or geographic region. The most important factor is to encourage children to interact to each other and play may be the best way to foster this interaction.

The situation of play materials and equipments in the ECDE centres in Busia district is worrying, most of the centres do not have enough playing materials for children to use despite the fact that many of the materials can be made from locally available materials. In a few of the centres have modern materials but not sufficient for children to use. In a place where we have some play materials, you find that storage is poor hence

materials wearing out, being lost, teachers some times do not accompany the children during play hence not being directed and this in most cases is due to lack of training in teachers. You find that some times the other stakeholders are not involved which result to unsensitized communities on the importance of play and play materials for early childhood education centers. Therefore we need to recognize the importance of play to our young children.

3. Purpose of the Study

The purpose of the study was to explore teacher's perception of the role of play in children in ECD centers Mundika Township zone, Busia District, Kenya.

4. Objectives

Specific Objectives of the Study

- 1) To find out the available types of play and play materials in ECD centers.
- 2).To determine the teacher's perception about the role of play in ECD centers.
- 3) To determine the role of teacher's in children play.

5. Research questions

- 1) What are the types of play in ECD?
2. What are teacher's perception about the role of play in ECD centers?
3. What is the role of teachers in children's play?

1.6. Significance of the Study

The data obtained from this study will be of considerable value in helping to undo the negative view or attitude towards play which has had an influence on ECD centres especially the place of play in daily activities. G.C. Davenport 1998 says that play may help children overcome potential problems, for example, some oedipal conflict. Research has shown that play is most essential to growing children more so during the first years of their lives to enable them grow wholly (holistic growth) in the following capabilities
Mental–through competitive games, puzzles, riddles and storytelling, Spiritual –through singing Sunday school songs and bible stories, Physical–children exercise their bodies through various activities which, keeps them healthy and physically fit., Social –children learn to share, work together and in a team (team work spirit develops), Emotional –children learn to obey to rules and learn to control their anger, or bitterness.

This research also established the importance of using play during classroom learning situations i.e. indoor free choice, language, mathematics, creative, science, social, music and movement & outdoors.

The findings can be used by various groups like:- Teachers ,Parents ,Caretakers Researchers ,Institutions of Higher Learning and other Stakeholders to enhance the use of play in learning of children. Children are mostly valued in our communities thus good care is required during their first years of life (during their formative years). A well taken care of child is like a seed sowed in good soil and if not well taken care of then poor harvest.

CHAPTER TWO

LITERATURE REVIEW

2.0. Introduction

This chapter shows theories of play, types of play, importance of play, play and cultural values, differences of deficits in imaginative and socio-dramatic play, how children perceive and relate to play and the role of play in implementation of ECD curriculum.

2.1. Theories of Play

Numerous theories of child development have been proposed by psychologists, including cognitive, psychoanalytic and behavioral theories which are modern theories. The classical theories are as follows: - Surplus energy, Recreation theory, and Recapitulation theory and Practice theory. Psychoanalytic theories Sigmund Freud stresses the importance of childhood events and experiences, but air rather than functioning. According to Freud, child development is described as a series of psychosexual stages. In “Three Essays on sex” stages as oral and phallic latency period and genital. Each stage involves the satisfaction of a libidinal desirable personality. Erick Eriksson also proposed a stage of theory of development, but his theory encompassed development to believe that each stage of development is focused on overcoming a conflict, success or failure in dealing with the conflict.

Cognitive Theories

Jean Piaget suggests that children think differently than adults and proposed a stage theory of cognitive that children play, plays active role in gaining knowledge of the world.

Behavioral Theories

Focus on how environmental interaction influences behavior and are based on Watson, Pavlov and Skinner. These theories deal only with observable behavior. Development is considered as stimuli, and reinforcement.

Social Development Theories

There is a great deal on social development of children. John Bowbly proposed one of the earlier believes that early relationships with caregivers play a major role in child development and continue to influence child play. Spencer, 1873 in his theory of Excess Energy says: a child plays to discharge excess energy in “brain centers.” When this energy is released, it makes a child to grow into a very useful person. Recapitulation theory by Hall 1904 states that in play child relives the history of species thus children re-enact their punishment for example scolding of dolls. Freud 1936 states that “a small hand bag or tiny umbrella is intended to help a little girl to pretend to be grown up lady”. Toy weapon of various sorts’ help children advance mentally or children the agreeable fantasy that they control the world. Jean Piaget’s cognitive theory of play abhors that play provides a relaxed atmosphere in which learning can easily occur. He continues to say that play is NOT the same as learning; cognitive development requires both assimilation and adaptation, while play is assimilation without adaptation.

1.2. Types of Play

According to Piaget there are four types of play these are: - Sensory –motor, physical play: child repeats a physical activity, such as swinging its feet or throwing its head back, or the sheer enjoyment of doing it.

Symbolic play

A child mentally represents realities that are not present. He adds on about symbolic play as “primarily affective conflicts that appear in symbolic play. If there is a scene at which for example, one can be sure that an hour or two afterward it will be recreated with dolls and will be brought to a happier solution. If he has been frightened by a dog, in a symbolic game things will be arranged so that dogs will no longer be mean or children will become brave.”

