

**FACTORS HINDERING OUTDOOR PLAY IN PRESCHOOLS IN MAKADARA
DISTRICT – NAIROBI COUNTY, KENYA**

NGECHA MARY WANGARI

**A Research Report Submitted in Partial Fulfillment for the Award of Masters
Degree in Early Childhood Education (ECE) University of Nairobi**

November, 2011

DECLARATION

This report is my original work and has not been presented for any examination in any other institution of higher learning.

NGECHA MARY WANGARI

DATE

This report has been submitted for examination with our approval as the supervisors.

PROF.PATRICK O. DIGOLO

DATE

SUPERVISOR

Department of Educational Communication and Technology

UNIVERSITY OF NAIROBI.

MRS. RUTH MUGO-KAHIGA

DATE

SUPERVISOR

Department of Educational Communication and Technology

UNIVERSITY OF NAIROBI

DEDICATION

This research project is dedicated to my husband Joel Ngecha and my children Grace, Kelvin and David for the moral support, prayers encouragement and patience they accorded me during this study. I cannot forget my dear parents David and Grace Kahuthu for being there for me financially and through prayers. Thank you and May God bless you.

ACKNOWLEDGEMENT

My sincere appreciation goes to my supervisors Prof. Patrick Digolo and Mrs. Ruth Kahiga for guiding me since the beginning to the completion of the study.

I owe my gratitude to the Makadara District Education officer for allowing me to conduct the research in Makadara District as well as the head teachers, teachers and parents of the pre-schools under my study whom I worked with during the data collection. The success of this work is partly due to their co-operation and understanding.

TABLE OF CONTENT

Declaration	ii
Dedication	iii
Acknowledgement	iv
Table of Content	v
List of Figures	viii
List of Tables	ix
Abbreviations and Acronyms	x
Abstract	xi
CHAPTER ONE:INTRODUCTION	1
1.1 Introduction.....	1
1.2 Background to the study	1
1.3 Statement of the problem.....	4
1.4 Purpose of the study.....	5
1.5 Research Objectives.....	5
1.6 Research Questions.....	5
1.7 Significance of the study.....	5
1.8 Delimitations of the study.....	6
1.9 Limitations of the study	6
1.10 Assumptions of the study.....	6
1.11 Definition of key terms	7
1.12 Organization of the study.....	8
CHAPTER TWO:LITERATURE REVIEW	9
2.1 Introduction.....	9
2.2 Importance of outdoor play.....	9
2.2.1 Intellectual development	9
2.2.2 Social development	9
2.2.3 Emotional development.....	10
2.2.4 Physical development.....	11

2.2.5 Language development	11
2.3 Policy Framework.....	11
2.3.1 Pre-school Policy on Play	13
2.4 Play Facilities and Materials.....	14
2.5 The role of a Teacher in Play.....	14
2.6 Parental Involvement in Children’s Play	15
2.7 Theoretical Framework.....	17
2.8 Conceptual frame work.....	18
CHAPTER THREE:RESEARCH METHODOLOGY.....	19
3.1 Introduction.....	19
3.2 Research design.	19
3.3 Target population.....	19
3.4 Sampling and sample size.....	19
3.5 Instruments.....	20
3.6 Validity	20
3.7 Reliability.....	20
3.8 Data Collection Procedure	20
3.9 Data Analysis Techniques.....	21
CHAPTER FOUR: FINDINGS AND DISCUSSIONS.....	22
4.1 Introduction.....	22
4.2 Response Rate.....	22
4.3 Government policy on play.....	23
4.4 In-service courses attendance	24
4.5 Availability of outdoor play materials and facilities in pre-schools in Makadara District.....	25
4.6 Role of a teacher in outdoor play.....	26
4.7. Teachers’ employers	27
4.8 Terms of Service.....	27
4.9 Teacher participation in play	28

4.10 To establish skills that children learn in play.....	28
4.11 Challenges in play.....	29
4.12 Parental involvement in play	30
4.13 Parental participation in play	31
4.14 Parents attitude on play.....	31
CHAPTER FIVE:SUMMARY, CONCLUSION AND RECOMMENDATIONS ...	33
5.1 Introduction.....	33
5.2 Summary	33
5.3 Conclusion	34
5.4 Recommendations.....	35
5.5 Suggestions for further studies.....	36
References.....	37
Appendix I:Introductory Letter.....	40
Appendix II:Questionnaire for Teachers	41
Appendix III:Questionnaire for Parents.....	45
Appendix IV:Questionnaire for Education Officers	47
Appendix V:Checklist.....	49

LIST OF FIGURES

Figure 2.1: Conceptual frame work	18
Figure 4.1 Parents' attitude towards play	32

LIST OF TABLES

Table 4.1 Study questionnaire response rate in pre-schools in Makadara District Nrb....	22
Table 4.2 Number of play lessons in sampled pre-schools in Makadara District.....	23
Table 4.3 Number of times teachers attended in service Courses	24
Table 4.4 play facilities and materials available in various pre- schools.....	25
Table 4.5 Information on Makadara District pre-school teachers' level of training	26
Table 4.6. Pre-school teachers' employers	27
Table: 4.7 terms of service for teachers	27
Table 4.8 Teachers Participation in Play	28
Table 4.9 Skills children are likely to learn in outdoor activities	29
Table 4.10 Challenges in out door play	29
Table 4.11 Parents monthly income.....	30
Table 4.12 Parents participation	31

