

**INFLUENCE OF PLAY ON THE DEVELOPMENT OF PRESCHOOL
CHILDREN'S SOCIAL SKILLS IN KABETE ZONE, KENYA**

By

Mahindu Jane Wambui K.

University of NAIROBI Library



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**A RESEARCH PROJECT SUBMITTED IN PARTIAL FULFILLMENT OF
THE REQUIREMENTS FOR THE AWARD OF DEGREE OF MASTER OF
EDUCATION IN EARLY CHILDHOOD EDUCATION IN THE
DEPARTMENT OF EDUCATIONAL COMMUNICATION AND
TECHNOLOGY, UNIVERSITY OF NAIROBI.**

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DEDICATION

This research project is dedicated to my dear husband Joseph together with my two dear children Hilda and Frankline, for standing with me and more understanding the reason of my absence when they needed me. Their support in the course of my studies towards this degree is undutiful. I cannot forget my parents, brothers and sisters for the good academic foundation they laid on me.

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ACRONYMS AND ABBREVIATION

C.R.C.	Convention on the Rights of a Child
E.C.D.	Early childhood development
K.I.E	Kenya Institute of Education
T.V	Television sets.
D.E.O	District Education officer
F.P.E	Free Primary Education
UNHCHR	United Nations High Commissioner for Human Rights
MKO	More Knowledgeable Other

ABSTRACT

The purpose of this study was to investigate the impact of play on pre school children's social skills in Kabete zone. Four research questions were formulated to guide the study. The study employed descriptive survey design which is used in preliminary and exploratory studies to allow researchers to gather information, summarize, present and interpret for the purpose of clarification. The population included all the 93 teachers in the zone. The sample for the study was selected using stratified random sampling technique to include both the public and private pre-schools. The study used questionnaires and observation schedules. The instruments were piloted in 3 pre-schools which were not used in the final study. The study revealed that availability of play materials influenced children's social skills development. The study findings also indicated that children were involved in physical activities such as physical play e.g. running, jumping, kicking, throwing. It also indicated majority of the teachers allocated 30 minutes for children play in the timetable. This time was however deemed inadequate for children play. Findings also revealed that most of the respondents agreed that grouping of children into age and ability assisted them acquire social skills. Most of the teachers took children out for play 5 times a week. It further revealed that there were teachers who did not take children out for outdoor activities as often as every day. Most of teachers participated in children play and that children loved to play in the presence of the teachers. It was also revealed that different types of play affected children's' social skills development. Based on the findings, it was concluded that availability of the playing material influenced children's social skills development. Based on the findings, it was concluded that children were involved in physical activities such as physical play which included running, jumping, kicking, throwing, and in manipulative play tongue twister, construction which influenced their social skills development and hence children had a chance of developing social skills. The study also concluded that that there was time allocated for play on the time table. However time was not adequate for children play. It was also revealed that grouping of children into age and ability assisted them acquire social skills. The study also concluded that Most of the teachers took children out for play 5 times a week. Further conclusions made were that the presence of the teacher in the children's play affected children's social skills development. The study also concluded that different types of play affected children's' social skills development. Based on the findings it was recommended that schools should be provided with the required learning materials which include play things to enhance social skills development. It was also recommended that teachers should be encouraged to involve themselves in the children play so as to help the children acquire social skills. The study also recommended that teachers should strictly follow the recommended timetable and involve children in play as stipulated in the curriculum. Taking the limitations and delimitations of the study it was suggested that a study on the effect of availability of play materials on the development of cognitive skills should be conducted. It was also suggested that a study on the effects of teacher training on the performance of children in play should be conducted and also a study on other factors influencing social skills development among children should be conducted.

CHAPTER ONE

INTRODUCTION

1.0 Background to the study

Play is so important to optimal child development that it has been recognized by the United Nations High Commission for Human Rights as a right of every child (United Nations High Commissioner for Human Rights, 2006). This birthright is challenged by forces including child labour and exploitation practices, war and neighborhood violence, and the limited resources available to children living in poverty. However, even those children who are fortunate enough to have abundant available resources and who live in relative peace may not be receiving the full benefits of play. Since every child deserves the opportunity to develop to their unique potential, child advocates ought to consider all factors that interfere with optimal development and press for circumstances that allow each child to fully reap the advantages associated with play.

Play allows children to use their creativity while developing their imagination, dexterity, and physical, cognitive, and emotional strength. Play is important to healthy brain development (Shonkoff and Phillips, 2000). It is through play that children at a very early age engage and interact in the world around them. Play allows children to create and explore a world they can master, conquering their fears while practicing adult roles, sometimes in conjunction with other children or adult caregivers (Hurwit, 2002). As they master their world, children play helps them develop new competencies that lead to enhanced confidence and the resiliency they will need to face future challenges. Undirected play allows children to learn how to work in

groups, to share, to negotiate, to resolve conflicts, and to learn self-advocacy skills (Erickson, 1985).

When play is allowed to be child driven, children practise decision-making skills, move at their own pace, discover their own areas of interest, and ultimately engage fully in the passions they wish to pursue (Pellegrini and Smith, 1998). Ideally, much of play involves adults, but when play is controlled by adults, children acquiesce to adult rules and concerns and lose some of the benefits play offers them, particularly in developing creativity, leadership, and group skills (MacDonald, 1993) In contrast to passive entertainment, play builds active, healthy bodies. In fact, it has been suggested that encouraging unstructured play may be an exceptional way to increase physical activity levels in children, which is one important strategy in the resolution of the obesity epidemic (Burdette and Whitaker 2005). Perhaps above all, play is a simple joy that is a cherished part of childhood. Children's developmental trajectory is critically mediated by appropriate, affective relationships with loving and consistent caregivers as they relate to children through play (Shonkoff & Phillips, 2000) When parents observe their children in play or join them in child-driven play, they are given a unique opportunity to see the world from their child's vantage point as the child navigates a world perfectly created just to fit his or her needs.

Play is integral to the academic environment. Vygotsky (1978) suggested that children will use play as a means to grow socially. In play, they encounter others and learn to interact using language and role-play (Vygotsky, 1978). It ensures that the school setting attends to the social and emotional development of children as well as their cognitive development. It has been known to help children adjust to the school setting and even to enhance children's learning readiness, learning behaviors, and problem-

solving skills (Coolahan, Fantuzzo, Mendez and McDermott 2000). Social-emotional learning is best integrated with academic learning if it is concerned with some of the forces that enhance children's ability to learn is motivated at the expense of others. Play and unscheduled time that allow for peer interactions are important components of social-emotional learning (Arnold, 2006, Zins, 2004)

The United Nations Convention on the Rights of the Child (UNCRC), approved by the UN in 1989 and ratified by almost every country in the world, is a benchmark against which a nation's treatment of its children can be measured. It has not only led to great improvements in the protection and enhancement of the basic rights of children through policies, programmes and services but it is also a visionary document that is influencing the way the world thinks about children. Article 31 of the UN Convention states that every child has the right to rest and leisure, to engage in play and recreational activities appropriate to the age of the child and to participate freely in cultural life and the arts. The article further states that member governments shall respect and promote the right of the child to participate fully in cultural and artistic life and shall encourage the provision of appropriate and equal opportunities for cultural, artistic, recreational and leisure activity.