Games of Construction

Involve accidental learning emerging from symbolic play. “Initially imbued with play symbolism but tend to constitute genuine adaptations or solutions to problems and

intelligent creations” Piaget 1962. Games with rules involve two or more players; rules may be completely arbitrary, board games, card games or sports. Play can be categorized just as calotte (Alvelino, Barbra et al 1992) suggested that:- Functional or practice play: this play is the first to emerge in the life of a child; it involves the practice of the particular function or skill which is always crude such as kicking legs or clapping hands. Play is the most important thing to a child; next is the children around him. Fictional play: usually during the 2nd year of life, it is based on imaginary events fantasy. Receptive play: is based on external stimuli like pictures i.e. here a child listens to a story or looks at objects in a picture Constructive play: by the end of the second year, constructive play usually appears; this involves bricks, sand and other natural material. Partner also emphasizes the social aspect of play as follows: Child does not play but observe something that may interest him:-Lonely play with their own materials, Parallel play: children copy each others play but do not play together but besides each other. Associative play: they play with others; conversation is about the same things, Co-operative play as organized with for a common goal in a group with a leader.

Muscular development and control of large muscles, fine motor skills and eye- hand coordination. Speech development: through social interaction during play. Social development: parallel play leading to co-operative play. Language skills development: through dramatic play to clarify ideas Problem solving and creative thinking: probably the most important skills for living in the world today. Increase consciousness of the cause and effect involved in a sequence of events. Therapeutic value providing opportunities for safe acting out behavior. Opportunities for self-talk, a useful tool for teachers as they listen to children at play. Development of self-confidence while trying new things in a non-judgmental/ environmental. Learning co-operation and values: by putting themselves in the shoes of other.

Marjorie Harness Goodwin states that the Hidden Life of Girls cannot be said to be attractive on children’s folklorist, both for the performance genres it addresses hand clapping, jumping rope, hopscotch, songs, ritual insults, “gossip dramas,” pretend play,

joking and storytelling ... and for the way these play forms are theorized as arenas where peer group social organization is accomplished.

2.3 Importance of Play

Farrant (1964) states that play serves like an opportunity for experiment in the process of learning. Only man and the higher animals play, for only they have capability of changing their behavior patterns. Play serves a number of useful functions to the child for it:- Exercises imagination Enables experiment beyond the real level of development without dangerous consequences. The very early years of a child's life is the perfect time for them to learn how to learn and build an inner excitement for continued learning in their future. Before children are 6 years of age, their play experiences play the biggest impact on how they learn things that Concern them in their daily lives. Children can find ways to play with almost anything they see around them. Why is play so important to your child and how could play with blocks or coloring help a child learn for the rest of his/her life? asks Selene B.S.E.C.D.

He says learning becomes easier to both children and adults when people are actively involved in their learning. "Look at life without play, and it's not much of a life," told the audience. "If you think of all the things we do that are play related and erase those, it's pretty hard to keep going."

Without play, he said, "there is a sense of dullness, lassitude and permission, which doesn't work well in the world we live." This is according to *Stuart Brown* president of the National Institute of play. Play is the core of the child's life and without it he/she becomes a weakling and somebody who doesn't have a direction or focused life. Playing is a serious business. Children engrossed in make-believe world, for cubs play fighting, or kitten teasing a ball or strings aren't just having fun. Play may look like a carefree and exuberant way to pass the time before the hard work of adulthood comes along, but there's much more to it than that. Play has evolved to build big brains. In other words, playing makes you intelligent.

Playfulness is quite a rare trait. It is common only among the mammals, although a few of the large-brained birds such as magpies and crows also indulge. Children who are given time to play by their parents and teachers end up being very intelligent and actively participate in whatever they are doing.

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 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. Increase consciousness of the cause and effect involved in a sequence of events. Therapeutic value in providing opportunities for safe acting, out behaviors. Opportunities for self-talk, a useful tool for teachers as they listen to children at play. Development of self confidence while trying new things in a non-judgmental Environment. Learning co-operation and values by putting themselves in the “shoes” of others. This one makes a sense of good livelihood in the growth of all children worldwide.

Gooden 1988 states that play is important. It is through play that children explore the world around them. They do this in many different ways; you will be able to see them doing this if you watch a group of them playing at dressing up, watch them “step into the role” of a doctor, father, a teacher etc. Listen to what they say and how they say it. Watch their face and body movements. They are not “acting”. They are unconcerned about any audience who might be watching them. They are exploring what it feels like to be angry, sad, ill, and so on, in a similar way. “Maybe brain size and play are both correlated with metabolic rate or some factor certainly, something about being warm blooded) seems important for promoting play.”

Certainly Beckoff says play is a sign of health development. “When play drops out, something is wrong,” he says. Children destined to suffer mental illness such as schizophrenia as adults, for example engage in precious little social play early in life. But

can lack of play affect the creativity and learning abilities of normal children? The answer is that nobody knows. The trend continues as from Plato (427 – 347BC) to Maria Montessori (1870 – 1957) a number of educators have focused on the importance of play and creativity in learning.