ABBREVIATIONS AND ACRONYMS

DICECE	- District Centre for Early Childhood Education.
ECD	- Early Childhood Development.
ECDE	- Early Childhood Development and Education.
FPE	- Free Primary Education
MOE	- Ministry of Education.
MEO	-Municipal Education Officer.
NACECE	- National Centre for Early Childhood Education
PRSP	- Poverty Reduction Strategy Paper.
UNCRC	-United Nation Convention on the Rights Of The Child
UNESCO	-United Nation’s Educational, Scientific and Cultural Organization.
UNICEF	-United Nations International Emergency Children’s Fund
US \$	-United States of America Dollar (Currency).

ABSTRACT

The problem of this study is that despite the government of the Republic of Kenya providing pre-school education, learning through play by learners (in this education sub sector) has been dismally below expectation. Not only is play rarely used in public pre-schools but the quality of play activities has often been hindered by many factors. The haphazard implementation of government policies on pre-school education, the role of the teacher in play, socio-economic factors and lack of clear strategies are lowering the quality of pre-school education in Kenya. The purpose of this study was to determine factors that hinder play in public pre-schools in Makadara District, Nairobi County, Kenya. The study sampled public, private, NGO's and religious per-schools in Makadara District. Data collection was done using questionnaires for all the three categories of respondents namely: pre-school teachers, Education Officers and parents. A resource checklist was also used to collect data on the physically available outdoor play materials and facilities the study used questionnaires while simple random sampling technique was applied. . There is need for the government officers to sensitize the parents on children learning through play. This will go along way in making headway in holistic development as well as holistic learning of young children. Learning will be natural as parents and teachers alike will endeavor to accord the child play time, material and activities. The government of the Republic of Kenya should initiate programmes that can alleviate poverty in low income areas of the city of Nairobi especially in the slums. In light of this, there is need for development partners like World Bank, UNESCO and others to initiate income generating activities for the urban poor. This will make headway for economic empowerment hence realization of learning through play as parents will be able to pay for play materials. The government should consider subsidizing pre school education in order to realize millennium development goal of 2015 and vision 2030. This can only be achieved by motivating pre-school teachers through employment that comes with competitive remuneration.

CHAPTER ONE

INTRODUCTION

1.1 Introduction

This chapter consists of several sub-items which include: background to the study, statement of the problem, purpose of the study, objectives, research questions, significance of the study, limitations of the study, delimitations, and basic assumptions of the study and definition of key terms.

1.2 Background to the study

Play is what children do when they are not eating, sleeping or complying with the wishes of adults. Play occupies most of their waking hours and may literally be viewed as the child's equivalent to work as performed by adults. Children's play is the primary means by which they learn about their bodies and movement capabilities. Play also facilitates cognitive and effective growth in the young child and provides an important means of developing both fine and gross motor skills (Gallahue, 1993).

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 labor 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 with 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 practice 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 (Shonkoff & Phillips, 2000).

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, 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 (K.I.E, 1994).

Play and outdoor activities are allocated more time than other indoor activities in ECDE. In the Early Childhood and Development Education syllabus (KIE, 2008), five lessons per week are set aside for play activities. This is a clear indication of the recognition of the importance of play.

Play is an essential part of children's daily life and it promotes all round child development (Hobart, 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.

A historical analysis of pre-school learning reveals that children learn best through play. It is widely acknowledged the world over that play stimulates learning yet implementation of the same has been far from satisfactory. Geneva declaration on the rights of children (1989) states that outdoor play and physical activities are very important educational processes which foster mental, physical, social, emotional and creative growth of children. It is therefore important for pre-school teachers to understand the role of the various play activities and provide suitable facilities and materials for the children. Through manipulation of materials and other objects, play unlocks children's creativity and imagination. Play also contributes greatly to reading, thinking and

problem-solving skills of children. Motor, social, cognitive as well as emotional development is also attained (Johnson, 1990).

Pre-school children learn best when they play and when they see, touch and feel real objects. They have new knowledge added bit by bit. They learn new words when it is important to do so. They use their bodies to explore, manipulate and handle objects. They use language to ask questions and talk about things. They make their own choices and do things their own way. They keep trying to complete their tasks in order to feel satisfied (Njenga & Kabiru 2007).

Though considered important, play is often taken for granted and time again forgotten. Lack of suitable play and learning materials creates boredom and could lead to anger and aggression. Inadequacy of materials can lead to fighting over the few that are available (Fantuzzo and Wayne 2002).

However several factors hinder outdoor play in most Kenyan pre-school centers. These include; fear of accidents and insecurity on the part of children, soiling of clothes, cultural diversity and the negative attitude of some parents. The present study therefore, attempted to find out factors that hinder outdoor play in pre-schools in Makadara district, Nairobi County, Kenya.

1.3 Statement of the problem.

The research problem addressed in this study was that despite an increase in the number of pre-school centers in Makadara district, little had been done to initiate outdoor play. Recent research studies indicated that majority of pre-school teachers rarely participated in children's play, let alone guiding play activities (Frankel, 1999). The research therefore investigated factors hindering outdoor play in the locale of the study. If the issue of play among learners is not addressed with the seriousness it deserves, quality pre-school learning will become irrelevant. This in the long run can make it difficult for Kenya to achieve quality pre-school education, since play is a prerequisite in pre-school learning.