The Geneva Declaration on the Rights of Children (1989) recognized play activities in pre-school as a vital activity in developing children's social skills. Following this declaration, the curriculum developers declared in the national goals of Education that play promote individual social skills and self-fulfillment where it provide opportunities for the fullest development of individual talents and personality. The general objectives in the early childhood development guideline states that education enables children to enjoy living and learning through play (Republic of Kenya, 2008).

Play and outdoor activities are therefore allocated more time than other indoor activities. In the Early Childhood and Development Education (ECDE) syllabus (KIE, 2008), five lessons per week are set aside for play activities. This is a clear indication that play in childhood development improves children's social skills.

Play is an essential part of children's daily life and it promotes all round child development (Hobart, 1999). Children develop physically, emotionally, socially and intellectually through play. Socially, children develop their social skills. They find a lot of pleasure in play as they explore and discover for themselves. They also master social skill in a particular play such that they are able to solve problem surrounding them as they play (Ottagan, 1999). In play, children make friends and learn how to cope with different attitudes in their play mates as they develop strong relationship. Through play children learn about different feelings with other children, they share ideas and extend the range of one another's experience. In play they rehearse roles that they would pick up in their future life. Njoki (2007) states that play is one of the ways in which a child may develop a capacity to deal with stresses and strains of life as they press upon him or her. Play to a child therefore acts as a safety valve that allow a child to relieve and often come into terms with fears and anxieties which have become overwhelming.

According to Froebel (1782 -1852), children unfold their uniqueness in play. However, according to Montessori (1952) children learn and develop best in a prepared environment like a playground, where opportunity for play is provided. A child's socialization process starts at home between her family members. It is then extended to the pre-school where the environment is rich in terms of meeting different children and adults (teachers) especially for the first time. Social development during

the pre school years is closely linked to the achievements in cognitive, and the linguistic skills and social skills (Mwaura, 1989). Children develop their social skills in an enclosed environment. They need to be independent so as to interact with others where they engage in a free play. Children who are deprived of play are prisoner and they are shut off from all that makes life real and meaningful (Fantuzzo and McWayne, 2002). Therefore working through play allows children to grow in body and mind (Mwaura 1989). Children can be deprived of play by denying them time and opportunity to play. Locking them in the room and not supplying them with the play materials.

Njoki (2007) states that play is one of the important ways through which people learn. It is a fundamental need for children to develop their social skills. Njoki further contends that play transcends political social and religious boarders. Mitchel (1961) states that whenever human life is found, there has to be play in some form. Today children are not given time to play because of various reasons which include parental commitment to their professional work (Mwaura 1987).

Many parents leave their children with house helps who take up the role of bringing up the children. Again due to high rate of population growth especially in urban areas, many schools do not have play ground and therefore children are left to play in their classroom. Play materials in some schools are not available at all. They are also expensive to buy and to improvise (Mwaura, 1989). In addition, new technology has come up with new games that occupy them the whole time they are not busy. These games are passive since the children remain seated and in active. The work load in school is too much since the syllabus requires the children to cover so much. With that, the timetable does not allow children to have time to play.

The Early Childhood Development and Education (ECDE) guide acknowledges that the playful nature of the child makes play the only most natural developing technique, which would ensure fewer crises during the transition from home environment to a formal school. The Play- teaching and learning process can promote positive social skills in children by strengthening the desire to interact with others through play.

The Kenya Early Childhood Education guideline (K.I.E 1984) describes the young child as curious active and ready to learn by doing various activities they are exposed to. Among other pre-school activities the Kenya's pre-school curriculum describes play as a means of interaction and cooperation and working together. These activities are intended to lay the social structure for higher school level (KIE, 1984).

When children engage in play and make belief situations, they seem to invent conflicts that need solving (Pelligrin,1993). Even a child playing alone with two action figures usually decides that the two characters are fighting or arguing over power, property or for a cause. When other children are not present, some children use stuffed animals as other characters (Pellegrini and Boyd, 1993). As children solve conflicts in their pretend world, they develop perspective and social skills that they will use in real life situations. Young children are copycats and will often solve conflicts in ways that they have seen others solve at home, schools or in the media.

The general objectives of pre-school education in Kenya are prescribed in the Kenya's early childhood guideline that outlines eleven objectives. Among them, the third objective states that a child should enjoy living and learning through play. Thus pre-school institutions are meant to cater for the pre-school children physically, mentally, emotionally and orally to get ready for formal school education through the provision of numerous informal activities that involve play (Mwaura, 1989).

Children have an innate need to relate with others. This is a pro-social behaviour which help the children to develop as a social race. Their social skills through cooperative social behaviours are developed. Since the social skill can be learnt by copying and imitating others as they play. It can be disastrous if children are not exposed into a playing environment where they can interact and play among their peers. In a learning environment, they copy from teachers and play mates the appropriate phrase and actions. Children need to hear and see, then practise from their teachers. Children who are not exposed to acceptable social behaviour become unpopular and sometimes are ridiculed by other children.

Today social life has completely changed compared to the olden times when children were reared by the community whereby the security of the children was an issue of everyone in a certain community (Coolahan, 2000). Children were left to play together the whole day since there was tight and enough security. But today insecurity of the children has become a concern for parents and teachers due to the increasing social problems. As such children are no longer left to play freely.

1.1 Statement of the problem

In Kabete zone, public schools have many children such that the facilities such as playing fields are over stretched. Due to this, many private schools have been developed in the slum areas where many rental houses have been turned into schools. Some of the pre schools are located in residential plots where residential rooms have been turned into classroom. This has made children stay indoors instead of having play or even play in the classroom. There are also causes where the pre schools do not have play items for the children. In other cases too, children are left to play on their

own without teachers supervision. The researchers are concerned whether these factors will have an effect on how children's social skills develop or not.

1.2 Purpose of the study

The purpose of this study was to investigate the impact of play on pre school children's social skills in Kabete zone.

1.3 Research objectives

The study objectives were to:

- i. Determine whether the availability of the playing material influence children's social skills development.
- ii. Establish how allocation of time to play in pre-school affects children's social skills development.
- iii. Establish whether the presence of the teacher in the children's play affect children's social skills development.
- iv. Assess how different types of play affect children's' social skills development.

1.4 Research questions

The study was guided by the following research questions:

- i. How does availability of the playing material influence children's social skills development?
- ii. In what ways does allocation of time to play in pre-school affects children's social skills development?
- iii. How does the presence of the teacher in the children's play affect children's social skills development?
- iv. To what extent does different types of play affect children's' social skills development?

1.5 Significance of the study

The findings of this study may be important in a number of ways. First, the findings will be important to the teachers at the Early childhood education in indentifying how play influences children acquisition of social skills. The findings of the study may be important to the school administrations in identifying the importance of child play and hence provide adequate facilities for play. The findings may also be important to the curriculum developers in evaluating the curriculum and put emphasis on children play. The findings may also be important to the ECDE teacher training institutes in training teachers on the importance of child play. Teachers may also benefit from this study as the findings may necessitate in service course to train them on different types of play that promote social skill. They may be educated on the importance of play in promoting social skills. The community and the well wishers will be required to provide for children's play by donating playing materials in support of play to promote social skills in pre-school children.

