

The Contribution of Skittles to School Attendance among Pre-School Children

A Case Study of Nyalenda Estate, Kisumu City - Kenya

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Requirements for the award of Bachelors Degree
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Declaration

I, **Naome Adoyo Odawo BED/11128/61/DF** do hereby declare that this thesis is of my own work and to the best of my knowledge, has never been submitted to any university for the award of a degree.

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Approval

I certify that, **Naome Adoyo Odawo BED/11128/61/DF** carried out this work under my supervision in the Institute of Open and Distance Learning of Kampala International University, Uganda

Supervisor

..........

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Date:.....15/09/08.....

Dedication

This study is dedicated to my late parents who brought me up to be what I am today.

May the Almighty Rest their souls in PEACE.

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I wish to acknowledge the contribution of individuals and institutions that assisted me in this study and the production of this paper.

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Amen.

Operational Definition of Terms

Access : have an opportunity to receive education services such as being in school.

Accommodation: a concept developed by Piaget to mean children discover new skills to fit into their mental Structure.

Assimilation: a concept developed by Piaget to mean activities that children fit in the information they acquire into their mental structure to become their knowledge and skills.

Attendance: Presence of children at pre-school on a day to day basis on official school days.

Autonomy: an independent way of making decisions without relying on others.

Completion: process through which one goes through education cycle.

Contribution : outputs and outcomes as a result of skittle games to attend pre-school.

Cooperation : working as a team by consulting one another before taking major decisions that affect others.

Daycare: these are institutions where children between ages 0 – 3 years are cared for professionally.

DICECE: District Centre for Early Childhood Education meant to co-ordinate early childhood activities.

Enrolment: admission of children into formal education institution.

Formal: these are education structured institutions for children between ages 4 – 5 years old who are purposively prepared for primary one.

Games: children's activities into which they use play with toys or Equipments

Health Inspection: this is the hygienic check up done on children before they start their main classes.

Non Formal: these are residential institutions that cater for the poor, displaced and total orphaned young children of ages 0 – 14 years.

Peer group: a primary group of individuals roughly of the same age or characteristics

Personality: all the qualities and traits, as of a character, that

distinguish one person from another.

Placement: in this context it means the level of achievement of the
Pre-school child.

Play: create reaction by children to copy and imitate adults
behaviour.

Pre-school: a formal education centre for children who have attained the age
of six years.

Self-esteem: feeling of worth and acceptance of oneself

Skittle: a game like nine pin which has labeled plastic
bottle depending on the activity. It is played using a ball that is thrown to knock
down the labeled plastic bottle.

Retention: Attendances as reflected in the register remains constant.

Value : Things considered being very important in life.

Abstract

The study was carried out in Nyalenda estate in Kisumu to find out the contribution of skittles to pre-school attendance by children. The issues raised were availability of physical facilities, Gender parity in the game, inadequate learning and play equipment, feeding programmes in the centers and school fees cost.

The researcher used questionnaires for teachers and pupils to obtain information, focus group discussions with parents of pre-school children and review of written materials. The key informants were pre-school proprietors, educational officers, quality assurance and standards officers (school inspectors) and DICECE trainers.

It was discovered that pre-schools that offer conducive learning environment for children, opportunities for children to play, available playing materials and equipments specifically skittle game attracts more children to pre-schools .It was therefore recommended that pre-school teachers use play and play materials for teaching new concepts to young children as this will improve the attendance among pre-school children.

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CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

Many Pre-School teachers recognized the importance of play for children's development and learning and emphasized play in schools. Play is natural and spontaneous activity for children and the most effective way for young children to learn and develop. As they play, children use their experience and personal knowledge about what they have seen, heard and imagined. In addition to the results of their daily experiments, they predict what will happen as they watch, listen and move to handle both inanimate objects (Ngasike 2003).

Sometimes in their creativity, children can try to make bubbles from water and little soap. This kind of play can also provide opportunities for children to experiment and manipulate objects that are essential for the construction of knowledge and contributes to the development of reasoning (Ngasike, 2003). Piaget argues (Hilderbrand 1990) that children form new knowledge from their actions on objects through the mental process. It therefore implies that the stress on the use of materials for stimulating young children concept development is very important for the processes to take place.

Bandura (1977) also believes that self-efficacy is the key to improving coping skills. When children are provided with opportunities for social interaction, through plays they gain confidence that helps one gain more adaptive behaviour and self-esteem, feel accepted and encouraged to achieve, think about consequences of their actions and evaluate situations. It is now understood that as children grow and develop their plays, they begin to develop autonomy and cooperation which contribute to social, emotional and intellectual development (M.F. Hauline, 2000). Through cooperation children develop values such as sharing, love, honesty, responsibility and tolerance.

The importance of play is equally recognized in formal education. Schools provide opportunities for plays and games in the development of children besides academic subjects. The plays and games help the children in development of gross motor skills and enhances control coordination of muscles of various body parts. Children also

express themselves through movements and these give them a chance to release some of their emotional feelings through physical activities (K.I.E. 2003).

In Kenya, children that access pre-school education stood at 894,295 (census, 1999), This contributed to 35% of children aged 3 – 6 years accessing pre-school education (Sessional paper No. 1 of 2005) while in Kisumu City with a population of about 400,0000 persons only 22,316 children access pre-school education (MEO, 2007). The low enrolment in pre-schools in Kisumu is a concern.

Apparently there are few opportunities for pre-school children who benefit from school provided plays and games. Although the importance of play and games cannot be understated, its role in relations to other aspects of child's development such as health, growth and cognitive development is not yet clear, equally unclear is its contribution to issues of access such as retention, completion and placement during pre and post pre-school stages.

In pre-school the teacher builds and continues to develop skills and concepts through appropriate activities and materials. Most of the activities are in the form of play and games which are interesting to children. For children learning and play are inseparable. Despite this observation it is not clear whether there is any relationship between play and games to issues of access such as attendance, repetition and drop-out. Access issues outlined above, remain unaddressed in school and very little research has been undertaken in that direction in Kenya. The use of plays and games in addressing access issues remain even more unexplored at pre-school level.

The use of skittle game within the plays and games category of pre-school activities is quite common. The skittle game is like a nine pin game which is played by a group of children arranging plastic bottles labeled by letters of the alphabet or numerical numbers and knocked by a ball at an agreed distance. The skittle game like other co-curricular activities has many documented advantages. However, its contribution to issues of access such as attendance remains unclear.

1.2 Problem Statement

It is important to note that several researches have been done on the growth and development of the child in pre-schools in Kenya and the world over such as effectiveness of early childhood programmes (Kariuki et al, 2006). Apparently the researches undertaken in early childhood development in Kenya have not concentrated in the role of plays and games in the development of children within pre-school. Specifically the contribution of skittle game towards the development of children in pre-school stage has not been addressed in Kenya. The contribution of play and games in the growth, health and cognitive development also remain unaddressed. In addition it is also not clear whether there is any relationship between play and games issues of access such as attendance, repetition and drop-out. The importance of skittle game towards some of the issues raised under access to pre-school education remains totally unknown. This study therefore seeks to shed more light on the scenario the contribution of skittles to school attendance among pre-school children.