1.4 Purpose of the study.

The purpose of this study was to investigate factors that hinder outdoor play in pre-schools in Makadara district, Nairobi County, Kenya.

1.5 Research Objectives.

The study objectives were;

- i. To establish pre-school teachers' awareness on government policy on children's play
- ii. To examine the use of play facilities and materials in pre-schools
- iii. To Identify the role of a preschool teacher in play
- iv. To identify parental involvement in children's play.

1.6 Research Questions

The study was guided by the following questions:

- i) Are pre-school teachers aware of the government policy on children's play?
- ii) To what extent are play facilities and materials used in pre-schools?
- iii) What is the role of pre-school teacher in the play?
- iv) How are parents involved in children's play?

1.7 Significance of the study

The findings of this study will be important to the teachers of early childhood education in identifying their role in play activities. The findings will also be important to the school administration in emphasizing the importance of play and hence provide adequate facilities for play. The findings may necessitate the Ministry of Education to provide and co-ordinate policy guidelines, develop curriculum, supervise ECDE programs, register ECDE centers, providing skills and infrastructure for development, supply, distribution and maintenance of play materials and facilities.

The community and well-wishers will be sensitized on the need to provide for children's play by donating play materials in support of play to promote learning in pre-school children. The study will be important to the ECDE teachers training institutes in training teachers on the importance of child play in pre-schools.

Finally, this study will form a base on which others can develop their studies.

1.8 Delimitations of the study

The study confined itself to private, public, Non Governmental Organizations and faith based organizations as well as pre-school teachers and Education officers in Makadara District who are directly involved in pre-school learning activities and those in session in the respective institutions at the time of the study.

1.9 Limitations of the study

The study was confined to public, private, religious and non governmental preschools in Makadara District. Apart from public schools, all the other teachers in the three categories are employed by the school board or managers hence they feared victimization by their employers in the opinions they made in the questionnaires. The researcher reacted by assuring them that confidentiality was ensured.

1.10 Assumptions of the study

The assumptions of this study were that at least all ECD centers encouraged outdoor play at school. What were different though were the approach and the degree of implementation of play in daily learning activities. It was also assumed that ECD centers attached to public pre-schools did not benefit from play equipment funded by the free primary education. This was because the FPE policy did not cover pre-school education.

1.11 Definition of key terms

- Child** - A young learner in pre-school aged below 8 years
- Education** - The process of acquiring knowledge, skills and attitudes in order to have a better living.
- Equipment** - Physical apparatus for indoor and outdoor activities.
- Gifts** -Objects (according to Froebel) given to children so that through handling learn shape, size, color, and concepts involved in counting, measuring, contrasting and comparison.
- Learning** - The process of knowing how to inculcate play in pre-school syllabus activities.
- Material** - Any safe substance (object) used by children while playing and learning.
- Play** - Activities performed by children for the sake of enjoyment and without any 'pressure' to do so.
- Occupations-** Materials(according to Froebel) designed for the development of various skills, primarily the psychomotor skills, through such activities as sewing board, drawing pictures by following the dots, modeling with clay, cutting, bead stringing, weaving, pasting, and paper folding.

1.12 Organization of the study

The study report is organized into five chapters whereby chapter one includes the background of the study, statement of the problem, purpose of the study, objectives of the study, research questions, significance of the study, basic assumptions, definition of key terms and the organization of the study.

Chapter two includes the literature review in relation to enhancing play in learning in pre-schools in Makadara District. It also includes the theoretical and conceptual framework.

Chapter three includes the research design, target population, sampling procedure, research instruments, validity and reliability of the study and data collection procedures. Chapter four comprises of data analysis and interpretation and chapter five comprises of summary, conclusions, recommendations and suggestions for further research.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter reviews literature on importance of outdoor play; play policy, importance of play facilities and resources, role of teacher in play, parental involvement in children's play and both the theoretical and conceptual framework of the study.

2.2 Importance of outdoor play

Play is any action that is done for its own sake for enjoyment and for no rewards. According to Piaget, play is the life and the work of children. Because of their high imagination and energy, children enjoy playing very much. They like outdoor play a lot because it involves adventure. They mainly engage in activities such as hide and seek, jumping, climbing frames, sliding, riding, swinging, balancing on logs and seesaws, chasing one another, construction, water play, filling and emptying (Kabiru and Njenga,2007).

Play has a wealth of value for young children. As children play they learn new things and also develop their mental, social, language and physical abilities.

2.2.1 Intellectual development

According to Piaget, play helps children to concentrate, to explore reason and organize their thinking. Children learn to solve problems and make decisions as they play. They also acquire many concepts and ideas about space, objects, relationships and time as they play.

2.2.2 Social development

Play provides excellent opportunities for children to learn to live harmoniously with others. Children learn to share materials, to take turns, (for example when they use the swings), to co-operate with others, to listen to others and to respect what others do. They

also develop empathy and concern for others as they play. In addition, they learn negotiation skills and how to solve problems.