1.6 Limitations of the study

The limitation of the study was based on the design of the study, this is descriptive survey. This design describes the situation as it is at one given point in time. The design also relies on opinions, views and attitudes of the respondents. The design used did not have any variable that were manipulated. It was not meant to be generalized in other parts of the country other than only in Kabete zone in Kikuyu District.

1.7 Delimitations of the study

The study was limited to the pre-schools in Kabete zone. The research targeted the pre-school teachers in the zone since they are the ones that are involved with the children and are able to provide information concerning the study.

1.8 Basic assumptions of the study

In this study it was assumed that:

- (i) All pre-school teachers were adequately trained and hence able to conduct play lessons for the children.
- (ii) Parents and pre-school teachers were aware of the importance of play in promoting children's social skills.
- (iii) Play like any other activity was allocated enough time as stipulated in the ECDE syllabus.

1.9 Definition of the terms

Play refers to children's daily behaviour and activity which promote their social skills.

Pre School refers to a learning institution for young children

Skill refers to the behavior that a child learns after engaging in certain activity

Social development refers to a process of social changes in children as they grow.

Social play refers to a play that promotes social skills in children.

Socialization refers to the child's developing ways of adapting to the society's rule of behavior.

1.10 Organization of the study

The study report is organized into five chapters, whereby chapter one includes the background to the study, statement of the problem, purpose of the study, objectives of the study, research questions, significance of the study, basic assumptions of the study, limitation, delimitation, definition of the key terms and organization of the study. Chapter two includes literature review which includes theoretical framework and conceptual framework. Chapter three comprises the methodology to be used in the study. This includes the research design, population and sampling procedure, research instruments, validity of the study, instrument, reliability of the study, instrument and data collection procedure. Chapter four comprises findings and discussions, while Chapter five comprises of the summary, conclusions, recommendations and suggestions for further research.

CHAPTE TWO

LITERATURE REVIEW

2.1 Introduction

The section presents the literature review. It focuses on characteristics of play, types of play, social skills, stages of social play, importance of play in social skills development, role of the teacher in children's play, theoretical and conceptual framework of the study.

2.2 Play and children development

According to Freud (1920), children have sub conscious force which shapes their personality. He further states that children's plays are of different types. Social play helps the children to promote their social skills. As stated by Burghard (1980). Good social play has a number of characteristics. For example, children's play initiated at an early age has a list of characteristics. Social play has a number of skills that are learnt by children after they engage themselves in social play. Children's play needs some kind of assistance; teachers have a role to play in assisting the children in their play activities as well as acquiring the necessary play materials. .

Coolahan (2000) states that play is integral to the academic environment. It ensures that the school setting attends to the social and emotional development of children as well as their cognitive development. It has been shown to help children adjust to the school setting and even to enhance children's learning readiness, learning behaviors, and problem-solving skills (Coolahan, 2000) Social-emotional learning is best integrated with academic learning; it is concerning if some of the forces that enhance

children's ability to learn are elevated at the expense of others. Play and unscheduled time that allow for peer interactions are important components of social-emotional learning (Elias and Arnold, 2006).

2.3 Importance of play in promoting social skills.

According to Froebel (1885) play prepares a child to real life activity. (Montessori 1912) adds that every child has the capacity for his own development, where development in turn progresses in stage. He argued that play to a child is a way of expressing themselves to their mates. Play promotes physical development and body coordination and children are able to discover how their body function (NACECE 1993).

According to Elkonin (1969) and Kohlberg (1969) social dramatic play helps children learn to put themselves in another place or impersonate themselves therefore and fostering for the growth of empathy and consideration of others. They concluded that play is an important tool for social skills development whereby as children play, they learn how to live with others through interaction.

Winnicott (1957) explains that children play to master feelings and content in that particular play. He adds that children learn to solve the emotional problem that belongs to development. In play children improve their friendship and the relationship with other children. Rousseau (1712 – 1778) believed in free play and through his book Emile advocated for setting children free to explore freely in their early years to make discoveries for themselves without constraints.

2.4 Availability of playing materials

Playing materials for children add value to play. Children should be provided with playing materials as a way of enhancing their play. Teachers and parents are required to provide playing materials to their children so as to help them get engaged in meaningful play which influence their social skills development. Play materials may include balls, ropes, stones, dolls, sticks and many others which can be bought or improvised incase the school cannot provide.

Elis (2000) examined the effect that selected play materials have on certain aspects of children's social skills development. He used 36 children, ranging in age from 2-3 years. Each child was engaged in different play materials. The results revealed that children who had used a variety of play things had developed better than those who were not exposed to a variety of materials. . The discourse of boys and girls was similar. However, boys did tend to initiate more topics during play than did girls.

2.5 Allocation of time for play in pre-school

According to the pre – school guideline, play activity is acknowledged as a vital activity and thus it is allocated much time on the timetable ECDE Guideline K.I.E (1984). The guideline states that play is the most natural teaching technique which would be properly utilized and practiced to ensure crisis-less transition from home environment to formal school environment. The general objective of Early Childhood Education states that allocation of time to play enables children to enjoy living and learning through play since it develops the children's self awareness and self esteem.

Play and outdoor activities are allocated much time than other activities in early Childhood Education syllabus (2008). The allocation of time should be 5 lessons per

week of 30 minutes. Again play activity is incorporated in every other subject taught in Early Childhood Education. This shows that play on children's life development is paramount. Play is recognized as one of the activities that develop children's social skills. Elkonin (1969) states that time allocation for children play influence children social skills development since they learn to live with others through interaction.

2.6 The presence of the teacher in children play

According to Schwartzman (1979) children play what they know and build on from what is known to unknown. If what they know is stereotyped and biased, it would be reflected in their play. In pre-school, adults are referred to as teachers. They have an important to role to play in children play activities. They need to be aware of the value of all activities in the children's aspect of development. Therefore, they need to plan and prepare for the play activities thoroughly.

In play, the major role of the teacher is the ensure that enough time is allocated and playing materials are provided to all children (Frankel, 1999). There has to be enough space for all children to play freely and the teachers should never force any child to do an activity if they do not wish to. Instead he or she should provide simulative environment where children can have genuine play choices and maintain play to an acceptable standards.

The teacher should maintain safety of playing materials such that they do not harm the children as they play Schwartzman (1979). He should communicate with the parents concerning children play. There should be a guideline which instructs the children on how to play. By doing this children at time imitate their teachers words and actions which help them develop their social skills. According to Schwartzman (1979) children play what they know and build on from what they know to a new

skill. If what they know is stereotyped and biased, then it will be reflected in their play. In pre school teachers have an important role to play when supervising children's play activities. They need to be aware of the value of all activities to the children's development and learning. Therefore they need to plan and prepare for them thoroughly. Frankel (1999) adds that the major role for the teacher is to ensure that enough materials for play are provided for the entire groups, to ensure that there is enough space for the children and they should have enough time scheduled for the play activity. The teacher should never force any child to do an activity if they do not wish to. The teacher should provide simulative play environment where children have genuine play choices and to maintain play to an acceptable standard, he/she should maintain the equipment to acceptable standard. He should also communicate with the parents concerning children's play and other children's work concerning children's play and development as appropriate Frankel (1999). The teacher gives instruction where the children gain experience and skills by following these instructions.