1.3 Study Objectives

1.3.1 General Objective

To determine the contribution of skittle to school attendance among pre-school children

1.3.2 Specific Objectives

1. To examine factors that influence school attendance among pre-school children.
2. To assess the extent of use of the skittle in the identified pre-schools.
3. To establish the contributions made by skittle towards pre-school attendance by pupils.
4. To make recommendations based on findings of the study.

1.4 Research Questions

1. What factors influence pre-school attendance of pupils in Nyalenda?
2. What extent was skittle used in pre-school centers in Nyalenda?

3. What contribution did skittle make towards attendance by pupils in Nyalenda?
4. What will be the possible solutions to curb the problem?

1.5 Justification of the study

- ❖ The finding of this study will enable the parents, teachers, pupils, management committees and education officials realize the importance of play in pre-schools.
- ❖ It will also enable parents to support teachers and management committees in developing learning and play equipments in pre-schools.
- ❖ Through this study the education officers will see the need of encouraging and emphasizing on the use of the correct teaching materials so as to boost the learning and attendance of pre-school.

1.7 Limitations

In an effort to come up with information on the topic of the study, the researcher went through the following challenges

Expenses: traveling expenses when taking the questionnaires to various schools and also the cost of typing and printing the work.

Reference materials: the researcher had a difficulty with getting the reference materials as there is limited research done on the topic.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.0 Introduction

The foundation of an individual's optimum or less optimum development is laid down during the early years of life especially during pre-school education. Pre-school teachers recognize the importance of play in children's development in learning and emphasized it in schools.

The literature review in this chapter focuses on the factors influencing pre-school attendance, role of play in general, play in schools and the importance of skittle to access and attendance in pre-school by children.

2.1 Factors Influencing Pre-School Attendance

According to the west Australian report, 2005 early school engagement and attendance is critical for the establishment and providing grounding for sound learning outcome. The report further says there are a variety of ways in which pre-school attendance is influenced; parents' attitudes towards their children's achievement, learning environment, socio-economic status of parents, geographical location, provision of snacks, performance, transport and play opportunities mainly contribute to the attendance.

When family members support school actions or take part in young children's school life in a positive way, it positively affects child self-esteem (Greenberg, 1989). Sometimes it is noted that a child realizes school is important when observing the way parents participates in its activities such as sports days, prize giving days, and open days. Parents interests in their children's education set high expectation and make children be motivated to learn and achieve (Henderson, 1987).

Importunately, not all children have access to pre-school education. Children from poor families are less likely to attend (ABS, 2004). The cost of pre-school education is relatively high and varies from school to school. Parents normally take their children to schools they can afford.

In addition, personal commitment of parents sometimes influences the attendance of children to pre-school. Market days and others result in absenteeism among pre-school children. Therefore the role of parents and guardians is crucial in the attendance of children to schools.

Convenience is another factor that influences pre-school attendance. Parents when making a choice over the pre-school chances for their children consider the convenience especially with regard to time. The time pre-schools open in the morning and close in the evening is important (Hall, 1990). This allows parents to drop and pick their children both morning and evening conveniently.

Proximity between school and home is equally important. When children are in school close to their homes, they feel psychologically secure because they are able to see their house and family members, they can also run back to eat some snacks whenever they are hungry. Parents also respond faster whenever there is need such as sickness. It also reduces transport cost for parents and facilitates arrangement of who and when to pick the child from school. It further reduces possibility of accidents and possible child trafficking since the teacher and fellow children know the parents or guardians of one another from the immediate surrounding.

Pre-school children of tender age may experience difficulties walking long distances to the school. Long distance from home to school has implication in terms of time for waking up, time taken to reach pre-school and these affects the child's attention span in school and sometimes resulting in falling a sleep during learning and play time. Therefore some institutions having realized the importance of proximity on pre-school children especially when they have large staff residing in the same compound. Such institutions usually set up pre-schools within the compound that cater for children's needs (K.I.E. 2003).

School environment is another factor that can affect pre-school attendance. School environment with desirable settings which is welcoming, home like atmosphere with colourful décor motivates children (verdene 1985). Verdene emphasizes on the buildings, fixed play equipments, spacious playground and attractive learning materials. The school environment that supports growth and development is

stimulating o the needs of the child of love, affection, protection and safety (K.I.E. 2003).

Outdoor and indoor plays are equally important, the need for spacious playground with play fixed equipment is important too. The school environment is further stimulated by the type of physical activities that the school offer e.g. games, athletics and other outdoor activities.

The provision of snacks is another factor that can affect attendance. Pre-schools that offer snacks and breakfast to meet the children's nutritional needs normally attracts parents who can afford (Hildebrand, 1990). It has been established that pre-schools that offer meal programmes attract many children. These help most of the children in school to meet their hunger, energy and strength needs, it also keeps them alert all times. The food offered in school may also supplement the nutritional needs of children which may not be met at home. Therefore, it is a provider of relief and balances to the child's emotional, physical, social and mental status (Waithaka 2000).

Children need to be provided with the best play and games materials that include fixed play equipments, manipulative materials such as balls, hoops, tires and a spacious playground that allow movement. These materials not only promote development in various areas but are also interesting to the children (Waithaka, 2000). Play provokes thought and it's a major factor in acquisition of a new information form peers. Therefore, there is a strong relationship between play, learning and attendance.

The academic performance of pre-school children also influences the attendance of children in some schools. Parents prefer pre-schools that perform well. Preference is given to schools which quickly achieve speech in English, perform simple mathematics and other activities. As a requirement for transition to primary, children are required to attend interviews which are competitive. This makes parents opts for pre-school that make children pass the interviews.

Pre-schools fall mainly into two categories of ownership, the private and public. Public owned pre-schools are attached to primary schools and therefore, enrolling a child in such schools is like automatically securing a chance for standard one while in

private owned pre-schools children have to move from one school to another school attending competitive interviews to get a chance for standard one. Arising from this hustle, some of the parents prefer enrolling their children directly into public owned pre-schools so as to benefit from non competitive transition to standard one in the same school.

Therefore, the factors that influence pre-school attendance by pupils are varied and influenced greatly by the motivation of the parents and school environment. However, the contributions of play and games as an aspect of access to school attendance still remain unclear.

2.2 Role of Play

Play is essential for child's development particularly in the early years. More specifically, play has vital position on the child's life providing social, emotional physical, intellectual and creative development. In addition, play allows children to explore experiment, succeed and fail and understand the world. In their creativity, children try to experiment with water and soap to make bubbles. This kind of play provides children with opportunities to explore and manipulate objects that are necessary for the construction of knowledge and contributes to the development of logical reasoning (Ngasike 2003).

Play is natural and spontaneous activity for children and the most effective way for young children to learn. Piaget argues (Hildebrand, 1990) that children form new knowledge from their actions on objects through the mental processes. It therefore, implies that the emphasis on the use of materials for stimulating young children's learning is significant.

Promoting children's learning and development through the provision of child chosen activities is another way of recognizing the link between decision making and children's development of self-esteem (Barbara 2006). These activities give children opportunities to decide with which activity they will play and how to play it. Barbara (2006) further emphasized that children opportunities and abilities to make decision are further supported by enabling them to choose equipments and materials with which they play with.