Creativity is the ability to challenge, question and explore. It involves taking risks, playing with ideas, keeping an open mind and obvious. Thompson adds on that educators worry about “kids running into one another” and getting hurt, she says. Critics of the bans say playing freely help kids lose weight, learn to negotiate rules and resolve disputes. This can be done during their play time. Freeform play encourages the creative multi-sensory development of a child because it has no structure.

2.3.1. Play and Cultural Values

communicating cultural values to young children is a part of every society. Swick (1987) notes that cultural influences on children come from many sources including the family, neighborhoods, child care centers, and the media. He also stresses the importance of young children developing a sense of pride in themselves and a sense of understanding of people in various cultures. Matiella (1991) indicates that it is important to teach children that differences in people do exist and that these differences are not bad. Play is a way for young children to learn about the cultural norms and values of a society. Ivic and Marjanovic (1986) indicate that traditional games, especially games with rules, generally form an integral part of a culture in that they provide a means of communication for social norms, assists in the assimilation of group members, and allow for differentiation among group members. The games children play and the playthings they use in play are often tied to the culture in which they live and provide a way for children to practice skills needed as adults. Play then, serves an important role in enculturation.

Several examples serve to show how culture and play are related. Swick (1987) discusses how children in New Guinea play games in which neither side wins. A game will end only when the two sides achieve equality. This differs from games in the United States which typically stress competition. Shigaki (1991), in a study involving 50 children

between 6-36 months, noted that Japanese day care providers communicate different cultural values to children than do American day care providers. Shigaki notes that in

Japan care givers act in a manner which incorporates the child in shared or group experiences. Importance of the group and interdependence of group members are stressed as opposed to independence and self-expression.

As another example, Cliff (1990) examined the relationship between games, religion, myths, and ceremonies in the Navajo culture. She noted an interrelationship between play and other aspects of Navajo culture. Many games and the use of toys in play activities, for example, are interconnected with or founded in religious beliefs. She also discusses that cheating in games is not viewed negatively. It is seen in the same way as Euro Americans view pranks on April Fools Day. However, individuals caught cheating may face reprimands. Cliff also indicates that exposure to Euro American culture has changed the play of Navajo children somewhat, but that in many instances they have modified the activity to fit their own gaming practices.

Play is also a way for young children to practice the roles and skills they will need as adults and these specific play behaviors may vary from culture to culture. For example, Fortes (1976), in an article reprinted from 1938, discussed play by children of the Tallensi people of North Africa. Fortes found that the play of children in that society tended to reflect the culture as a whole. Since farming and hunting were important parts of the culture, boys tended to play hunting games and practiced bow and arrow skills as a way of mastering the skills needed as adults. This type of play could be contrasted to present day United States where little girls may play with Barbie dolls, and little boy's debate who is the best Teenage Mutant Ninja Turtle. However, Fortes noted that some play behaviors were observed which could occur anywhere. Children were observed running and jumping, engaging in parallel play, and showing signs that their play was egocentric.

Fraser (1966), in her dated but still relevant book on the history of toys, describes how toys and playthings reflect the culture in which children live. She notes that the toys and

playthings available for children sometimes have religious significance, may often be related to the materials or skills of the people, and will reflect the time period in which children live. For example, she notes that Eskimos made ivory toys because ivory was readily available; those peoples who lived near water often made toy boats, and astronaut toys in the United States were not available until the late 1950s with the advent of space travel. Some play materials such as toy animals or balls appear to be common among Communities of different cultures and races due to the fact that the actual animal and the balls are found everywhere.

2.3.2 Impact of Play on Children

Play has both negative and positive impact in the future lives of these children. Jolly (1972) states that a child who plays hard shows he is capable of hard work in the adult sense, whatever his progress in school subjects. Nursery school activity is all play. American Academy of pediatrics (AAP) say free and unstructured play is healthy and in fact essential for helping children reach important social, emotional and cognitive development milestones as well as helping them manage stress and become resilient.

Stuart Brown (1996) says “we are so preoccupied with academic testing that we are in danger of killing off childhood by treating it as a time for product development. Harried and overly busy parents need to reclaim their time with their children and get the frenetic activity treadmill.

For a start, play can be dangerous and even cost some animals their lives. For example 10% of deaths among juvenile fur seals occur because playing pups fail to spot predators approaching. It is extremely expensive in terms of energy. Playful young animals use around 2 to 3 percent of their energy cavorting, and in children that figure can be close to 5%. Siviyy says, “Play just lights everything up.” He speculates that by allowing connections between brain areas that might not normally be connected, play may be enhancing creativity.

“Kids are discouraged from playing because they’ve got to go to school,” says Bekoff. “They have all these things to do with school that adults think of as play... but little league isn’t play, in many ways.” Organized sports are too structured to emulate spontaneous play, and there is after so much pressure involved that after school activities aren’t even fun. With schooling beginning earlier and becoming increasingly exam-oriented, play is likely to get even less of a look-in. “We have basically become a playless society,” says Bekoff.

“The disappearance of play is a tragedy not yet developed as well cognitively, socially, or emotionally as those whose childhood was rich with play.” Regimented play activities can have negative consequences on the social and emotional development of a child because they are too organized and take away a child’s initiative and freedom of choice. “Although it can be said that there are some positive effects to these activities, such as hand-eye coordination, there is growing concern that children are spending too much time on sedentary, solitary pursuits that can inhibit their mental and physical well being,” it says. Experts agree that pre-programmed electronic toys monopolise the brain, because children respond to a scenario constructed by someone else and this is having an impact on their creativity (Extracted from an article by Sarah Harris, Education correspondent, daily mail, 30.05.06).