Most of the children's play involves group activities like role plays. In order to carry out such activities properly, simple rules must be made to guide the group playing. Leaders emerge to decide the role plays to be done. These leaders assign roles to other children. They also tell them what to do. If a child wants to join in the role play she must not only accept the role assigned to her but must also do what she has been asked to do. Activities such as these therefore, provide opportunities for those acting as leaders to make decisions and to lead others. It is also a good training for those being led as they learn to obey rules. These are very important social skills, which prepare children for a better life in other levels of schooling and in later life in society (Frankel & Hobart, 2000).

2.2.3 Emotional development

Children develop positive self-image as they play. They develop skills and abilities that make them feel good about themselves. Play provides opportunities for children to express their emotions of joy, anger, frustrations, guilt, insecurity and anxiety (Bruce and Merritt, 1996). If you watch a young child playing you will be able to identify the emotions she expresses. If she is happy she will talk in a very happy way as she continues to play with others and with materials. If angry she will talk in a harsh voice, bang the materials she is playing with or beat the doll if she is playing with one (Kabiru and Njenga, 2007).

A child who feels insecure will normally caress the doll she is playing with and hold it close to the body. This makes the child feel like she is the one who is being comforted. It is very important that adults allow children to express their emotions during play as this helps to demonstrate what they feel. As children grow older they need to be trained on how to express these same emotions in socially acceptable ways in order to maintain good social relations.

2.2.4 Physical development

Play is important for the development of strong and healthy bodies. Children acquire muscle strength and also learn to control and co-ordinate their bodies through play (Bowers,1998).In addition, they learn to use their bodies to express themselves and to communicate with others through body movement. Children learn through the use of their senses. They observe, talk, investigate and experiment through the use of their hands, eyes, ears, nose, mouth and other parts of the body. They learn by touching, smelling, observing, discovering, imitating, identifying, exploring, describing and experiencing. By so doing they understand things and the world better.

2.2.5 Language development

Children develop a lot of vocabulary during play. They learn to communicate with others, to listen and to express themselves during play. This is because they talk as they play even when alone .Role playing is one of the most frequent plays for young children. They like to play adult roles. They act mother, father, teacher, nurse, doctor or driver. As they engage in their role plays, they do what the person they are imitating does (K.I.E 2009).

2.3 Policy Framework

A policy framework is the most important instrument for advocacy, for ensuring provision of quality services and for harnessing resources and other support for young children (Republic of Kenya, 2006) .When legalized, a policy framework becomes the legal instrument that all those providing services for young children must adhere to. In addition, the policy framework guides the government in its commitment of resources to programmes for young children. A policy framework is therefore extremely important for addressing the total well being of young children including play.

A policy framework is also important because currently there are gaps in the existing policy guidelines and there is no central organization mandated to register ECDE centers.

Development of a policy framework takes the role of investing in young children in order to achieve the Millennium Development Goals of Poverty Reduction, Universal School

Enrollment, Reduction of Child Mortality and Morbidity, Maternal Mortality and Creation of Gender Equality The policy framework emphasizes child survival, growth and development. This is also in line with the African Union (AU) declaration to strengthen and support families in their responsibility as primary care givers of their children to ensure children's survival growth and development Republic of Kenya, 2006).

Goal number one in Education for All (1999) obligated governments to expand and enhance comprehensive early childhood development programs which is essential to the achievement of the basic education goals. Similarly, the world Fit for children's conference (2002) called for every child to have a good start to life through promoting quality nurturing, care and safe environment.

Article 31 of UN Convention on the Rights of the Child states that play is part of children's lives and development. The article 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 and the arts. It further states that member governments shall respect and promote the right of the child to participate fully in cultural and artistic life and should encourage the provision of appropriate and equal opportunities for cultural, artistic, recreational and leisure activity (Republic of Kenya, 2006). In response to the recommendation of the Kamunge Report (1998), a policy of partnership in the provision of Early Childhood Education and Care services was adopted in order to mobilize and co-ordinate resources from local communities, further based organizations, non-governmental organizations, private sectors and other stake holders. These partners undertake various responsibilities such as mobilizing resources, sponsorship and managing ECD Centers. The report also recommended the development of ECDE curriculum and training of ECDE teachers and other personnel.

On the other hand, the Dakar Framework for Action (2000) reviewed the progress made by countries in relation to provision of Education for all. Its implications of the first goal on ECDE stated that governments have the responsibility of formulating ECD policies within the National EFA plans and all pre-school children should be cared for in environments that emphasize care and safety. There is a clear and urgent need to

strengthen ECD to make it a permanent part of government investment policy and keep it firmly on the agenda in order to ensure the child's holistic development

2.3.1 Pre-school Policy on Play

In order to provide services for children, pre-school teachers are expected to be guided by and use the ECD policy framework as a foundation for improved service delivery to pre-school children (Republic of Kenya,2006) The ECD policy framework is based on principles that are universally accepted as forming the cornerstone of quality early childhood development services and programs by ensuring that the holistic needs of young children are met to maximize the realization of their full potential. There are numerous stake holders involved in provision of services in pre-schools, yet the resources available are too few for the number of children requiring the services while some of the resources are not distributed equitably to reach all children.