Play also serves the physical as well as cultural functions (Leonetti, 1997). The context of physical activities based on the child's spontaneous play must be supported. The use of physical activities and games from the local background certainly has its value when supplemented with examples based on the local play. Bandura (1977) also believes that self-efficacy is the key to coping skills. When children are provided with opportunities for social interaction they acquire more adaptive behaviour (M.F. Hanline, 2007). Hanline reiterates that the importance of play on a young child cannot be understated; play gives children opportunities to understand the world, interact with others express and control emotions.

Play can also be interpreted deeply (Judy 2000) play help children weave together the elements of life as they experience it, it allows them to digest life and make it their own and an outlet for the fullness of creativity. Vygotsky (1978) says, play is regarded as an interpretation of situation of every day life. By dramatizing, children transform and exaggerate their experiences by bringing out what is typical. Vygotsky (1978) further emphasized that children's play often serve as a re-enactment of what they experience from adults. During play they process their creativity.

However, play can serve as a vehicle for the young children to try out primitive urges (Seefeldt, 1976) as children socialize with their peers they tend to copy what their colleagues do. Children can role play adults that smoke or imitate mischievous plays. As much as play cannot be understated, play can be damaging if not well managed. Play can also turn violent if children are not given enough materials to play with. However, the contribution of play and games to issues like access to education retention in school, completion of school and placement of children in pre-school still remain unclear.

2.3 Play in Schools

The importance of play is equally recognized in the formal education. Schools provide opportunities for plays and games in the development of children besides academic work. Plays and games help in the development of gross and fine motor skills. A pre-school teacher builds and continues to develop skills and concepts through appropriate activities and materials. Most of the activities are in the form of

play and games which are interesting to children. For children learning and play is inseparable. Through play children acquire new knowledge, concepts, skills and attitudes.

Pre-schools offer many opportunities through co-curricular activities such as drama, ball game that enhance personality development. Children are encouraged to take responsibilities and develop interest. It is in pre-school where most changes in behaviour are linked to the child's growing sense of independence. The child delights on mastering new skills and enjoys exploring the world outside his home Erickson (1950). It is during this time that the child develops autonomy learns to choose and decide to accept the consequences of their actions. Children explore experiment and manipulate objects during play in pre-school. It is in these years of life that one is guided towards the highest potential and determines what one will be in future (Hurlock, 1978). Parents send their children to pre-school to learn to get along with others (Hendrick, 1980). It is important to note that children belong to a peer group and long for approval of the group and positive peer interaction from age mates and playmates.

Research on school readiness status profile in Kenya (World bank report, 1995) established that the curriculum is deficient in areas pertaining to personality development and stress coping. Emphasis in heavy academic orientation is at the expense of social economic skills. The role of plays in personality development and social skills enhances the self-worth and self-esteem. Children develop confidence while playing with their peers.

(Ndeti daily Nation, 2000) commenting on the importance of play, stated that the long hours that a child spend in pre-school be for social development. Children be given opportunities to interact and socialize with others. Through play they express themselves and release tension. Elkind (1973) asserts that play is a stress valve. It is nature's way of dealing with stress. Therefore pre-school achieve their objectives through plays and games. B. F. skinner (1990) also believes that children are mechanically controlled by the environment in the sense that they become whatever the environment forces them to be. However, contribution of plays and games issues

of access in pre-school such as attendance, repetition in class, drop out from school and absenteeism are not clearly understood up to-date.

2.4 Play, Games and School Attendance

Developing certain motor skills during early childhood is basic to games and sports related skills (Verna, 1990). Plays and games expose the children to meaningful learning experience which lead to enjoyable and successful learning and desire to continue learning (Nasibi, 2005). Children when involved in plays and games they develop interest in these games and this motivates them to attend pre-school regularly with the hope of playing refining their skills.

Games are pleasurable activities that children enjoy and they have rules. Pre-school children form friends that they play with that dictates the social behaviour. Ones the playmates attend school; members of the group will attend in order to continue playing.

Physical activities such as ball games, athletics, music and movement and gymnastics are recognized in schools. Through active participation children become active and interested and like to be members of the group. They therefore attend school to get a chance to participate in the activities.

Performing schools are recognized by the activities they excel in and participating children are equally rewarded for the good performance. A sport is a source of enjoyment as well as fitness. Therefore many children attend the school to be associated by the school and with the hope of becoming players.

Plays and games inculcate competitive attitudes in children. They begin to know that people have to develop physically active lifestyle that persists into adulthood. In pre-school, children's talents are discovered and developed at an early stage. When children are engaged in activities that they choose and enjoy, they develop the desire to learn more. This will make them attend the lessons without missing.



However, the role of plays and games and its contribution to attendance in schools is still unclear. Specifically the extent by which plays and games contributes to pre-school attendances remain grey.

2.5 Role of Skittle

The central importance of skittle game is to provide practice for learning skills as children use new words to express ideas, help them learn and practice societal rule of courtesy, taking turns, sharing and cooperation. It also helps to stimulate problem solving skills and abstract thinking.

In school, skittle game enhances early stimulation in children to acquire knowledge, skills and attitude so that they develop to full potentials and strengthen the fine psychomotor skills.

A number of studies have been done on the importance of plays on the growth and development of children in Kenya. There are a lot of plays and games for children which are stimulating. Games such as athletics, ball games help in the development of large and fine motor skills, they test knowledge of children, stimulate memory, and help children realize their ability (Van Leer Foundation 2001). However, the influence of games and plays on children's behaviour has not been explored.

Apparently, the researches undertaken in early childhood development in Kenya have not concentrated in the role of plays and games in the development of children within pre-school. Specifically the contribution of skittle game towards the development of children in pre-school stage has not been addressed in Kenya. The importance of skittle game towards some of the issues raised under access to pre-school education remains totally unclear. This study therefore seeks to determine the contribution of skittle game to school attendance among pre-school children.

CHAPTER THREE

RESEARCH METHODOLOGY

3.0 Introduction

This section gives description of the methodology of the study, area and population. It further outlines the sample chosen and the sampling technique which was used. The data collection instruments and procedures and analysis techniques used are also described.

3.1 Research Design

The researcher will use the quantitative approach which will involve collecting of data using specially prepared questionnaires which will be directed to the target group. The data will then be tabulated, graphed and analyzed using statistical methods to arrive at valid and sound information

3.2 Area of Study

The study was carried out in Nyalenda estate in Kisumu city. Nyalenda is one of the informal settlements which have probably the highest city low income residents. The population is also characterized by a sizeable middle income earner. Nyalenda estate is bordering Milimani to the east which is occupied by the affluent residents, to the west it borders the peri-urban, Manyatta informal settlement to the north and lake Victoria to the south. The residential houses in Nyalenda are mainly made of mud with corrugate iron sheets with the exception of a few modern houses occupied by the middle class residents.

Majority of the residents are low in-come earners who are involved in informal businesses for their survival with a few middle income residents. Majority of the populace of Nyalenda estate are people of middle age and who are energetic and of child bearing age. Nyalenda has 57 public and private pre-schools. The pre-schools in total have a child population of 3023 and 160 trained teachers. The sample pre-schools were both public and private. The area is chosen simply because of the high population of pre-school children it holds.

3.3 Study Population

This study was carried out in the selected pre-schools which were from high, medium, low and non-formal categories of schools. The high cost categories of schools were as follows, Victoria, Green View, Xaverian and Rejoice Africa. Medium cost categories of schools selected in the area were Lutheran, Pandpieri, Joel Omino and Lakers Imperial; low cost categories of schools targeted were St. Georges, Lety Jam, Ladybird and Sharon while non-formal schools were Lake Victoria, Pandpieri Catholic, Needies and Ring road.