Psychologists agree that babies learn much through watching other babies and imitating their parents. Dr. Coultas terms this ‘social pretend play’. She explains that from around 15 months a child is able to imitate, watch and comply with his mother’s suggestions, which means to offer up plenty of ideas.

2.3.3. The Role of Play in Implementation of ECD Curriculum

Play is one of the best means of implementing basic curriculum at the ECD centers Jolly (1972). All types of play have importance and serve a purpose in a child’s development in physical, emotional, intellectual or social. It’s a mistake to regard one type as less valuable than another and therefore to try to discourage it.

She adds that play help your child to know himself own mental and physical capabilities and to use his imagination; play also enlarge his horizons but at the same time helps to reduce the world into manageable proportions. Play is the medium through which he can express positive emotions and negative ones.

Depending on the kind of play, it helps the child recognize numbers, sequence, colour, sound and pictures. Play also brings about the socialization of the child. The child is forced to share, take or wait his or her turn, which are important social skills that will serve him or her for a lifetime. Explains the 35-year old mother of 1 son aged 9 and twin girls aged 4½ years.

When children play they are using their imagination to act out how they are feeling. In some cases they may act out a situation they want to experience, for example pretending to be mum and dad. Using their imagination in this way helps them to: - Explore their feelings as they learn to express themselves and provides the opportunity to let off steam; Develop empathy and consideration for others, as they experience being in someone else's shoes; Develop listening skills and verbal communication from social interaction with other children; Gain perspective and learn what is real and not real. Play lays the foundation for reading and writing, and for mathematical and scientific skills. Children learn about colours and shapes through painting and playing matching games.

Physical skills involve both gross motor skills such as rolling over, crawling and walking, and fine motor skills, such as hand-eye coordination, grasping objects, drawing and later writing. Sensory development is also physical and includes sight, sound, touch, smell and taste. Thus play has actually been the source of all learning and holistic growth to those little children.

.4 Differences of Deficits in Imaginative and Socio-dramatic Play

In recent years there has been some controversy regarding whether children from low income homes have deficits in imaginative and socio-dramatic play or just differences in play. Interest in this topic is due in part to Smilansky's 1968 work in which she indicated

that children who lived in low socioeconomic status (SES) homes in Israel displayed lower levels of socio-dramatic play than did middle-class children. Smilansky's findings, however, were contradicted by Eiferman (1971) who suggested that no such deficits were present. The central issue of controversy is whether children from low socioeconomic, non-Western homes have underdeveloped imaginative play skills (Johnson, Christie, & Yawkey, 1987).

A number of research studies have suggested that there are differences in the socio-dramatic or imaginative play of children from low SES homes as compared to middle-class children (Griffing, 1980; Rubin, Maioni, & Hornung, 1976; Udwin & Shmukler, 1981). For example, Rubin, Maioni, and Hornung (1976) investigated the free play behaviors of young children from lower-class and middle-class homes. Using an observation scale based on the works of Piaget and Parten, Rubin et al. observed the free play behaviors of three-year-old children in an indoor setting.

The results indicated that the children from middle class homes exhibited more constructive, associative, and cooperative play than did the children from lower class homes. Further, the middle class preschoolers displayed significantly less parallel and functional play than the low-income children. Udwin and Shmukler (1981) reported in their investigation of the influence of socio-cultural, economic, and home background factors on imaginative play, that the overriding variable was socioeconomic status. Lower levels of imaginative play were found in children coming from lower socioeconomic homes. In another study, Griffing (1980) compared socio-dramatic play of Black children who attended two different schools. These two schools either served primarily low socioeconomic-status children or middle-class children. Results indicated that the children from middle class families showed consistently higher scores in socio-dramatic play. In addition, Griffing found that maternal education level was a predictor of play for boys but not for girls.

Even when children from different ethnic backgrounds come from middle class homes differences in play may be observed. Yawkey and Alvarez (1986) studied the free play behavior of five-year-old Hispanic and Anglo children from middle class homes.

findings indicated that Hispanic boys displayed greater amounts of simple functional play than did the Anglo boys, and Anglo boys were found to engage in significantly more fantasy play than the Hispanic boys. In addition, Hispanic girls were observed to engage in more reality-oriented play than Anglo girls.

4.5. How Children Perceive and Relate to Play

When you observe children play and get committed to play, you will be encouraged and get surprised how they develop socially, mentally, physically and spiritually. As an article from Nursery World 23.02.06 says that babies and young children want to play on their own but enjoyable play includes the possibility of play companions –adults and other children –joining in without taking over.

Flaxman (02/03) expresses it that, children engage in play because they enjoy playing but not for reward, not the end results, once they get bored, they go on to do something and continue to learn and grow. This is especially important today where children are exposed to so much, so early. Play enables children to internalize all stimuli by which they are bombarded with in life; it provides conducive environment for their emotional growth in the modern dynamic society which change is inevitable

Lowell (1994) points out that to children playing is what qualifies an activity and its voluntary nature. Anything a teacher assigned is viewed as work. Moreover the less the teacher was involved in any activity the more likely it seemed to be play.