2.7 Types of play

According to Hobert (1999), play is referred to as children's activity (Hobart 1999). Through play children develop intellectually, socially and emotionally, physically, morally and in their language. Social skills are naturally promoted through play. Through play children explore, experience, discover, and practice the skills and ideas they learn as they interact with other (Smith 1999). Burghard (1980) states that play that is initiated to children at an early age has a list of characteristics which he referred to as features. These features describe children play as symbolic in nature since they involve elements of representation. As stated by Johnson (1990) play is

pleasurable since it provides pleasure and improves their social skills. Play is said to be voluntary in that children choose to be involved in a particular play or sometimes they would suggest changes to the direction of play. Play is meaningful (Johnson 1990). It reflects what children know and what they can do. Play is also said to be episodic in that it has the beginning, middle and the end. Play episodes reflect a continuing theme that is returned to on several occasions.

Kate and Tassoni (2000) assert that play can be classified in a number of ways according to the skills they provide. They categorized play into four groups. Creative play which includes drawing, calligraphic work, modeling, painting, and construction. These sentiments are echoed by Frankel and Hobart, (2000) who states that creative play promotes social emotional development and intellectual skills. Physical play promotes co-ordination and co-operation which is an important social skill. It involves climbing, rolling, walking, running, sliding, and jumping, While manipulative play is described as a play that involves children to use their hands. This play develops hand-eye co-ordination. Imaginative play involves acting out the roles and situations. It develops skills such as manipulative, emotional and social skills. It promotes sharing, self confidence, language and communicative skills (Frankel & Hobart, 2000). There is also cooperative play which involves social interaction in groups with a sense of groups identity and organized activity.

According to Njoki (2007) activities offered to pre-schoolers offered a variety of skills such as locomotive skills, manipulative and tumbling skills. However she did not establish how play influences social skills hence this study aims at filling the gap. Waitthera (2006) on the other had found that provision of play materials enhanced cognitive development in children. She also found that teachers organisation of play

materials in a meaningful and familiar way assisted children in cognitive development. She also found out that playfulness had a positive impact on cognitive development. Her study however, did not identify how play influenced social skills hence this study aims at filling in this gap. According to Kiruki (2007) in her study on the impact of outdoor activities on children's social development in Park Road primary school, outdoor activities had a positive impact of their social development. She further found that both boys and girls had different levels of involvement in play activities. The current study will establish the impact of play of children's social skills development.

2.8 The social skills developed during children play activities

According to Benes (1995), human beings are not born with social skills. They begin to learn them as babies, as soon as they become aware of other people. As children and adults, we continue to learn and use these skills throughout our lives. At first these social skills are very simple. Benes (1995) also found that a baby learns to return his mother's smile or a child learns to take turns while playing a game. But as a child grows older, he needs more developed social skills to get along with other people. Like all kinds of development, children learn social skills in steps. To develop social skills, a child needs to become aware of other people's feelings. And she needs to learn how to share and cooperate with other people (Benes 1995).

Play according to Elliott, Barnard and Gresham (1989) is how children experience their world and bring meaning to it. It models the social framework that builds relationships for life and kindles imagination. They further state that play gives children the chance; in a world where so many carry heavy burdens, to simply be children. It is through play that children learn best. Many early learning and child care

programs take a “learning through play” approach, which ensures that there are large blocks of time each day when children may choose an activity from a number of activities selected by the educator. By allowing children to select their own learning activities, they become the leader of their own learning (Elliott, Barnard & Gresham, 1989)..

Fisher (1992) found that at first a child plays alongside other children. This means the child enjoys being near them as they play, but she does not actually play with them. Then they learn to play with others. They learn to share toys and play games where everyone must cooperate. As children get older, they need to understand rules and be able to control their behavior. He further asserted that children first learn social skills by watching how parents and family members behave with each other. Children copy what others do and what they say as they interact with each other. As they play, children learn to follow directions, cooperate, take turns, and share. Play helps young children understand their own emotions, feel proud of what they can do, and develop a sense of who they are.

According to Zins (2004), outside their own homes and immediate families, children see how older children and adults talk, play, and work with each other hence develop their social skills. And in the wider world that opens to them, children learn to practise different responses to situations and different ways of doing things. They develop social skills as they discover their own strengths and weaknesses. Zins concludes that this is how children learn ways to relate to people outside their families.

2.9 Stages of social play

According to Tassoni and Cate (2000) as children grow they develop their social skills since they are able to play together in a social manner. The social play that children are engaged in can be classified into four stages. There is solitary stage which involves children between 1-2 years old. At this stage children play alone but seek reassurance from adults. Parallel stage involves children of 2 years old where children meet other children for the first time. They further found that children play alongside others even without communicating. In associate stage, children aged 3 years old watch others as they play and copy them. While at the co-operative stage children aged 3 ½ years old play actively with others, they talk and decide about their play.

2.10 Theoretical framework

The study will be based on Vygotsky's Social Development Theory. *Vygotsky's Social Development Theory* is the work of Russian psychologist Lev Vygotsky (1896-1934), who lived during Russian Revolution. Vygotsky's work was largely unknown to the West until it was published in 1962. Vygotsky's theory is one of the foundations of constructivism. It asserts three major themes. First social interaction plays a fundamental role in the process of cognitive development. In contrast to Jean Piaget's understanding of child development (in which development necessarily precede learning), Vygotsky felt social learning precede development. He states that every function in the child's cultural development appears twice: first, on the social level, and later, on the individual level; first, between people (interpsychological) and then inside the child which he calls intrapsychological (Vygotsky, 1978). Secondly the More Knowledgeable Other (MKO) refers to anyone who has a better understanding

or a higher ability level than the learner, with respect to a particular task, process, or concept. The MKO is normally thought of as being a teacher, coach, or older adult, but the MKO could also be peers, a younger person, or even computers. Thirdly the Zone of Proximal Development (ZPD). The ZPD is the distance between a student's ability to perform a task under adult guidance and/or with peer collaboration and the student's ability solving the problem independently. According to Vygotsky, learning occurred in this zone.

Vygotsky focused on the connections between people and the sociocultural context in which they act and interact in shared experiences (Crawford, 1996). According to Vygotsky, humans use tools that develop from a culture, such as speech and writing, to mediate their social environments. Initially children develop these tools to serve solely as social functions, ways to communicate needs. Vygotsky believed that the internalization of these tools led to higher thinking skills. Applying the theory to the study many schools have traditionally held a transmissionist or instructionist model in which a teacher 'transmits' information to students. In contrast, Vygotsky's theory promotes learning contexts in which students play an active role in learning. Roles of the teacher and student are therefore shifted, as a teacher should collaborate with his or her students in order to help facilitate meaning construction in students. Learning therefore becomes a reciprocal experience for the students and teacher. In this study, the role of the teacher is to facilitate children learning while the children will acquire the required skills through play.