3.4 Sampling Techniques

The schools selected for the study were then categorized into 4 high cost, 4 medium cost, 4 low cost and non-formal schools. In each school the study targeted proprietors which were 16 in total. One teacher per school was interviewed making a total of 16 teachers. Since averagely each school has 40 pupils making a total of 160 pupils from 16 pre-schools. 10% of the pupils averaging 80 pupils were interviewed with each school providing 5 pupils for the interview.

For the focus group discussions, a total of 16 parents were sampled with 8 being female and 8 male selected on the basis of 4 parents per category (high, medium, low and non-formal schools).

For the informant interviews the sampling techniques were used as follows, 2 administrative officers from the municipal Education Office; 4 proprietors one from each of the categories; 2 quality Assurance and standards Officers from Ministry of Education based in the municipal Education Office and 2 District Centre for Early Childhood Education (DICECE) trainers from the Municipal Education Office making a total of 10 key informants.

3.5 Collection Instruments

The main instruments for data collection was questionnaire which was administered to pupils, pre-school teachers, parents and management committed members.

A checklist of questions was developed and used with the key informants.

Focus group discussion were guided by a checklist of semi-structured open ended questions.

3.6 Data Collection Procedure

Before proceeding to collect data, the researcher obtained an official letter of introduction to the schools from Kampala International University, Institute of Open & Distance Learning. The researcher also acquired the research permission letter from the Municipal Education office so as to get permission to collect data. The researcher administered the questionnaire to the pupils, teachers and committee members. The checklist of questions was also administered to the key informant of the study. Another set of checklist questions was administered to a set of Focus group discussions. The output from the data collection exercise were screened and cleaned by the principal researcher.

The researcher visited the sample area and permission was sought from the District Education Officer and parents/guardians and other respondents that were involved in the study.

3.7 Data Analysis

Being a descriptive exploratory study, basic statistical analysis was utilized to determine basic percentages observed in the data. The data was further subjected to content analysis technique which was used while dealing with recorded observation of the schools, pupils, teachers, learning materials and play and games activities.

The collected data was then analyzed and the findings presented both descriptively and in table and bar chart form.

CHAPTER FOUR

PRESENTATION, ANALYSIS AND INTERPETATIONS

This section will provide information on the factors that influence school attendance, the extent of use of skittle, the contribution made by skittle towards pre-school attendance and recommendation on the way forward.

4.1 Background Information

There are many centres in Kisumu particularly Nyalenda that offer early childhood services to children of ages 0 – 6 years. These centres are categorized as formal, daycare and non-formal.

Formal centres are education structured institutions for children between 4 – 5 years who are prepared purposely for joining primary one. This category of centres is 64% of pre-schools in Nyalenda. In addition to learning they are also provided with nutritional and health needs.

Daycare centres on the other hand are institutions where children between ages 0 – 3 years are cared for professionally, they operate full day for parents and guardians who leave their children in the morning and pick them later while they go to work. Some of the centres offer aspects of education services in addition to care. These centres are about 14% of all pre-schools in Nyalenda.

Non-formal centres are residential institution open to poor, displaced and total orphaned young children of between ages 0 – 14 years purposely for feeding, care and little educational activities. Many of these centres are supported by missionaries and Non-Governmental Organizations (NGOs). In Nyalenda this category of centres is 7% of the total number of pre-school centres.

Table 1: Showing Category of Centres Offering Support for Children in Nyalenda.

Category of schools	Frequency	Percentage	Cumulative percentage
Formal	9	64.3	78.6
Daycare	2	14.3	92.9
Others	1	7.1	
Total	12	100	

Source: field work data

The study revealed that formal centres attract more children, 64% of pre-schools in Nyalenda are formal for pre-school age. This implies that parents put more value to education of the young children in these formal centres.

The study also revealed that some parents take the children to daycare centres for professional care while they go out to work. This implies that the parents are relatively young and of employment age. This category form 14% of all the pre-schools in Nyalenda. Other children especially the poor, displaced and total orphans benefit from few non-formal centres supported by missionaries, Community Based Organizations (CBOs) and Non-Governmental Organizations (NGOs). This forms 7% of the pre-schools in Nyalenda implying that either the services are limited or this

Pre-schools are further categorized into public and private. Public centres are non-profit making institutions which are community owned and assisted by the government. This category is 21% of pre-schools in Nyalenda while private pre-schools are profit making centres that are attended by children from relatively able background. This category is about 79% of pre-schools in Nyalenda. This indicates that most pre-schools in Nyalenda are privately owned. The table below shows ownership status of pre-schools in Nyalenda.

Table 2: Ownership status

Types of schools	Frequency	Percentage	Cumulative percentage
Private	11	78.6	78.6
Public	3	21.4	
Total	14	100	

Source: field work data

The centre revealed that more private owned pre-school centres, 79% are operational in Nyalenda and that only 21% of pre-schools are public owned.

Table 3: Distribution of pre-schools in Nyalenda

Type of Neighbourhood	Percentage
Slum	57.00
Urban based	43.00
Total	100.00

Source: field work data

A look at the distribution of the centres in Nyalenda neighborhood captured the type of neighbourhood that surrounds the centres, about 57% pre-schools in Nyalenda are found in the slum parts of Nyalenda while 43% of these pre-school centres are found in the relatively affluent areas of Dunga parts of Milimani in southern zone.

The result therefore revealed that the typical slum areas of Nyalenda have more centres for pre-school children as compared to Dunga and Milimani.

Factors That Influence School Attendance among Pre-School Children

Several factors were identified as affecting school attendance, notably, school fees cost, availability of a feeding programme, distance from school to home, availability of physical facilities and equipments in pre-schools and school education programmes.

School fees cost

The study discovered that school fees costs in pre-schools vary from school to school and this is a factor that affects school attendance. The average fees paid per month among the study schools is calculated at Ksh.638/= with the highest fees being Kshs.1,600/= and the lowest Kshs.20/=. Parents who pay Kshs.500/= form majority of fees payers and are 65% while parents who pay between Kshs.1,000 - 1,600/= also access the few high cost pre-schools for their children, this forms 14%. Parents who pay between Kshs.20 – 300/= place their children in non-formal schools and they form about 7%.

It appears majority of parents in Nyalenda fall within the income bracket which can afford about Kshs.500/= per month for the pre-school education of their children. Therefore school fees affects attendance in the sense that parents select schools for their children that they can afford.

4.2.2 Distance to and from School

The other factor that may affect attendance to pre-school by children is distance to and from pre-schools. Distance as a factor is captured by the findings of the study. Children being escorted to school by parents formed about 50% of all those attending pre-schools while 42% were found to be walking to pre-schools on their own.

Table 4: The table below shows distance children cover from home to school.

Distance in KM	Frequency	Percentage
0.5	7	50.0
1	3	21.4
1.5	4	28.6
Total	14	100

Source: field work data

Distance may be considered as a factor affecting pre-school attendance but distance covered to school is not a major contributing factor to school attendance since the

percentage of children who are escorted to pre-schools and those that go to school on their own are not significantly different (50 – 50%).

Apparently there are other considerations that complement the decisions of parents on where they want their children to attend pre-school.