CONCLUSION

All over the world, children, irrespective of race, gender or geographical locations have energetic bodies, like manipulating by use of fingers, have inquisitive minds and have spontaneous feelings. It is through play that children exploit these characters and live a fulfilled life. Play is a cherished part of childhood that offers children important developmental benefits and parents are given the opportunity to fully engage with their children.

However, multiple forces are interacting to effectively reduce many children’s ability to reap the benefits of play. As we strive to create the optimal developmental milieu for children, it remains imperative that play be included along with academic and social-enrichment opportunities and that safe environments be made available to all children. Additional research is needed to explore the appropriate balance of play, academic enrichment, and organized activities for children with different temperaments and social, emotional, intellectual, and environmental needs.

CHAPTER THREE

METHODOLOGY

3.0. Introduction

This chapter shows the research design of this study; it highlights the area where the study was carried from, the population and sample size, the instruments used, research procedure and data analysis.

3.1. Research Design

The researcher used surveys and observations to collect raw data and the schools visited were randomly sampled. One ECD teacher from the sampled schools was interviewed after which the researcher observed the equipments, materials and ground if available.

3.2 .Area of Study

This study was conducted in ECD centers located in Mundika township zone, Township Division, Busia District, Western Province, Kenya. Mundika township zone covers a total area of approximately 900km² and has a population of approximately 50,000 people. Economic activities in this area include the following: small scale farming and business; a good number of people are also employed in government sectors, private sectors e.g. ministry of health, education, energy, forestry and natural resources, NGOs.

How ever 60 % of the population is rated as poor due to lack of knowledge and machinery for cultivation. HIV/AIDS, Malaria, Tuberculosis and Typhoid are the most common diseases in Busia that affect residents of Busia municipality (republic of Kenya 2007). There are a total of 33 ECD centers in Mundika township zone; out of these, 21 are public and 22 are private (Busia) DICECE Information Base 2008.

3.3. Population of Study, sample and sampling procedure.

The targeted population consisted of 15 teachers from 15 ECD centers. The researcher used random sampling to determine the sample. A total of 15 ECD centers were selected and in each school a pre primary teacher was interviewed. The researcher was able to move from one school to another picked at random from both public and private schools.

3.4. Research Instrument

The researcher used semi –structured interviews to collect data. Interviews were considered useful because they yielded a high quality data within a short time. It also allowed the researcher to understand and capture the respondents answers through probing. The method also required the researcher to be present which made it possible to record observations. The researcher had an opportunity to sit with the respondent and incase of the respondent not understanding the questions then the researcher was able to correct. The researcher used surveys which were administered to the teachers.

3.5. Procedure

Before undertaking the actual study in respective ECD centers, the researcher’s proposal was passed by the research supervisor. The researcher got permission from relevant authorities. First from Kampala international university, then from the D.E.O of Busia District, the A.E.O of Busia Township Division, the DICECE office and the School heads. Finally the researcher went round the specific subject’s centers as Selected and collected the raw data.

3.6. Data Analysis

The raw data was analyzed both in qualitative and quantitative, and arranged in Frequency tables, tallied in percentages and tabulated in charts.

Formula;

$$\text{Percentage (\%)} = \frac{F}{\text{Total number of respondents}} \times 100$$

Where F = number of respondents
Observed

CHAPTER FOUR

FINDINGS AND INTERPRETATIONS.

4.1 Introduction

This chapter is a presentation; interpretation and discussion of the findings. The results are presented in form of tables and frequency counts and percentage. It focuses on Teacher's Perception of Role of Play in Children Learning in ECD Centers Mundika Township Zone Busia District Kenya

4.2. Profile of the Respondents

Table 4.1: Profile of the Respondents.

Respondents	Frequency	Percentage
Sex		
Male	7	46.7
Female	8	53.3
Total	15	100
Age		
19-24 yrs	3	20
25-30yrs	4	26.7
31 and above	8	53.3
Total	15	100
Educational level		
Certificate	8	53.3
Diploma	5	33.3
Under going Degree	2	13.3
Total	15	100

Source: field data

Fifteen (15) schools were selected randomly to participate in the study and in each school one teacher was selected for interviews of which the researcher managed to get all the fifteen (15) teachers. This therefore represents one hundred (100%) of the response from the respondents.

The study covered 15 randomly selected teachers of whom 7 (46.7%) were male and 8 (53.3%) were female.

The age category of the respondents was divided in three groups that is 19-24 years were 3 which was 20%, 25-30 were 4 (26.7%) and 31 and above were 8 representing (53.3%) of the respondents.

The academic level of the respondents was divided in three categories that is certificate, diploma and under going degree. 8 (53.3%) of the respondents had certificates, 5 (33.3%) had diplomas and 2 (13.3%) were undergoing degrees. This implies that few ECDE teachers have degrees.

4.3. Teacher's perception of the role of play in children in ECD centers

4.3.1. Types of play and play materials in ECD centers.

The first objective of the study was to find out the types and materials of play in ECD centers. To achieve this, respondents were asked questions related to the objective. Data collected was analyzed under the question: what are the types and materials of play in ECD centers? The results are presented in the subsections below;

4.3.1.1. Types of play in ECD centers

Respondents were asked the types of play that children in ECD centers engaged in and this was the response.