Quality of Early Childhood Education is determined by facilities that are child friendly. Example; school infrastructure, play ground and play facilities. In order for pre-school teachers to provide these facilities, they should be guided by a framework that defines appropriate play facilities for all children. According to the pre-school guideline, play activity is acknowledged as a vital activity and thus it is allocated much time in the time table. 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 (K.I.E,2009). The Early Childhood Education Syllabus allocates 5 lessons per week of 30 minutes and it also incorporates play activities in every other activity area in Early Childhood Education. There is need for play to be accorded adequate time for any meaningful results to be achieved. Elkonin (1969) supports this by stating that time allocation for children play influence their development skills.

2.4 Play Facilities and Materials

Play facilities and materials in children's play add value to the play (Frankel,1999). Children learn best when they are part of a secure and stimulating environment full of materials for manipulation.

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

2.5 The role of a Teacher in Play

Froebel likened the role of the teacher to that of a gardener. In his kindergarten, or children garden, he envisioned children being educated in close harmony with their own nature and the nature of the universe. His concept of children and how they learn was based in part, on the idea of unfolding, held by Comenius and Pestalozzi before him. The educator's role, be it parent or teacher, was to observe this natural unfolding process and provide activities that would enable the child to learn what he was ready to learn. The teacher's role, in essence, was to help the child to develop the qualities for learning inherent in every human being. In this sense, the teacher was a designer of emergencies and activities (Froebel, 1887).

According to Schwartzman (1979), children play what they know and build on from what is known to unknown skills. What they know is stereotyped and biased and it would be reflected in their play. In pre-school, adults are referred to as teachers. They have an important role to play in children play activities. In play, the major role of the teacher is to 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 do. Instead, he or she should provide simulative environment where children can have genuine play choices and maintain play to an acceptable standard.

The teacher should maintain safety of playing materials such that they do not harm the children as they play. He should communicate with the parents concerning children's play. There should be a guideline to instruct the children on how to play. By doing this, children at times imitate their teachers' words and actions which help them develop their social skills. In pre-school, teachers have an important role to play when supervising children's development and learning.

Smolensk's work in Israel (1968) led her to conclude that children who play on their own reach an initiative stage but do not progress further. The same conclusion was made by (Tough,1976), that in play, children's language is developed well only when a teacher takes part in talking to them and stimulating them with questions.

2.6 Parental Involvement in Children's Play

Ancient Egyptian, Greeks and Romans had rich conceptions of childhood (Lottich,1996). Children were seen as "small adults" and games were not specifically for children but were used to entertain adults as well. John lock on the Tabula Rasa view (17th century) advised parents to spend a lot of time with their children and to guide them through instructions, examples and rewards such as praise and approval (Woolfolk,2004). In Ghana, the development of an integrated ECDE policy was prompted by the Accra Declaration (1993) and one of its strategies was to broaden parental participation in the ECD Program. Parents are categorized as the first caregivers and educators of their children and they are expected to contribute by giving ideas as the types of services required, putting up, equipping and running the ECD centers (Boakye, 2002). In Mauritius, policy relating to parents and community involvement emphasizes the need for parental education and advocacy to raise the community's level of awareness on the importance of ECD (M.O.E,2005) Moti 2002 states that parents and communities are

involved in the management of day care centers and pre -schools through parents who pay fees for the services but are subsidized by the government and employers.

In Kenya, traditional education was for every child and it existed for the purpose of strengthening the community. It was remarkably comprehensive and holistic. This was because its aim was to integrate the child fully into the life of the community. Communities recognized the importance of play which was done after work. Children were left on their own to play and to develop their own play activities and toys. They engaged in creative and make-believe play as well as in group and competitive play such as wrestling and dancing. Parents played the central role in the education and socialization of children (Kabiru and Njenga, 2.007).

According to Republic of Kenya (2006), the ECDE curriculum has undergone major changes over the years .Social and economic changes have occurred which in turn have influenced childcare and socialization. Mothers are often overburdened by the combined responsibilities of childcare, household chores, farming and other livelihood activities. They carry out these activities without support from spouses, older siblings and extended family members. Some mothers are engaged in paid employment, businesses and commercial farming to supplement the family income. Grandmothers, neighbors or house helps are hired to assist with childcare when the mother is away.

High risk factors such as armed conflicts, natural disasters, food shortages, increasing poverty and HIV and Aids have increased the need for childcare centers that can provide safety for children at least for part of the day. However, some parents have refused to pay fees to ECDE centers as they expect the government to offer Free Pre-school Education (NACECE, 2001). This has led to decline in enrollment in ECDE Centers due to poverty especially in the marginalized areas and the slums, hence no quality ECDE services for the children. The children in these areas suffer from lack of food, adequate clothing and health care services. The ECDE centers are also few and where they exist they are of poor quality. They lack adequate facilities, feeding programs, adequate learning and play materials. According to National ECD Policy Framework (2006), Parents should provide security and protection, stimulation, socialization, play and learning materials .

2.7 Theoretical Framework

In this study, the relevant theoretical framework is Froebel's (1852) theory on play. Froebel's primary contributions to educational thought and practice are found in the areas of child learning. He knew from experience that unstructured play represented a potential danger. The notion that children can learn through play begins with Froebel, who built his system of schooling on the educative value of play. Froebel believed that the natural unfolding (development) occurred through play. Since that time, most early childhood programs have incorporated play into their curricula, or have made play a major part of the day Froebel (1852).