4.2.3 Availability of Feeding Programmes

Feeding programmes have often helped to sustain frequent school attendance by children. Children from poor families may often stay on in school and concentrate in the pre-school activities as a result of the feeding programmes. The study revealed that a good number of pre-schools feed children. Over 50% of pre-schools offer feeding twice a day while 36% feed children once a day, the remaining 7% do not offer any food. Therefore a feeding programme is a factor that influences pre-school attendance since over 80% of parents take their children to pre-schools where they are fed and ready to share the cost.

4.2.4 Physical Facilities and Equipment

Centres in Nyalenda have different type of buildings, some are permanent; semi permanent, while others are under trees. About 80% are permanent and therefore offers suitable learning environment, 14% of pre-schools are semi-permanent while a small percentage of 6% learn under trees.

The study therefore established that most parents take their children to centres that have permanent buildings and comfortable learning environment that they can afford which implies that the physical facilities is a factor which affects attendance since the choice of schools by parents seem influenced by the infrastructure of the facility.

4.2.5 School Programme Offered

The study showedrevealed that outdoor activities engage 69% of school time, this indicates that the time dedicated for outdoor programmes as learning activities is crucial for pre-school education. In addition schools that offer a variety of learning and teaching experiences with adequate and interesting materials also seems to attract more parents. Parents view such schools as well prepared to teach their children well enough to pass interviews for joining primary one in good schools.

Play has also been identified as one of the key elements of this study and a factor that affects attendance. The study shows all pre-schools offer time for children to play although this varies from school to school. Majority of the schools do give 30 minutes break for children to play. These schools have two breaks a day and in the timetable there is an outdoor activity daily, that is five lessons of 30 minutes every day for a week.

The factors mentioned above have a direct impact on the attendance of children at the end of their course. Some of the teachers interviewed said, “they perform quite well as they can speak English, read and write and can pass the interview to join primary one”. Therefore, school programme as a factor, affects school attendance since parents prefer to take their children to schools which enable them to learn to speak English, read and write as well as pass the interviews to join good primary schools.

4.3.0 The extent of Skittle game in pre-schools

Major activities which are normally undertaken at the pre-school centres were identified and includes language, creative, science activities in addition to mathematics, religion and outdoor activities among others. All the pre-schools in Nyalenda have outdoor activities ones a day everyday per week in all the centres studied.

Skittle game is a game played with nine items which can take the form of plastic bottles, wooden blocks, bricks or tins and labeled either in alphabetical order or numbers and the player aims to knock at the labeled or numbered items from a distance of about 3 metres. The players take turns at knocking the item once and each knock wins a player a point depending on the number on the label. For items labeled in alphabets, the players take turns in knocking and adapt the letter they knock as their names. Then the players with letters they have won can be arranged to form words e.g player 1 letter A; player 2 letter B; player 3 letter D e.t.c. These letters can be arranged to form the word BAD.

When several numbers are won they are arranged in order of sequence of number recognition. Therefore the skittle game is used in pre-schools to teach numbers and letter recognition.

The study established that the kind of outdoor activities also differ from centre to centre but the majority of pre-schools in the study (62%) play skittle game. As much as the study showed that skittle game is widely played in pre-schools in Nyalenda, different kinds of skittle game is played using different materials improvised locally.

The extent to which the game is played in pre-school is identified to be influenced by, gender parity, age of children, availability of skittle game materials and the involvement of the teacher.

4.3.1 Gender parity as a factor in the extent of skittle game in pre-schools

The study revealed who among the boys and girls in pre-schools in Nyalenda enjoy playing skittle game. Comparatively, boys form 62% while the remaining 38% are the girls. This implies that girls spend their time playing other activities and do concentrate little in skittle game. Skittle game seems to be popular with the boys. The study therefore suggest that the extent to which skittle game is played in pre-school is determined by the number of boys within the pre-school. Centres where boys are more, there is more skittle game played.

4.3.2 Age as a factor in the extent of skittle game in pre-school

The study found that skittle game is played by a group of children that fall in the age bracket of 4 – 5 years. This group of pre-school children form 62% of all pre-school children in Nyalenda while the other age groups form 38%. Therefore the extent to which skittle game is played in pre-schools is determined by the age bracket that forms the majority of pupils within the pre-school centres. Centres that have more children within the age bracket of between 4 – 5 years have more skittle game played in the centre.

4.3.3 Skittle game materials

The study revealed that skittle games that are played across pre-schools in Nyalenda are similar although a variety of materials are used in playing the game. Skittle game is played by improvised materials from the surroundings such as balls, bottle, tins and others. The skittle game materials can easily be found in the locality and this make the game be played both at school and home. Therefore the extent to which skittle game is played by pre-school is determined by the availability of skittle game materials in the centre. Centres that have a variety and adequate materials provide an opportunity for more children to play skittle game.

4.3.4 Teachers exposure to the game and the extent to which skittle game is played in pre-schools

The study revealed the importance of involvement of the teacher in organizing skittle games in pre-schools. Teachers improvise materials and provide opportunities for children to play skittle game. The more teachers encourage children to play skittle game the more they perform, become observant and accurate and enjoy playing skittle game at school and home. Therefore the extent to which skittle game is played in pre-schools is determined by the level of involvement of the teacher in using skittle game for teaching and also providing opportunity for children to use skittle game to explore their environment. Centres that have trained teachers who know how to use children's games as teaching/learning aids involve more children in playing skittle for learning purposes while centres that have inexperienced teachers only know how to use skittle to teach number sequence and letter recognition limit the extent to which skittle game is played in centres.

4.4 Contribution of skittle game towards pre-school attendance by pupils

The study revealed that the contribution of skittle games to school attendance can be seen at two levels. The contributions at the level of personal growth and the contribution at the level of behaviour change.

The study revealed that the children experience enjoyment, excitement, physical activities and manipulative experience, experience a sense of achievement and recognition and improve on the eye-hand coordination as they play the skittle game.

The contribution of the skittle game to school attendance can be derived from the fact that each of the gains that the child experiences with involvement in skittle games make the child like the school environment and promotes his/her school attendance records on regular basis.

The study further revealed that as a result of involvement in skittle game there are changes that occur to their behaviours. Such changes include, they become keen, cheerful and observant in school activities, they also become curious and seek to try most activities on their own. The study also noted that the children improve their accuracy in hitting and competency in knocking items. This develops their psychomotor skills.

The study revealed that the skittle game improves the social interaction and also provides an opportunity for emotional experience of joy and sadness resulting from winning or losing respectively.

The study also revealed some observations that may be seen in the light of limitation of the skittle games to school attendance.

The observation revealed that when there are few playing materials and other children are left out of the games, then they lose interest and are withdrawn. Also when the game is too controlled by the teacher then it becomes monotonous to children and they lose interest.

The study also noted that when the play materials are not safely handled they then pose the risk of injuring the children.

In situations where the skittle game materials are not available, about 80% of the children are able to improvise and they can use different materials such as cartons, packets of milk, balls, bottles and others.

Therefore, the contribution of skittle game to school attendance is determined by the extent to which it is made interesting, available adequate play materials and provides an adequate enabling environment by the teacher.

CHAPTER FIVE

DISCUSSION CONCLUSION AND RECOMMENDATIONS

5.0 Introduction

This chapter focuses on the discussions of the findings, the conclusion drawn from the findings and provides recommendations for future research pertaining to this area of study.