Table 4.2: Types of play in ECD centers

Type of play	Frequency out of (15)	Percentage out of (100)
Swinging	13	86.7
Swimming	5	33.3
Running	14	93.3
Football	15	100
Driving toy Cars	15	100
Riding bicycles	10	66.7
Hide and seek	15	100
Playing with baby toys	15	100
Jumping	15	100

Source: Field Data

According to the table the most commonly games mentioned were football, driving toy cars, hide and seek, playing with baby toys and jumping that is they were mentioned by all the respondents, followed by running (93.3%) and swinging (86.7%) and riding bicycles (66.7%) The least mentioned was swimming. It was observed by the researcher that few schools had swimming pools and all that had them were private schools.

According to Piaget there are four types of play these are: - Sensory –motor, physical play: child repeats a physical activity, such as swinging its feet or throwing its head back, or the sheer enjoyment of doing it.

.3.1.2. Availability of play materials in ECD centers

The respondents were asked to state the available play materials in their centers and this was their response.

Table 4.3. Availability of play materials in ECD centers

School	Playing materials									
	See saws	Swings	Beam balance	Sliders	Climbers	Sand corner	Water corner	Play ground	Tunnels	Merry go round
Bugengi p/s	√	√	×	×	×	√	×	√	×	×
Mayenje p/s	√	√	×	×	×	√	×	√	×	√
Bulanda p/s	√	√	√	√	×	√	×	√	×	√
Joy Blessings p/s	√	√	×	×	×	√	×	√	×	√
Buringala p/s	√	√	×	×	×	√	×	√	×	×
Mujuru day care p/s	√	√	√	×	×	√	×	√	×	×
Budo Komi p/s	√	√	×	×	×	√	×	√	×	×
Burumba p/s	√	√	×	×	×	√	×	√	×	×
Satelite p/s	√	√	√	√	×	√	×	√	×	√
St Kelvins	√	√	×	×	×	√	×	√	×	√
Blossoms academy	√	√	×	×	×	√	×	√	×	√
Bukalama p/s	√	√	×	×	×	√	×	√	×	×
Mabale p/s	√	√	√	×	×	√	×	√	×	×
St Josephs p/s	√	√	×	×	×	√	×	√	×	√
Mundu Lucia	√	√	×	×	×	√	×	√	×	×

Source: Field Data

Key

√ Available

× Not available.

According to the table all the schools visited did not have climbers and tunnels while all schools had see saws, swings, sand corners and play grounds but the play grounds were very small and children could not play freely Only four schools had beam balance and only two had climbers. seven schools had merry go rounds. In most of the schools it was observed that that the playing materials were not up to the standard and this hinders children's play.

4.3.2. Teacher's perception about the role of play in ECD centers.

The second objective of the study was to find out teacher's perception about the role of play in ECD centers. To achieve this, respondents were asked questions related to the objective. Data collected was analyzed under the question: what are teacher's perceptions about the role of play in ECD centers? The results are presented in the subsections below;

4.3.2.1. Encouragement of play

The respondents were asked whether play should be encouraged and this was their response.

Table 4.4: Opinion on whether Play should be Encouraged and Improved at Centers

Response	Frequency	Percentage
Strongly agree	8	53.3
Agree	5	33.3
Strongly disagree	1	6.7%
Disagree	1	6.7%
Total	15	100

Source: field data

The table indicates that 8 (53.3%) strongly agree that play should be encouraged and improved at centers while 5(33.3%) agree, 1(6.7%) strongly disagree and 1(6.7%) disagree. This implies that most of the respondents view playing as very important for children and therefore ECD centers should take it seriously.

4.3.2.2. Importance of Play

The respondents were asked the importance of play to a child and this was the response.

Table 4.5: Importance of Play to a Child.

Importance	Frequency (out of 15)	Percentage(out of 100)
Healthy development	13	86.7
Confidence building	13	86.7
Academic achievement	14	93.3
Social and linguistic competence	10	66.7
Problem solving	11	73.3
Making friends	13	86.7
Sharing with others	12	80
Learn how to communicate	9	60

Source: field data

According to table 4.5 the most commonly mentioned importance of play to a child was academic achievement that is 14 (93.3%), followed by healthy development, confidence building and making friends which were mentioned by 13 (86.7%), sharing with others was mentioned by 12 (80%) of the respondents, problem solving was mentioned by 11 (73.3%) of the respondents, 10(66.7%) mentioned social and linguistic competence and 9 (60%) of the respondents mentioned that playing helps children learn how to communicate. According to the study children who are involved in play like the school environment and therefore understand what they are taught and hence perform well.

Polly (1972) states that a child who plays hard shows he is capable of hard work in the adult sense, whatever his progress in school subjects. Nursery school activity is all play. American Academy of pediatrics (AAP) say free and unstructured play is healthy and in fact essential for helping children reach important social, emotional and cognitive development milestones as well as helping them manage stress and become resilient.

Goodyen (1988) states that play is important. It is through play that children explore the world around them. Beckoff says play is a sign of health development. “When play drops out, something is wrong,” he says.