2.11 Conceptual Framework

The conceptual framework for the study is presented in figure 2.1

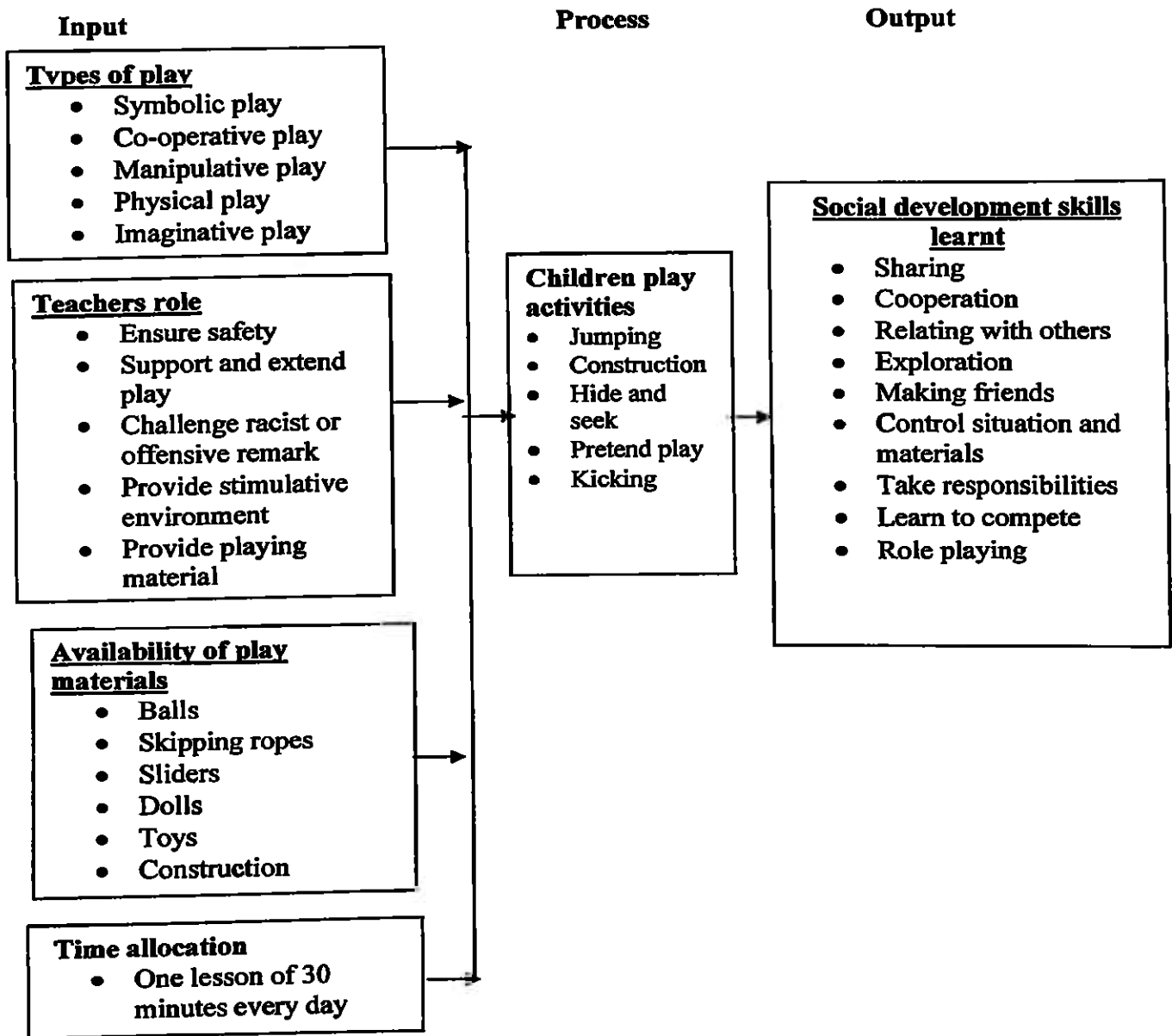


Figure 2.1 Relationship between variables in the study

The conceptual framework is based on the input process and output. The inputs in the figure are the independent variables namely the types of play, the teachers' role, types of play materials and time allocated for play. All these variables interact with each other during the play by the children (process) and hence, acquisition of social skills (output).

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter covers the research design, target population, sampling and sampling procedures, research instruments, validity of the instruments, reliability of the instruments, data collection procedures and data analysis techniques.

3.2 Research design

The study adopted a descriptive survey design. According to Orodho (2005), “descriptive survey design is used in preliminary and exploratory studies to allow researchers to gather information, summarize, present and interpret for the purpose of clarification.” The design was therefore used by the researcher in gathering information, summarizing, presenting and interpreting information in order to clarify the influence of play on children’s social skills development among pre-scholars.

3.3 Target population

Kabete zone in Kikuyu district had 40 pre- schools both public and private with a total population of 2188 children and 93 teachers.

3.4 Sampling procedures and sample size

To ensure that the various categories of pre-schools are represented, the researcher employed stratified random sampling technique to sample the pre-schools as public and private. According to Mugenda and Mugenda (1999), 20% to 30 % of the population is adequate, however, the larger the better. The research therefore sampled

30% of the pre-school teachers which yielded 28 teachers. Simple random sampling was used to select the 28 teachers.

3.4 Research Instruments

The study used questionnaire and observation schedule. The questionnaires were used by the teachers. The questionnaire had two sections. Section one gathered information of the demographic information of the respondents while section two gathered information on the impact of play on social skills acquisition. The observation schedule was used to collect data on the availability of play fields, materials and pupil interaction during the lesson.

3.5 Pilot Study

The researcher conducted a pilot study in order to pre-test the instruments just before the actual data collection. The researcher visited 3 pre-schools which were not involved in the main study. The purpose of the pilot study was to reveal deficiencies in the design of a proposed study or procedure so that they could be addressed before the actual study.

3.5.1 Validity of the instruments.

According to Kombo and Tromp (2006), validity of a test is a measure of how well a test measures what it is supposed to measure. In order to ensure the validity of the instruments, content validity was used where the items in the questionnaire were checked against the research objectives. An expert judgment was also sought from the supervisors who assisted in the validation of the instruments. The validity helped in identifying items in the questionnaires that needed restating and removing those that was not important in the study.

3.5.2 Instrument reliability

Reliability of measurements concerns the degree to which a particular measuring procedure gives similar results over a number of repeated trials. It also refers to the consistency of an instrument to yield similar results at different times. The researcher used test re-tests method in order to establish the reliability of the instruments. Test re-test method is applied where a test is given to respondents then after some time given again, gives the same results. The researcher made a comparison between answers obtained in the test and retest of questionnaire. A Pearson's product moment correlation coefficient formula was used.

$$r = \frac{N\sum xy - (\sum x)(\sum y)}{\sqrt{[N\sum(x)^2 - (\sum x)^2][N\sum(y)^2 - (\sum y)^2]}}$$

According to Mugenda and Mugenda (1999) a coefficient of 0.80 or more will simply show that there is high reliability of data. The reliability of the instrument in this study was 0.832 which deemed the instrument reliable.