The study which sheds light on the contributions of skittle game to school attendance among pre-school children in Nyalenda estate Kisumu used the following research questions to guide the research:

- ♦ What factors influenced pre-school attendance of pupils in Nyalenda?
- ♦ To what extent was skittle game played in the centres?
- ♦ What specific contributions does the game make to pupils attendance in pre-schools?

5.1 Discussion of the Finding

Early pre-school attendance is critical in laying the foundation that will benefit the child in his/her future learning. According to the literature reviewed, many factors are identified to influence pre-school attendance in the area picking children to and after work, cost of pre-school education, transport arrangements to and from school and physical facilities and equipment with learning environment. In addition, provision of school meals, parental attitude towards their children's achievement, and performance in schools leading to admission to primary schools, category of schools either public and / or private that children will attend and opportunities offered by the school for children to play are also factors that influence attendance in school.

In this study, Nyalenda estate being an informal settlement has its uniqueness. The estate is inhabited by the low income residents and sizeable number of middle income earners. Majority of the low income residents are involved in informal business for a living with a few in the formal employment sector especially the middle income earners. The residential houses in Nyalenda occupied by the low income earners are

mainly single room mud walled with old corrugated iron sheets, the houses have no electricity and water, the sanitation facilities are commonly shared by 5 – 10 people living in the estate. On the other hand the middle income earners live in modern houses that are built with stones, have between 2 – 3 bedrooms that are relatively spacious and self contained with water and electricity. The population of parents in Nyalenda are majorly made up of middle age persons who are of child bearing age. The average family size is between 3 – 6 children per family. Public or private schools are about 57 with child population of over 3000 and about 150 trained teachers.

This study revealed factors that influence pre-school attendance of pupils, some of which are relevant to the situation in Nyalenda and others are not directly related.

In the reviewed literature time schedule is a factor that affects attendance of pupils in pre-schools. Time schedule as a factor is related to parents' interest. Parents when making a choice over the school chances for their children consider the convenience especially with regard to time when pre-schools open in the morning and close in the evening. This allows parents to drop and pick their children both in the morning and evening when going to and back from work conveniently. Parents of children from middle income earners prefer schools that they can leave their children early in the morning as at 8.00 am while they go to work and pick them at around 5.30pm when from work. They also consider pre-schools that offer lunch to the children since they remain in school the whole day and meet the cost of these meals. The low income earners on the other hand are not greatly influenced by time range; their children go to nearby schools where they walk or escorted and can come back for lunch at home in order to cut cost. As much as the low income earner would wish for their children to benefit from staying in schools longer, this cannot materialize because they cannot afford. Therefore, time schedule is related to other factors like affordability, and provision of school meals.

The other factor identified by the study is the school cost. The cost is also mentioned by several reviewed literature as a factor that influence pre-school attendance. School cost varies from one pre-school to another pre-school. Parents take their children to schools that they can afford. The study REVEALED that school cost varies between

Ksh.20 – Kshs1,000. Majority of parents in Nyalenda of about 65% take their children to pre-schools that charge less than Kshs.500/= per month. A small percentage of parents of about 14% take their children to middle cost schools. In Nyalenda, the middle income earners prefer quality education for their children, they register them in high/middle cost schools. This is in contrast to the low income earner who take their children to pre-schools that they can easily afford. For the middle income earner cost influences quality of services offered. Parents especially would prefer to pay but insist on the variety of the services such as quality of school meals, programme offered within the school and whether the cost is commensurate to the quality of services offered. The low income earners are also in need of good quality education for their children. But the type of school where they take their children is greatly influenced by whether they can afford or not. In addition cost alone is not the only factor, cost as a factor must be complimented by such other factors as quality of meals and programmes offered by pre-school which are also considered by parents regardless of their financial status.

Another factor that has been identified to influence attendance is distance to and from school. In the reviewed literature, children that learn close to home feel psychologically secure because they are able to run back home for snacks, parents also reduce cost on transport when children learn within the vicinity. The study revealed that distance is a factor that affects attendance since those children escorted by parents form 50% as compared to those that walk alone to school which is 42%. Although distance may be considered a factor that influence attendance, those children that walk to school by themselves and those that are dropped or picked from and to schools are not significantly different in percentages. Parents of the middle income prefer quality services offered to their children regardless of cost. Distance to and from school may not be the only factor that influence their decision to take or not to take children to specific school. On the other hand those that are from the low income bracket have little income and by taking their children to nearby pre-schools where they can walk or be escorted by a relative they cut cost. As a result of this, children whose parents can afford to pay for transport are taken to school regardless of distance.

School environment in terms of physical facilities and equipment is also mentioned as a factor that influence attendance in Nyalenda. The reviewed literature revealed that school environment with desirable settings which is welcoming home like atmosphere with colourful equipments motivates learning. Emphasis is made on the buildings, fixed play equipments, spacious playground and attractive learning materials. The study revealed that in Nyalenda, 80% of pre-schools are permanent buildings which are not necessarily suitable and conducive for learning while 6% learn in the extreme dilapidated learning environment. This study concurs with other reviewed literature that most parents would prefer to take their children to centres with adequate teaching and learning materials and conducive environment. The middle income prefer quality services offered, while on the other hand, the low income would prefer the same services but are limited by their low income, so if they can afford they take their children to such schools and vice versa. This implies that all parents would prefer schools that offer adequate physical facilities and equipments. But their decision to take the children to such schools are greatly influenced by their level of income that can make them afford the school or not.

In the reviewed literature, school meals is mentioned as another factor that influence pre-school attendance. Pre-schools that offer snacks and breakfast to meet children's nutritional needs normally attracts many children and parents who can afford. This concurs with the study findings that school meals help to sustain frequent school attendance by children. 86% of pre-schools in Nyalenda offer meals and snacks. Parents in the middle income drop and pick their children in the evening, pay for their children to eat in school more than one meal a day since they are concerned with quality, variety and regularity that the meals are offered since they meet the cost. Low income parents whose children walk to school by themselves pay for little snacks which are in the form of porridge and juices. Their main concern with the meals is cost. If the cost of learning and meals is within their level of affordability then they take their children to such schools.

According to reviewed literature, academic performance of a pre-school also influences the attendance of children in some schools. Parents prefer schools that perform well. The study established that performance is critical because at the end of the course children do attend interviews for entry into primary schools. In Nyalenda,

parents of the middle income earners pay and transport their children to pre-schools that offer quality services. They aim at taking their children to pre-schools which have good track record of performance in interviews to join primary schools. On the other hand, parents of low income earner also prefer good quality primary schools but because of their low income they are not able to supplement the efforts of their schools in preparing children for interviews. However, performance as a factor that influence attendance has other factors that compliment it such as cost.

Lastly, another factor identified to influence attendance is play. The reviewed literature states that outdoor, and indoor plays are important, the need for spacious playground with fixed play equipments is also important. The study revealed that schools that engage in outdoor and indoor activities are about 69%. The remaining percentage of about 30% offer inadequate time for play. This indicates that the time dedicated for play programmes as a learning activity is crucial for pre-school education. In addition, schools that offer variety of learning and teaching experiences with adequate interesting materials are seen to attract many children. Parents view such schools as well prepared to teach their children. Parents in the middle income are concerned with the safety of the pre-school environment, play fixed equipments and the playground. They are also concerned with time offered for children to play and interact with one another. The low income earner is aware of the benefits of play to their children but schools that offer adequate time for indoor and outdoor also charge highly, so as a result many of the low income parents cannot afford.