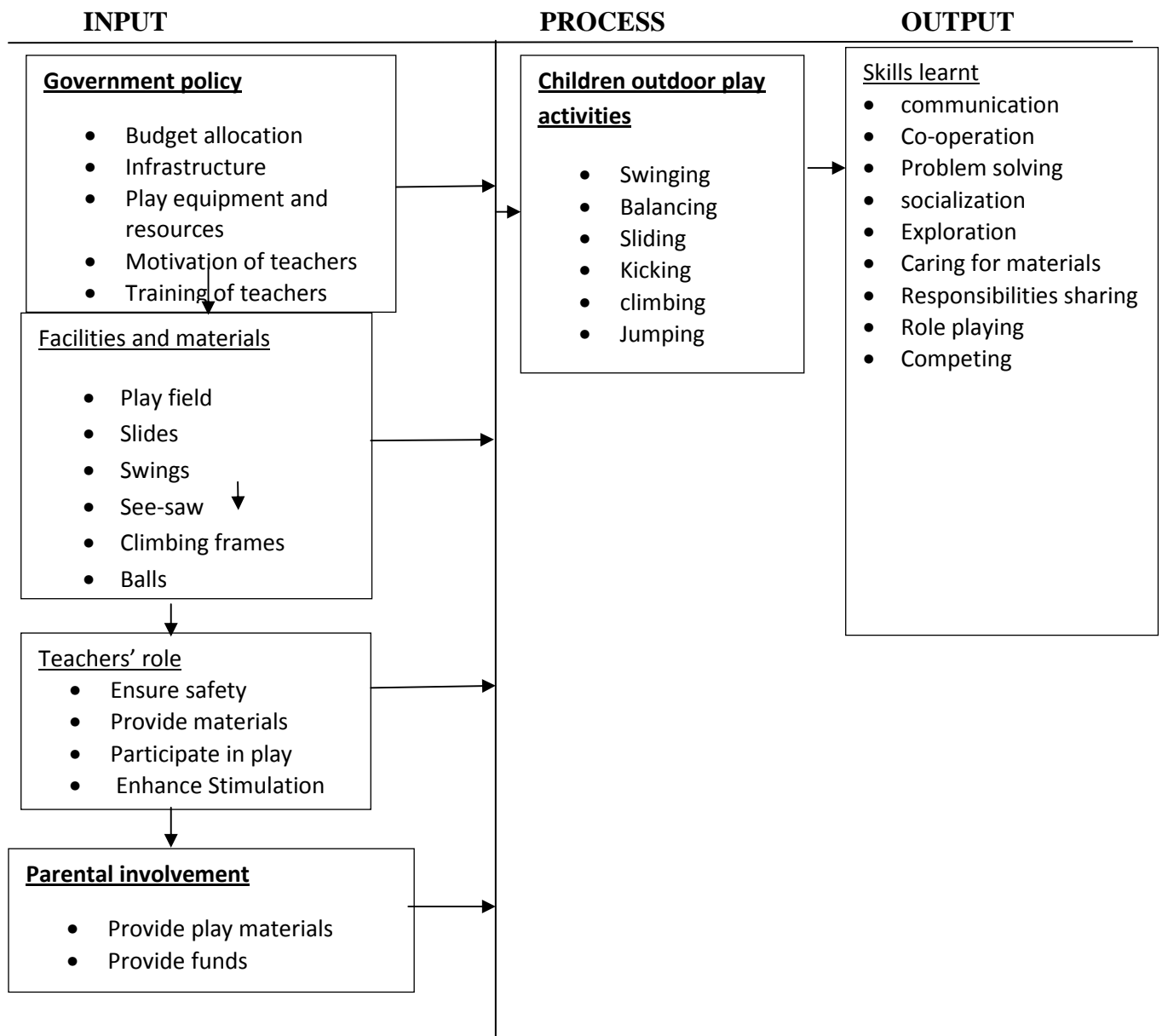
Froebel is not called the father of the kindergarten simply because he devoted his life to both the development of a program for the young child and a system of training for kindergarten teachers. Froebel's recognition of the importance of learning through play is reinforced by the modern-day teachers who intuitively structure their programs around play activities. Other features of Froebel's kindergarten of which we find evidence today are the play circle where children arrange themselves in a circle for learning and songs sung by the teachers and children, to reinforce concepts taught with the "gifts" and "occupations" (Osman, 1982). According to Froebel (1852), play occupies a major part of children's lives. Play activities are essentials to the environment in which children learn concepts, develop social and physical skills, master life situations, and practice language process. Without the opportunity for play and an environment that supports it, a child's learning is limited. Early childhood programs that provide opportunities for play increase and enhance the limits of children's learning (Republic of Kenya, 2008). According to Froebel (1782-1852) the educators' role be it parent or teacher, was to observe the natural unfolding process and provide activities that would enable the child to learn what he was ready to learn. He further concluded that play can be thought of as children's work and the home and pre-school as 'workplace' where learning occurs through play. Children engage in play naturally and find it enjoyable. They do not select play activities because they want to learn. A child does not choose to put blocks in order from small to large because he wants to learn how to seriate, nor does he build an incline because he wants to learn the concept of "down" or the principles of gravity; however, the learning

outcomes to his play are obvious. Children’s play is full of opportunities for learning, but there is no guarantee that because children engage in play, they will learn (Smith, 1999).