3.6 Data collection procedures

Before the collection of any data from the target population, an authorization letter was sought from the University of Nairobi, Department of Educational Communication and Technology, to help the researcher to be allowed to collect the expected data in the sampled schools. After that the researcher contacted the District Education officer to seek permission of conducting the study before the commencement of data collection. The researcher then made appointments with the teachers of the sampled institutions on when to visit and collect data. On the material day, the researcher, upon visiting the institutions created rapport with the teachers and

administered questionnaire to them. The researcher also filled in the observation schedule as the teacher conducted teaching.

3.7 Data Analysis Techniques

Data analysis is the process of bringing meaning to raw data collected (Mugenda and Mugenda, 1999). After the data had been collected, there was cross-examination to ascertain their accuracy, competences and identify those items that were wrongly responded to, spelling mistakes and blank spaces. Quantitative data was then entered into the computer for analysis using the Statistical Package for Social Sciences (SPSS). Frequencies (f) and percentages (%) obtained from the SPSS output were used to discuss the findings. Tables were used to present the data. Qualitative data was analyzed thematically. In the analysis of the research questions, all items focusing on a given research question were analyzed together and conclusions made. Data from the observation schedule was also qualitative and hence was tied with the analysis of the quantitative data.

CHAPTER FOUR

FINDINGS AND DISCUSSION

4.1 Introduction

This chapter focuses on the data analysis, presentation and interpretation of findings. The presentations were done based on the research objectives.

4.2. How does availability of playing materials influence children's social skills development

To establish how availability of play materials influenced children's social skills development, the teachers were asked to respond to several items that sought to establish the same. The data is presented in table. 4.1

Table 4.1 Types of outdoor activities

Types of play	F	%
Physical play e.g running, jumping, kicking, e.g ropes, Balls, handles, stones	20	80.0
Manipulative play tongue twister, construction of Items, word, poems etc	5	20.0
Total	25	100.0

Data in table 4.1 shows that 20 (80%) the children were involved in physical activities such as physical play such as running, jumping, kicking, throwing while 5 (20%) were involved in manipulative play tongue twister, construction. These findings therefore showed that that children who were involved in various play get their social skills influenced and developed. The teachers were also asked to indicate whether

they had the necessary play materials. Data showed that 20 (80%) had the play things while 5 (20%) did not have the required play materials, a significant number 5 (20%) did not have them which could influence social skills development

The teachers were also asked to indicate the extent to which they agreed or disagreed on whether inadequate play things in the school hindered children play. In this item, 18 (72%) agreed while 7 (28%) did disagree. Data from the observation schedule revealed that playing materials were not adequate in most of the pre-schools.

The teachers were also asked to indicated which aspect of child development their pre scholars develop most once they are engaged in social play. There responses are presented in table 4.2.

Table 4.2 Aspects of child development

Aspects of child development	F	%
Social development	14	56.0
Emotional development	2	8.0
language development	1	4.0
Physical development	6	24.0
Mental development	2	8.0
Total	25	100.0

Data showed that 14 (56%) said that the children had a chance to develop socially, 2 (8%) stated that children developed emotionally while others 1 (4%), 6 (24%) and 2 (8%) indicated that children developed in language, physical and mental development. These findings are in line with Elis (2000) who found that children who used a variety of play materials had developed better than those who were not

exposed to a variety of materials. The findings also concur with Waithera (2006) who established that provision of play materials enhanced cognitive development in children. She also found that teachers organisation of play materials in a meaningful and familiar way assisted children in cognitive development

4.3 Establish how allocation of time to play in pre-school affects children's social skills development.

The study also sought to establish how allocation of time influenced children social skills development. The teachers were therefore asked to indicate how much time they allocated for children play activities on the timetable every day. The data is presented in table 4.3.

Table 4.3 Amount of time allocated for play on the time table.

Time allocated	F	%
30 minutes	23	92.0
40 minutes	1	4.0
35 minutes	1	4.0
Total	25	100.0

Data showed that majority 23 (92.%) allocated 30 minutes for children play in the timetable, while there were others who had 40 or 35 minutes. These findings show that there was time allocated for play on the timetable. Teachers were also asked to indicate whether the time allocated was adequate for the children. Data showed that time was not adequate for children play as indicated by 20 (80%) and 5 (20%) indicating that time was not adequate. These findings are in line with Kiruki (2007) who found that a positive influence of play on children social development.' She

further found that both boys and girls had different levels of involvement in play activities.

The teachers were also asked to indicate the extent of agreement with the statement that children who are given enough time to play improve their social relationship with others. Their responses showed that majority 20 (80%) agreed while 5 (20%) were not in agreement. The finding agree with Elkonin (1969) and Kohlberg (1969) who found that play is an important tool for social skills development whereby as children play, they learn how to live with others through interaction.

Further asked whether exposure to time for play helps children develop many skills, data showed that it did as indicated by 18 (72%). These findings show that there were teachers who did not believe that when children are exposed to play they develop social skills. Such teachers were most probably not be fully involved in the play activities of the children. Data further indicated that majority of the schools did not have adequate time for play as indicated by 18 (72%) of the teachers. These findings are in line with Winnicott (1957) who stated that children play to master feelings and content in that particular play and that children learn to solve the emotional problems that belongs to development. In play children improve their number of friendship and the relationship with other children. The teachers were also asked to indicate the of times children were taken for out door activities. The data is presented in table 4.4.

Table 4.4 Number of times children were taken for out door activities

Number of times	F	%
2 time in a week	3	12.0
3 time in a week	2	8.0
4 time in a week	1	4.0
5 time in a week	19	76.0
Total	25	100.0

Results showed that 3 (12%) took children out for play 2 times a week, 2 (8%) took them 3 times a week while majority 19 (76%) took them 5 times a week. The data shows there were teachers who did not take children out for outdoor activities as often as everyday. These findings therefore show that this could hinder their social skills development.

The teachers were also asked to indicate what skills children were likely to learn when they were involved in outdoor activities The data is presented in table 4.5.

Table 4.5 Skills children are likely to learn from outdoor activities

Skills developed	F	%
Turn talking	1	4.0
Cooperation	8	32.0
Sharing	16	64.0
Total	25	100.0

Findings showed that when children were exposed to outdoor activities, they were able to learn cooperation as shown by 8 (32%) and a spirit of sharing as indicated so by 16 (64%). These finding show that play was important in developing social skills among children.

4.3 Establish whether the presence of the teacher in the children's play affect children's social skills development.

The study also sought to establish the influence of the presence of the teachers on social skills development during play. The teachers were therefore asked to indicate whether they participated in children play. Results showed that 18 (72%) did participate while others 7 (28%) did not participate with children. These findings show that although majority of the teachers were involved in the play activities of the children, a significant number of teachers did not participate. When teachers do not participate in the play of the children, such children lack motivations and their social skills development will be hampered. The findings are in line with Frankel (1999) who stated that the major role for the teacher is to ensure that enough materials for play are provided for the entire groups, to ensure that there is enough space for the children and they should have enough time scheduled for the play activity.