5.2 Extent to which Skittle game is played in pre-schools.

Play as one of the key elements of this study and a factor that affects attendance. Plays and games inculcate competitive attitude in children, they begin to know that people have to develop physically active life styles. Skittle game is one of plays and games undertaken by children as a major activity of pre-schools in Nyalenda. According to the study findings, the extent to which skittle game is played in pre-schools in Nyalenda was identified to be influenced by a number of factors; gender parity, age of children, teachers exposure to the game and availability of skittle game materials in the schools.

The extent to which skittle game is played in pre-schools in Nyalenda depends on the number of boys or girls in a particular pre-school. Comparatively boys play more skittle game than the girls. The reasons that make skittle game popular with the boys than the girls are not yet very clear. Perhaps, the mode of play favours boys than girls. Schools with fewer boys and more girls are likely to be less involved in skittle game activities. In this study, schools like St. Georges, Green view and Xaverian where the number of boys are more than the girls, the rate at which skittle game is played is higher. Other schools like Sharon star, Ring road, and Needies Academy in Nyalenda where boys are fewer than the number of girls the game is relatively less played.

Another factor that has been identified to influence the extent of use of skittle game in pre-school is age. The study discovered that skittle game is played by a group of children that fall largely in the age bracket of 4 – 5 years. The implication is that schools that have many children below age 4 years and above 5 years do not offers skittle game prominently the extent to which skittle game is played in pre-schools depends on whether the school has a large number of pupils between the age of 4 - 5 years or not. Schools such as Rejoice Africa, Pandpieri Catholic and Ring Road with children who are below 4 years and sizeable number above 5 years have little skittle game played in the compound. Other schools like Sharon Star, Green View, and Victoria with children who are largely of age 4 – 5 years, skittle game is played in pre-schools in Nyalenda will depend on the average age of pupil attending a particular pre-school.

According to reviewed literature, the role of the pre-school teacher is vital in the development of interest by pupils in a number of school activities including plays and games. The study found that the extent to which skittle game is played in pre-school is determined by the level of involvement of the teachers in using skittle game for teaching and learning. Schools with teachers that are trained and are aware of the importance of play in teaching and learning such as Green View, St. Georges and Victoria use skittle game to teach numbers, number symbols and letter names while schools such as Lakers Imperial, Rejoice Africa and Needies with teachers who are relatively not well trained and are not aware of the importance of skittle game in teaching and learning, the extent to which the game is played in these schools is



relatively low. Therefore, the qualification, experience and exposure of the teacher determine the extent to which skittle game is played in pre-schools in Nyalenda.

Availability of skittle game materials is also mentioned as a factor that influences the extent to which skittle game is played in pre-schools in Nyalenda. The study revealed that skittle game materials can be improvised using locally available materials. Schools like Victoria, Green View, Xaverian that appear to be well endowed with teaching and learning materials offer high opportunities of playing skittle games to pupils. This is in contrast to school such as Needies, Ring Road and Lakers Imperial that appear less endowed with teaching and learning materials. In such schools the level of skittle game opportunities for pupils is much lower. Therefore, the extent to which skittle game is played is determined by the level of endowment of teaching and learning materials to a particular school.

In conclusion, the extent to which skittle game is played depends on the level of endowment of a particular pre-school that enable them to offer adequate teaching and learning materials and the exposure of the teacher to use the materials as compared to less endowed pre-schools that cannot offer the same opportunities.

5.3 Contribution of Skittle Game toward Pre-School Attendance by Pupils

A number of studies have been done on the importance of plays and games on the development and personal growth of children. These studies put emphasis on the central importance of games and plays in the growth and development of a child. Skittle game also has its contribution just like any other game. Games and plays enhances early stimulation in children to acquire knowledge, skills and attitudes. In addition, games help them learn to socialize, cooperate and manipulate objects. Children practice and obey rules of the game and strengthen their psychomotor skills of aiming and throwing. This study revealed that children who play skittle game experiences early stimulation, enjoyment, excitement and manipulation of objects. This concurs with the reviewed literature that games and play enhances early stimulation. The contribution of skittle game can also be seen at two levels; personal growth level and developmental level. Skittle game like any other game can be used by teachers during learning activities. During such times, the game stimulates, children's psychomotor skills like aiming and throwing and eye hand movement, the

game particularly enhances socializing among 4 - 5 years group like obeying of rules, turn takings and cooperating among peers. In addition, the children playing skittle game experiences excitement when winning.

Skittle game also improves children's ability to recognize numbers and letters which are part of the game layout. Although the game provides many benefits to children, the study further showed that when there are few materials, teachers strict control of the game and some children left out during play, they become withdrawn, loose interest in learning and absent themselves from pre-school. This implies that the play and games can be frustrating if the teacher does not provide enough play material and does not use the game creatively in learning. This may result in a number of children being withdrawn, loose interest and absent themselves from learning activities including attending school at some times.

5.4 CONCLUSION

The contribution of skittle game to school attendance can be derived from the direct benefits that the child experiences when playing the game, which may influence his/her regular attendance to pre-school. Skittle game on its own cannot be isolated as the only factor that influences the attendance of children to pre-school. Attendance is influenced by many other complementary factors that support the contribution of skittle game to school attendance such as teachers' creativity, physical environment, snacks offer at school among others.

5.5 RECOMMENDATIONS

Upon completion of this study, several lessons and best practices as well as gaps in the early childhood education when using games and plays have emerged.

- (i) Since the cost as a factor cuts across significantly on all factors that influence pre-school attendance, further research needs to be undertaken to establish how the cost for various categories of pre-schools are determined.

- (ii) Further research need to be done to establish why more boys than girls at the 4 – 5 years old play skittle game more.
- (iii) Research needs to be undertaken to establish why skittle game is particularly popular with children with the age bracket of 4 – 5 years.
- (iv) Researchers should undertake to establish the types, quality and quantity of learning and play materials that provide optimum level of provisions for learning in pre-schools.
- (v) There is need to train and re-train more pre-school teachers to enable them appreciate the role of play and games in the learning in pre-school pupils.
- (vi) That the proprietors of the pre-school should take into consideration the following factors if they wish to enroll and retain more pre-school pupils;
 - i) Well trained and experienced teachers.
 - ii) The pre-school physical environment should be attractive
 - iii) Offer affordable feeding program
 - iv) Establish the pre-school catchment area and use that to determine an appropriate school fees level.

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Appendix C: Questionnaire 3 – Focus group discussions with parents of ECD children

Appendix D: Questionnaire 4 – Key informants check list

QUESTIONNAIRE 1

(FOR THE CHILDREN)

E.C.D.E CENTRE IN KISUMU MUNICIPALITY

CENTRE:

FILL IN THE BLANK SPACES OR TICK AS APPROPRIATE

SEX: M ☐ F ☐ AGE ☐

1. Occupation of the parents e.g. Teacher Businessman/Woman
Others: ☐ Specify
.....

2. Whom do you stay with?
A. Both parents ☐
B. Father/Mother ☐
C. Relatives ☐
D. Others ☐ Specify.....
.....
.....

3. How far is home from the Centre?
A) Near ☐ (B) Far ☐ (C) Very far ☐

4. By which means do you come to the Centre?
A. Trekking ☐
B. Taxi ☐
C. Others ☐ Specify.....
.....
.....

5. What do you like most at the Centre that makes you come regularly?

A. Teachers ☐

B. Games ☐

C. Learning ☐

D. Eating ☐

6. What makes you not come to the Centre regularly?

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7. What would make you like the Centre most?