2.8 Conceptual frame work

Figure 2.1: Conceptual frame work

The conceptual framework comprises of the input, process and the output. As shown in figure 2.1, the inputs are the independent variables namely the government policy, play facilities and materials, teachers' role and parental involvement. All these variables interact with each other during outdoor play by children (process) leading to acquisition of skills (output) such as socialization.



CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

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

3.2 Research design.

(Orodho, 2003) defines a research design as the outline of plan that is used to generate answers to research problems. It can be regarded as an arrangement of conditions for collection and analysis of data. For the purpose of this research, the researcher used descriptive survey research design because it helps to draw valid general conclusions from the fact discovered.

3.3 Target population

A population is a group of individuals, objects or items from which samples are taken for measurement, (Kisiln & Tromp, 2006). The target population included; pre-school teachers, education officers and parents. The study targeted children of 3-6 years in their learning environment. Makadara district has 75 pre-schools which include 30 public pre-schools, 35 private, 6 Faith based and 4 non-governmental pre-schools. The total population of pre-school children is 3000 and 250 teachers.

3.4 Sampling and sample size

Sampling is the procedure a researcher uses to gather people, places or things to study. According to Mulusa (1988) about 10 cases which represent the target population in all major respects can be used for study. The researcher employed stratified random sampling technique so that private, public, on-governmental and faith based pre-schools based were represented. The researcher folded pieces of paper bearing the names of all the ECD centers in Makadara district. The researcher then asked a colleague to pick papers that represented ten ECD centers from the locale of the study. The papers bore the names of 4 public schools (2 in middle class estates and 2 in low class) 2, private schools,

2 non-governmental institutions and 2 faith based schools. The researcher intended to sample 10 pre-schools in Makadara district out of 75 schools.

3.5 Instruments

The study used questionnaires and resource checklist. Mugenda & Mugenda (1999) defines a questionnaire as a research instrument that gathers data over a large sample. The advantages of a questionnaire include; information can be collected from a large sample and diverse regions, it is economical in terms of time and money, confidentiality is upheld, saves time and no interview bias since they are present in paper format. A resource checklist was also used to collect data on the available outdoor play materials and facilities in the pre-schools

3.6 Validity

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. The validity of this research instruments was attained through being subjected to the supervisors and further checked against the research objectives of the study.

3.7 Reliability

Mugenda & Mugenda (1999) defines reliability as a measure of the degree to which a research instrument yields consistent results or data after repeated trials. An instrument is reliable when it can measure a variable accurately and consistently and obtain the same results under the same conditions. To check on internal consistency, the researcher used the test re-test method and made a comparison between answers obtained in the test and retest of questionnaires.

3.8 Data Collection Procedure

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 sample schools. After that the researcher sought permission from Makadara District Education office to be allowed to conduct the research in the selected pre-schools. Then

the researcher made appointment with the head teachers, managers and pre-school teachers on when to visit and collect data as well as meeting the targeted parents.

On the material day, the researcher, upon visiting the institutions created rapport with the teachers and parents and administered the questionnaire and also went round and collected data on the availability of play fields, materials and facilities.

3.9 Data Analysis Techniques

Data analysis is the process of bringing order, structure and meaning to the mass of information collected (Mugenda & Mugenda, 1999). The researcher used percentages and frequencies to illustrate and clarify the information derived from the field. Information derived from the field. Frequencies easily show the number of subjects in a given category while percentages were used to compare the sub-groups that differed in proportion and size.

CHAPTER FOUR

FINDINGS AND DISCUSSIONS

4.1 Introduction

This chapter presents a discussion and presentation of the findings of data analysis. This section answers the research questions and objectives. It is accompanied with a detailed discussion and inference from the literature review. The objectives of the study are as follows: (i) To establish government Policy on play in pre-schools (ii) To examine the use of plays materials and facilities in pre-schools (iii) To identify the role of pre-school teacher in play (iv) To identify parental involvement in children's play.

4.2 Response Rate

The researcher collected the data on response rate of the target population

The information is as indicated in table 4.1

Table 4.1 Study questionnaire response rate in pre-schools in Makadara District Nairobi

Respondents	Target population	RETURNS
Education officers	2	2
Pre-schools	10	10
Teachers	50	48
Parents	20	16
Total	82	76

Table 4.1 shows data on the response rate of the subjects who responded to the questionnaires. Data reveals that all the education officers' response to the questionnaires was (100%). However, 2 (5%) teachers and 4 (20%) of the parents did not respond. Therefore, (92.7%) of the target population responded to the questionnaires. This did not hinder the researcher from continuing with the analysis because according to Mugenda and Mugenda (2003), a response rate of 50% is allowed for analysis, a response rate of 60% is good and a response rate of 70% and over is very good.

4.3 Government policy on play

To establish whether pre-school teachers in Makadara district are aware of government policy in children play, the researcher asked them to indicate the number of lessons they allocate for children outdoor play in a week. Data is presented in table 4.1

Table 4.2 Number of play lessons in sampled pre-schools in Makadara District

Schools	No. of lessons for play in K.I.E syllabus	Lessons allocated for play	Percentage
Public	5	5	100
Private	5	4	80
NGO	5	4	80
Religions	5	3	60

From table 4.3, data indicates that the Early Childhood Education syllabus (K.I.E 2008) states that children should be taken out for play 5 times a week. The data shows that children in public schools are exposed to out door play more than those in religion based organizations and private schools due to teachers' awareness of the government policy through the K.IE syllabus.