4.3.2.3 Effect of play on a child

The respondents were asked how play affected children and this was the response.

Table 4.6: Effect of play on children

Response	Frequency	Percentage
Negative Effect	6	40
No Effect	1	6.7%
Positive Effect	8	53.3
Total	15	100

Source: field data

The table indicates that 6 (40%) of the respondents said that playing had a negative effect on children and 1(6.7%) said it had no effect and 8 (53.3%).

The respondents were asked to give the reason for their answers and the results are illustrated in table 4.7

Table 4.7: Opinion on the Effect of Playing on Children

Positive effect	Negative effect	No effect
Helps children to think well	Can harm children	Gain nothing and lose nothing.
Promotes language development	Regress in class activities	
Learn how to share	Child becomes dirty	
Grow physically fit	Over power other activities	
Acquire norms and values		
Explore and interact with others		
Develop leadership skills		
Active and joyous		

Source: field data

According to the table the positive effects are many compared to the negative and no effects. This implies that most teachers agree that play has positive effects to the child and is very important. The respondent who said no effect argued that if a child is dull he is dull and that play cannot influence anything and vice versa if a child is clever.

4.3.4. The Role of Teachers in Children’s Play

The third objective of the study was to find out the role of teachers in children’s play. To achieve this, respondents were asked questions related to the objective. Data collected was analyzed under the question: what is the role of teachers in children’s play? The results are presented in the subsections below;

The respondents were asked whether they accompany the children as they go to play and this was the response

Table 4.8: Teachers’ company as children play

Response	Frequency	Percentage
Yes	10	66.7
No	5	33.3
Total	15	100

Source: field data

According to the table 10 (66.7%) agreed that they accompany children as they go to play while 5 (33.3%) said they do not accompany them. it was revealed that accompanying children as they play is very important because sometimes children need guidance and protection so that they do not hurt themselves. However in some cases and games children need to play alone.

The respondents were asked whether parents have been involved in children’s playing and this was the response.

Table 4.9: Teachers discussion with parents about children’s play.

Response	Frequency	Percentage
Yes	6	40
No	9	60
Total	15	100

Source: field data

Table 4.8 shows that 6 (40%) agreed that they discuss children’s play with parents and 9 (60%) said they do not discuss children’s play with parents. The study revealed that discussing with parents children’s play was not common and that even when the schools were willing to discuss with the parents, the parents did not take it serious. Some teachers complained that when a child goes home dirty after playing the parents will come to school and attack them claiming the children just play instead of learning.

The respondents were asked whether they encouraged parents to provide playing materials for the children and this was the response.

Table 4.10: Encouragement of Parents to Buy Play Materials.

Response	Frequency	Percentage
Strongly agree	5	33.3
Agree	6	40
Strongly disagree	3	20%
Disagree	1	6.7%
Total	15	100

Source: field data

According to the table and figure 5 (33.3%) strongly agree that they encourage parents to buy play materials, 6 (40%) agree while 3 (20%) strongly disagree and 1(6.7%) disagreed. It was established from most schools that parents provide some of the play materials that children use for playing. in the rural schools it was observed that the play

materials were made locally for example foot balls were made from banana fiber or the polythene papers.

The respondents were asked their role in children’s play and this was their response

Table 4.11: Role of Teachers in Children’s Play

Response	Frequency(out of 15)	Percentage (100%)
Accompany children as they play	14	93.3
Guide them as they play	13	86.7
Introduce new important games	10	66.7
Make sure they are safe as they play	10	66.7
Discuss children’s playing with parents	8	53.3
Encourage children’s play	8	53.3

Source: field data

According to table 4.10 almost all the teachers that is 14 (93.3%) mentioned that their role in children’s play involves them accompanying them as they play, 13 (86.7%) mentioned guiding children as they play, 10(66.7%) mentioned introducing new important games and making sure they are safe as they play, 8(53.3%) mentioned discussing children’s playing with parents and encourage children’s play. It was established from the study that accompanying children was important because in most cases children end up fighting as they play therefore the presence of an adult is needed.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.0. Introduction

The major purpose of the study was to investigate Teacher's Perception of Role of Play in Children Learning in ECD Centers Mundika Township Zone Busia District Kenya. This chapter focuses on the discussions of the findings, conclusions and recommendations. Finally the chapter ends with suggestions for further research.

5.1. Summary

The first research objective was to find out the types and materials of play in ECD centers. The most commonly games mentioned were football, driving toy cars, hide and seek, playing with baby toys and jumping that is they were mentioned by all the respondents, followed by running (93.3%) and swinging (86.7%) and riding bicycles (10%). The least mentioned was swimming. According to Piaget (1970) a child mentally represents realities that are not present. He adds on about symbolic play as "primarily affective conflicts that appear in symbolic play. If there is a scene at lunch for example, one can be sure that an hour or two afterward it will be recreated with dolls and will be brought to a happier solution. If he has been frightened by a dog, in a symbolic game things will be arranged so that dogs will no longer be mean or children will become brave." It was observed by the researcher that few schools had swimming pools and all that had them were private schools.