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8. Which activities do you enjoy most at the Centre?

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E.C.D. CENTRE KISUMU MUNICIPALITY

IDENTIFICATION AND BASIC INFORMATION

NAME OF E.C.D. CENTRE:

ADDRESS:

TELEPHONE/MOBILE NO:

TYPE OF NEIGHBOURHOOD:

SLUM ☐ RURAL ☐ URBAN ☐ OTHER ☐

OWNERSHIP STATUS OF THE CENTRE:

PUBLIC ☐ PRIVATE ☐

WHAT IS THE MAIN SERVICE/EDUCATION OFFERED BY THE CENTRE?

FORMAL ☐ DAY CARE ☐ OTHER ☐ SPECIFY

QUESTIONNAIRE 2

QUESTIONNAIRE FOR E.C.D. TEACHERS

RESEARCH QUESTIONS

(A) FACTORS THAT INFLUENCE SCHOOL ATTENDANCE AMONG PRE-SCHOOL CHILDREN

FILL IN BLANK SPACES OR TICK AS APPROPRIATE

1. How many children in terms of gender are registered in this Centre?
Boys..... Girls..... Total.....
2. Do your children attend classes regularly?
.....
.....
.....
.....
3. How much fees do every child pay per month?
.....
4. How far does the child travel furthest from home to the Centre?
1½ km ☐ 1km ☐ 500m ☐
5. Does the Centre have a Feeding Programme?
YES ☐ NO ☐
6. If, yes how many times are they fed in a day?
.....
7. Who normally provide the food, drinks or snacks?
Children carry from home ☐ Centre provides from fees ☐
Parents donate ☐

8. What is the major socio-economic activities for most parents of the Centre's catchment area?

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

9. How do the children come to school daily?

Trek ☐ Dropped by parents ☐ School Transport ☐

Others ☐ Specify

.....

10. Does the Centre own land it occupies?

YES ☐ NO ☐

11. What type of building are your Classrooms?

Permanent ☐ Semi Permanent ☐ Open Air ☐

Grass thatched ☐

12. Does the Centre have a playground?

YES ☐ NO ☐

13. Are the children allowed time to play?

YES ☐ NO ☐

14. If, yes, how much time?

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

15. How do the children perform at the end of the Course?

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.....

16. Do they attend interviews to compete equally with their colleagues from other Centres?

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.....

17. After completing the E.C.D. Education at this Centre, what type of Institution do they join?

High cost ☐ Medium cost ☐ Low cost ☐ Non-formal ☐

18. Which Primary Schools do your children join after E.C.D. Education?

Name them

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(B) EXTENT OF USE OF SKITTLE IN PRE-SCHOOL

1. What are the major activities normally undertaken in E.C.D. Centre?

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.....

2.(a) Do you have outdoor lessons in the timetable?

YES ☐ NO ☐

(b) If Yes, how many times a week?

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.....

3. What kind of outdoor activities exist for children at the Centre?

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4. Is Skittle Game commonly played by children in your Centre?

YES ☐ NO ☐

5. Which kind of Skittle Game is played?

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.....

.....

6. Which materials do they use for playing Skittle Game?

.....

.....

7. Which group of children enjoys playing Skittle Game most?

Boys ☐ Girls ☐

8. State the age bracket of children that frequently play Skittle Game.

2 – 3 years ☐ 4 – 5 years ☐ 6 – 7 years ☐

9. How is it played?

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.....

10. Is the game popular with children?

YES ☐ NO ☐

11. If Yes, why is it popular?

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12. Does any of these games attract children from home to school?

YES ☐ NO ☐

13. If Yes, which games?

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14. Why?

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(C) CONTRIBUTION OF SKITTLE GAME TO SCHOOL ATTENDANCE

1. In your observation, can you say that Skittle Game has any contribution towards attracting children to remain in school?

YES ☐ NO ☐

2. if Yes, why?

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3. What activity in the Skittle Game attracts children more?

.....

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4. Why?

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5. Which other activities supplement or compliment Skittle Game to attract children to attend Centre?

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6. Do those activities make the children attend Centre more regularly?

YES ☐

NO ☐

7. What do you say is the weakness of Skittle in terms of Centre attendance?

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8. Does Skittle interfere with children's daily attendance to Centre?

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9. How harmful can Skittle be to children's attendance to school?

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10. During Skittle Game, what do you observe among the children?

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11. What psychomotor changes do you observe occurring among children playing Skittle Game?

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12. In situations where Skittle Game materials are not available, are children able to improvise?

YES ☐

NO ☐

13. If Yes, list down materials used

a.....

b.....

c.....

d.....

e.....

f.....

QUESTIONNAIRE 3

E.C.D. CENTRE IN KISUMU MUNICIPALITY

FOCUS GROUP DISCUSSION WITH PARENTS OF ECD CHILDREN

NAME OF CENTRE:

(A) FACTORS THAT INFLUENCE SCHOOL ATTENDANCE AMONG PRE-SCHOOL CHILDREN:

FILL IN THE BLANK SPACES AS APPROPRIATE

1. What do most parents of these children do for a living?
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2. What do you consider when taking your child to a Centre?
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3. Which particular Centre activities attract you to take your child to a Centre?
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4. What are some of your expectations for the child at the end of the course?
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5. What are some of the challenges faced by you as a parent and the child in a Centre?

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6. How do these children perform as compared with their colleagues from other Centres?

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↳ B) EXTENT OF USE OF SKITTLE IN PRE-SCHOOL

1. What kind of outdoor activities exist for children at the Centre?

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2. Explain how Skittle games are played in your Centre by the children

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3. Explain why Skittle Game is popular or unpopular.

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4. What changes do the games have on children's behaviour?

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(C) CONTRIBUTION OF SKITTLE GAME TO SCHOOL ATTENDANCE

1. Why does Skittle Game attract more children to this Centre?

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2. What are some of the activities, apart from Skittle Game, that attract children to this school?

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3. Why do these activities make more children attend Centre regularly?

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4. What changes do occur in children as a result of involvement in Skittle Game?

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QUESTIONNAIRE 4

KISUMU MUNICIPALITY

KEY INFORMANTS CHECK LIST

TRAINERS	<input type="checkbox"/>	} NAME:
INSPECTION	<input type="checkbox"/>	
ADMINISTRATION	<input type="checkbox"/>	
PROPRIETORS	<input type="checkbox"/>	

FILL IN THE BLANK SPACES

1. What do you consider when making arrangements for teaching in E.C.D. Centres?
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2. What do you consider to be the main factor influencing attendance by children in E.C.D. Centres?
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4. (a) Do you know about Skittle Game?
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4. (b) Why is Skittle Game offered in E.C.D.E Centres?

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5. What effect does the game have on children's behaviour?

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6. (a) Does the game influence Centre's attendance?

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(b) Give reasons for your answer in 6 (a) above.

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