Asked to indicate whether children loved to play when the teachers is present, responses showed that 17 (68%) loved to play with teachers while 7 (28%) indicated that they did not. Asked to indicate the extent to which they agreed or disagreed with statement that sought to establish whether adults play a great role in directing children as well as offering security, data is presented in table 4.6.

Table 4.6 Teachers responses on the influence of adults on children play

Response	F	%
Strongly agree	14	56.0
Agree	10	40.0
Disagree	1	4.0
Total	25	100.0

Results indicated that majority 14 (56%) agreed that adults presence had an great influence on children 's social skills development. The findings also agree with Frankel (1999) who found that the teacher should provide simulative play environment where children have genuine play choices and to maintain play to an acceptable standard, he/she should maintain the equipment to acceptable standard. He should also communicate with the parents concerning children's play and other children's work concerning children's play and development as appropriate. The teacher gives instruction where the children gain experience and skills by following these instructions. In this way the teacher plays his or her role in assisting children develop social skills through play.

4.4. Assess how different types of play affect children's' social skills development.

The researcher further sought to establish how different types of play affected children's social skills development. The teachers were therefore asked to indicate how they agreed or disagreed on the items that sought to establish the same. The result finding on their responses is presented in table 4.7.

Table 4.7 Influence of type of play on social skills development

Type of play	Always		sometimes		Never	
	F	%	F	%	F	%
My children engage themselves in co- operative play	16	64	9	36		
My children engage themselves in manipulative play	3	12	21	84	1	4
My children engage themselves in pretended to play	11	44	14	56	-	-
My children engage themselves in creative play	18	72	7	28	-	-
My children engage themselves in physical play	3	12	11	44	11	44
My children engage themselves in imaginative play	16	64	9	36	-	-

Data on how children different types of play affected their social skills development indicate that majority of the children 16 (64%) always engaged themselves in cooperative play , majority 21 (84%) sometimes engage themselves in manipulative play with 3 (12%) involving themselves always. It was also revealed that majority of the children 14 (56%) sometimes engage themselves in pretended to play while 11 (44%) engaging themselves always. Data further showed that majority 18 (72%) always engage themselves in creative play. It was also revealed that most of the children were not engaged in physical play as noted by 11 (44%). Data also revealed that majority of the respondents, 16 (64%) were always engaged in imaginative play as shown by 16 (64%) who always involved themselves and 9 (36%) who engaged them sometimes.

Teachers were also asked to indicate the extent to which they agreed or disagreed with statements that sought to establish how different type of plays influenced children social skills development. The results are presented in table 4.8.

Table 4.8 Influence of different types of play on children social skills development

Statement	SA		A		U		D		SD	
	F	%	F	%	F	%	F	%	F	%
Children enjoy free play more than guided play	17	68	8	32	-	-	-	-	-	-
All children interact well in social play regardless of the their gender	15	60	9	36	1	4				
There is no single play that can be associated with gender in pre- school	8	32	3	12	4	16	5	20	5	20
Boys like playing constructive play more than girls while girls like role playing games	10	40	13	52	1	4	1	4		
Children enjoy free play more than guided play	17	68	8	32	-	-	-	-	-	-
Children group themselves according to the age and ability	6	24	11	44	1	4	-	-	3	12
Children who are given enough time to play improve their social relationship with others	20	80	5	20	-	-	-	-	-	-
Through play children learn certain language skills for solving their problems that come as a result of playing together	18	72	7	28	-	-	-	-	-	-
Pre - school administration should fully provide and support children's play to enhance social development	20	80	5	20	-	-	-	-	-	-
Children love each other even after they disagree over a certain issues.	17	68	7	28	1	4	-	-	-	-

Findings in table 4.8 on how different types of play affected children development of social skills indicated that children enjoy free play more than guided play as agreed to by 17 (68%). Majority also indicated that all children interact well in social play regardless of their gender as strongly agreed to by 15 (60%) and 9 (36%) who agreed. Data further established that boys like playing constructive play than girls while girls like role playing games as it was strongly agreed to by 10 (40%) and 13 (52%) who agreed. Teachers also agreed that children enjoy free play than guided play as noted by 17 (68%) who strongly agreed and 8 (32%) who agree.

Further analysis indicated that 20 (80%) strongly agreed that children who are given enough time to play improve their social relationship with others. They also reported that through play children learn certain language skill for solving their problems that come as a result of playing together as strongly agreed to by 20(80%) and 5 (20%) who agreed. The data also showed that children love each other even after they disagree over a certain issues as strongly agreed to by 17 (63%) and 7 (28 %) who agreed. These findings show that different types of play enabled children develop different social skills.

These findings are in line with Kate and Tassoni (2000) who assert that different types of play such as creative play which includes drawing, calligraphic work, modeling, painting, and construction assist children in gaining social skills. The findings are also in line with Frankel & Hobart, (2000) who state that creative play promotes social emotional development and intellectual skills. They further stated that physical play promotes co-ordination and co-operation which is an important social skill. It involves climbing, rolling, walking, running, sliding, and jumping. While manipulative play is described as a play that involves children to use their hands.

This play develops hand-eye co-ordination. Imaginative play involves acting out the roles and situations. It develops skills such as manipulative, emotional and social skills. It promotes sharing, self confidence, language and communicative skills. There is also cooperative play which involves social interaction in groups with a sense of groups identity and organized activity.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter presents the summary, conclusions and recommendations. The chapter also presents suggestions for further research.

5.2 Summary

The purpose of this study was to investigate the impact of play on pre school children's social skills in Kabete zone. Four research questions were formulated to guide the study. Research question one sought to determine whether the availability of the playing material influence children's social skills development; research question two aimed at establishing how allocation of time to play in pre-school affects children's social skills development. Research question three sought to establish whether the presence of the teacher in the children's play affect children's social skills development while research question four aimed at assessing how different types of play affect children's' social skills development.

The study employed descriptive survey design. The population included all the 93 teachers in the zone. The study used questionnaire and observation schedule. Findings on the influence of availability of the playing material on children's social skills development revealed that availability of play materials influenced children's social skills development. The findings also indicated that 20 (80%) of the teachers indicated that the children were involved in physical activities such as physical play e.g. running, jumping, kicking, throwing while 5 (20%) were involved in

manipulative play which influence their social skills development. The findings also indicated that 14 (56%) of the teachers involved with the children had a chance to develop socially, physically emotionally and mentally.

The results of the findings on how allocation of time to play in pre-school affects children's social skills development revealed that majority 23 (92.%) allocated 30 minutes for children play in the timetable while there were others who had 40 or 35 minutes. These findings show that there was time allocated for play on the timetable which influenced children social skills development. However time was not adequate for children play as indicated by 20 (80%) and 5 (20%) indicating that time was not adequate which hindered children social skills development.