The second research objective was to find out teacher's perception about the role of play in ECD centers. 8 (53.3%) strongly agreed that play should be encouraged and improved in ECD centers while 5(33.3%) agreed, 1(6.7%) strongly disagreed and 1(6.7%) disagreed. 6 (40.0%) of the respondents said that playing had a negative effect on children and 1(6.7%) said it had no effect and 8 (53.3%). According to Jolly (1972) Play has both negative and positive impact in the future lives of these children. She states that a child who plays hard shows he is capable of hard work in the adult sense, whatever his progress in school subjects. Nursery school activity is all play. American Academy of pediatrics (AAP) says free and unstructured play is healthy and in fact essential for helping children reach

important social, emotional and cognitive development milestones as well as helping them manage stress and become resilient.

The final objective of the study was to determine the role of teachers in children's play.

10 (66.7%) agreed that they accompany children as they go to play while 5 (33.3%) said they do not accompany them. 6 (40%) agreed that they discuss children's play with parents and 9 (60%) said they do not discuss children's play with parents. 14 (93.3%) mentioned that their role in children's play involves them accompanying them as they play, 13 (86.7%) mentioned guiding children as they play, 10 (66.7%) mentioned introducing new important games and making sure they are safe as they play, 8 (53.3%) mentioned discussing children's playing with parents and encourage children's play

5.2. CONCLUSION

The main purpose of the study was to determine to Teacher's Perception of the Role of Play in Children Learning in ECD Centers Mundika Township Zone Busia District Kenya

The study revealed that few schools had all the available playing materials and the most common games mentioned were football, driving toy cars, hide and seek, playing with baby toys and jumping.

The study revealed by most respondents that play should be encouraged and improved in ECD centers.

Most of the teachers mentioned that they have to accompany children as they play, encourage children's playing, introduce new games and guide children as they play.

5.3. RECOMMENDATIONS

Play and play materials should be one of the key topics taught to teachers so that they understand the importance of play fully.

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

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

Suggestions for further research

More research should be done on the topic of teacher's perception on children's play on a wider scope.

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APPENDIX C: QUESTIONNAIRE FOR ECD TEACHERS IN MUNDIKA TOWNSHIP ZONE, BUSIA DISTRICT, KENYA

This survey is designed to collect information on the role of play, how it is viewed and its effect on the basic curriculum activities carried at centers in Mundika township zone, Busia District, Kenya.

The information you will provide shall be treated with confidentiality and will be useful in designing interventions on children play in schools in the district. Participation in the survey is voluntary, and you can choose not to take part. If you have any questions about the survey you can ask me. At this time do you have any question about the survey?

Thanks, if no we can start,

SECTION A, respondent's identification

Gender.....

Education level.....

1) Training (tick where applicable)

- 1 short term course.....
- 2) Long course.....
- 3) None.....

SECTION B (pupil's information)

Give the exact figure in the box indicated

Number of children in the centre Boys (Girls (total

SECTION C (activity information) Are they available?

a) Does the school have a play ground? Yes No

b) what kind of activities is available in your centre for the children? Tick all that apply

- a) See-saws
- b) Swings
- c) Beam balance
- d) Sliders
- e) Climbers

f) Sand corner

g) Water corner

h) Play ground

i) Tunnels

j) Merry-go-round

k) Other specify.....

2a) in your opinion do you think Play should be encouraged and improved at centers

SA

AG

DA

SDA

KEY

AG = Agrees

AS = Strongly Agrees

DA = Disagrees

SDA = Strongly Disagree

b) Why.....

c) State other importance of play to a child

l) In your opinion, how does play affect the children?

Negative effect No effect Positive effect

If the answer is no negative effect skip to (f) or do not answer (e).

) state the negative effects you expect that play will have on children.....

3a) Describe the positive effects you expect that play will have on

.....
.....
.....
.....

3b) Do you accompany the children to the field where they are going to play?

☐ Yes No ☐

3c) Give reasons for your answer in 3a above

.....
.....
.....

3b) Have you ever called parents and discussed about children's play and playing materials in the centre? Yes ☐ No ☐

3c) Do you always encourage parents to provide their children with play materials?

SA	AG	DA	SDA
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

KEY

AG = Agrees

AS = Strongly Agrees

DA = Disagrees

SDA = Strongly Disagree

3d) What is your role(s) as a teacher in children's play?

.....
.....
.....

Thanks

APPENDIX A: TRANSMITTAL LETTER



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P.O. Box 20000, Kampala
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Fax: +256-41-501974
E-mail: admin@kiu.ac.ug,
Website: www.kiu.ac.ug

OFFICE OF THE DIRECTOR INSTITUTE OF OPEN AND DISTANCE LEARNING (IODL)

DATE:

TO WHOM IT MAY CONCERN:

Dear Sir/Madam,

RE: INTRODUCTION LETTER FOR MS/MRS/MR

The above named is our student in Institute of Open and Distance Learning (IODL), pursuing a Diploma/Bachelors degree in Education.

He/She wishes to carry out a research in your Organization on:


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.

Case Study:

The research is a requirement for the award of a Diploma/Bachelors degree in Education.

Any assistance accorded to her regarding research will be highly appreciated.

Yours faithfully,


MR. MUHWEZI, JOSEPH
HEAD, IN-SERVICE