The findings also revealed that most of the respondents agreed that grouping of children into age and ability assisted them acquire social skills. This was reported by 6 (24%) who strongly agreed and 11 (44%) who agreed. Most of the teachers 19 (76%) took children out for play 5 times a week. The data shows there were teachers who did not take children out for outdoor activities as often as everyday. Findings on whether the presence of the teacher in the children's play affect children's social skills development revealed that most of teachers 18.(72%) did participate in children play. It was also revealed that children loved to play in the presence of the teachers. Majority 14 (56%) agreed that adults presence had an great influence on children 's social skills development.

The findings on how different types of play affect children's' social skills development revealed that 16 (64%) always engaged themselves in co- operative play 14 (56%) sometimes engage themselves in pretended to play, majority 18 (72%) always engage themselves in creative play, 16 (64%) were always engaged in

imaginative. These findings show that different types of play enabled children develop different social skills.

5.3 Conclusions

Based on the findings, it was concluded that availability of the playing materials influenced children's social skills development. The study concluded that children were involved in physical activities such as physical play like running, jumping, kicking, throwing, and in manipulative play tongue twister, construction which influenced their social skills development hence children had a chance of developing social skills.

The study also concluded that that there was time allocated for play on the timetable. However time was not adequate for children play. It was also noted that grouping of children into age and ability assisted them acquire social skills. The study also concluded that most of the teachers took children out for play 5 times a week. Further conclusions showed that the presence of the teacher in the children's play affected children's social skills development. The study also concluded that different types of play affected children's social skills development.

5.4 Recommendations

Based on the findings the following recommendations were made;

1. That the schools should be provided with the required learning materials which include play things to enhance social skills development.
2. Teachers should be encouraged to involve themselves in the children play so as to help them acquire social skills.

3. Teachers should strictly follow the recommended timetable and involve children in play as stipulated in the curriculum.

5.5 Suggestions for further research

Taking the limitations and delimitations of the study, the following were the suggestions for further study

- i. A study on the effect of availability of play materials on the development of cognitive skills.
- ii. Effects of teacher training on the performance of children in play
- iii. Other factors influencing social skills development among children.

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APPENDICES

APPENDIX I

QUESTIONNAIRE FOR TEACHERS

The researcher is interested in investigating the impact of play on children social skills development in pre-schools in Kabete zone. Please answer all questions as honestly as possible. Do not write your name or anything that will identify you.

SECTION A: Demographic data

1. What is your gender ?

Male [] Female []

2. What is your age bracket?

25 and below [] 36- 45 []

26- 35 [] 45 and above []

3. What is your highest qualification?

Certificate []

Diploma []

Graduate []

Others _____

4. What is your teaching experience in years?

5 years and below . [] 11-15 years []

6-10 years [] 16 and above []

5. What type of school?

Private []

Public []

6. How long have you been a pre-school teacher?

Less than 1 year [] 3-5 years []

1-2 years [] Over 10 years []

7. For how long have you been the teacher in your current pre-school?

Less than 1 year [] 3-5 years []

1-2 years [] Over 10 years []

8. What is your professional qualifications? _____

Do you participate in play with your children?

Yes [] No []

Do you have adequate time for play for your children?

Yes [] No []

Does your school have the necessary play things?

Yes [] No []

Section B: Impact of play on social skills development

Please indicate your response in the space provided by ticking against your choice of answer

1. Do your pre- school children like playing?

Yes [] No []

2. How often do you take your pre school children for out door activity?

3. Which out door activity do they like being engaged in.

4. Which aspect of child development does your pre scholars develop most once they are engaged in social play.

5. Which skills are they likely to learn when they are involved in outdoor play activities.

Turn taking []
Caring others []
Cooperation []
Sharing []

6. How much time have you allocated for children's play activities in the timetable every day _____

7. Fill in the type of social play your children are mostly engaged in by ticking (✓) where applicable.

Type of play	Always	Sometimes	Never
Co-operative play eg group work			
Manipulative play			

eg construction			
Pretend play eg role playing			
Creative play eg drawing, singing, acting			
Physical play eg climbing trees			
Imaginative play eg imagining an events			

8. Please tick against the choices given which best indicate your level of agreement with the information requested.

	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
All children interact well in social play regardless of their gender					
There is no single play that can be associated with gender in pre-school					
Boys like playing constructive play than girls while girls like role playing games					
Adults play a great role in directing children as well as offering security.					
children enjoy free play than guided play					
Children group themselves according to the age and ability					
Children who are given enough time to play improve their social relationship with others.					
Through play children learn certain language skill for solving their problems that comes as a result of playing together.					
Pre-school administration should fully provide and support children's play to enhance social development					
Children love each other even after they disagree over a certain issues.					
Children love each other even after they disagree over a certain issues.					
Children love to play when the teachers is present.					

Thank you for your cooperation

APPENDIX II
OBSERVATION SCHEDULE

Item to be observed	Comments
Sharing	
Cooperating	
Taking turns	
Responsibilities	
Friendliness	
Competence	
Good relation	
Selfishness	
Play fields	
Playing materials	

APPENDIX III



UNIVERSITY OF NAIROBI

COLLEGE OF EDUCATION & EXTERNAL STUDIES

SCHOOL OF EDUCATION

DEPARTMENT OF EDUCATIONAL COMMUNICATION & TECHNOLOGY

Telephone: 020-2500759, 020-2500760
NAIROBI

P.O. BOX 30197, 00100

020-2500762, 020-2460056

P.O. BOX 92, 00902 KIKUYU

TO WHOM IT MAY CONCERN

RE: MAHINDU JANE WAMBUI REG NO: E57/74871/2009

This is to certify that **MAHINDU JANE WAMBUI** is a bonafide student of the University of Nairobi, Department of Educational Communication and Technology. She is pursuing Master of Early Childhood Education and has completed her course work. Currently she is working on her project titled: "THE IMPACT OF PLAY ON DEVELOPMENT OF PRESCHOOL CHILDREN'S SOCIALSKILLS IN KABETE ZONE."

Any assistance accorded to her will be highly appreciated

Yours faithfully,


PROF. P.O.O.DIGOLO

CHAIRMAN,

DEPARTMENT OF EDUCATIONAL COMMUNICATION AND TECHNOLOGY



APPENDIX IV

MINISTRY OF EDUCATION

EMAIL: districteducoffkikuyu@yahoo.co.ke
Telephone 020-8046599
When replying please quote



DISTRICT EDUCATION OFFICE
KIKUYU DISTRICT
P.O. BOX 1973-00902
KIKUYU.

Ref: KIK/ED/58(266)

24/6/11

ALL HEADTEACHERS
KABETE ZONE.

RE: MAHINDU JANE WAMBUI REG. NO. E57/74871/2009.

This is to inform you that the above named person has been granted authority to carry out research in schools in Kabete Zone.

Kindly accord her the necessary assistance.

A handwritten signature in black ink, appearing to read 'Ruth Kiru'.

RUTH KIRU
FOR: DISTRICT EDUCATION OFFICER,
KIKUYU.

CC Permanent secretary
Ministry of Education

P.D.E. Central