Under this objective, it was evident from the respondents' view that few teachers were aware of the government's policy on children's play and even the few hardly understood how to implement the policy on play. Teacher respondents opined that curriculum for the pre-primary teacher education entailed training in experimental learning methods that allowed trainees to direct the learning process. However, a discrepancy was observed between theory and practice in pre-primary teacher education. In theory the curriculum trained teachers to cater for the total development of the child's personality. In practice however, teachers were put under pressure to provide the child with the academic head start needed for primary learning to the detriment of play centered learning in pre-school.

Few workshops about play were conducted in all the categories of the sampled schools. As a result, pre-school teachers also lacked the skill of developing play material for both outdoor and indoor activities.

4.4 In-service courses attendance

The researcher sought to know the number of times teachers attended in-service courses. This information is indicated in table 4.3

Table 4.3 Number of times teachers attended in service Courses

In service Course attendance	F	%
Rarely	35	73%
Always	0	0%
Termly	10	20.8%
Yearly	10	4.1%
Periodically	1	2.1%
Total	48	100%

The findings indicate that 35 (73%) pre-school teachers in Makadara District, rarely attend in-service courses, workshops and seminars on play while no teachers attend workshops always. Public pre-school teachers were somehow accessible to workshops and seminars on play more than any other category of pre-school learning institutions. This was attributed to accessibility of public ECD centers by both Nairobi City council Education officers and various ECD lectures who visit pre-schools for assessment of teachers.

4.5 Availability of outdoor play materials and facilities in pre-schools in Makadara District

To find out whether outdoor play materials and facilities are adequate in pre-schools in Makadara district, the teachers were asked to indicate the items available in their schools. The responses are presented in table 4.4

Table 4.4 play facilities and materials available in various pre- schools.

	Play Equipment						Play Materials					
	Swings	Slides	Seasons	Balancing	Climbing frames	Total	Balls	Tyres	Ropes	Sacks	Bean bags	
<u>Public schools</u>												
Dr. Krapf	1	-	-	-	-	1	1	-	1	-	1	3
Ofafa day	1	1	1	1	1	5	1	1	1	1	1	5
Harambee	-	-	-	-	-	0	1	1	1	1	1	5
Plansview	2	1	1	1	1	6	1	1	1	1	1	5
<u>Private schools</u>												
Blessings academy	-	-	-	-	-	0	1	1	1	1	1	5
Plans view education	2	2	2	2	2	10	1	1	1	1	1	5
<u>Religious</u>	1	1	1	1	1	5	1	1	1	1	1	5
PCEA Makadara Almarktoum	1	1	1	1	1	5	1	1	1	1	1	5
<u>NGOs</u>	-	-	-	-	-	0	1	1	1	-	1	4
Mukuru primary St. Catherine's Pri.	-	-	-	-	-	0	1	1	1	1	1	5

Data collected from Resource checklist (Appendix V)

From above table 4.4above, Public schools are the most hit with few play facilities and materials while a few private schools in well established areas in Makadara have a variety of play materials and facilities.

According to Montessori (1952), children learn and develop best in a prepared environment like a playground where opportunity for play is provided. The above data indicates that despite having large playgrounds in pre-schools attached to public primary schools in Makadara District, adequate outdoor play facilities are lacking with utmost (1) facility in each school. It was observed that private schools established in middle class estates had (2) facilities from all categories while those in low class areas have none at all .Non-governmental Organization schools situated in the slums in Makadara district have none of the play facilities. Data from observation schedule revealed that playing materials were not adequate in most of the pre-schools. However, all the pre-schools have made an effort in acquisition of materials for play either by the schools, parents or improvised by the pre-school teachers. The findings go along with (Mwaura,1989), who stated that playing materials in children play add value to the play.

4.6 Role of a teacher in outdoor play

The researcher sought to find out whether pre-school teachers in Makadara District are trained and the results are indicated in table 4.5

Table 4.5 Information on Makadara District pre-school teachers' level of training

Level of training	F	%
Graduate	2	4.2
Diploma	30	62.5
Certificate	16	33.3
TOTAL	48	100.0%

The information on table 4.6 indicates that the highest number of pre-school teachers in Makadara District 30 (62.5%) is Diploma holders followed by Certificate 16 (33.3%) and degree holders are the lowest with 2 (4.2%). This shows that all pre-school teachers in Makadara District are trained and therefore skilled in handling and dealing with pre-school children.

4.7. Teachers' employers

The researcher sought to know the employers of pre-school teachers in the target population. Data is as shown in table 4.6

Table 4.6. Pre-school teachers' employers

Employer	F	%
T.S.C	2	4.2
P.T.A/school committee	16	33.3
City Council	12	25.0
Religion based organizations	10	20.8
NGO	8	16.7
TOTAL	48	100

Data shows information on the pre-school teachers' employers in Makadara District. Most teachers are employed by PTA or school committee 16 (33.3%) followed by Nairobi City Council 12(25%) while only a few teachers are employed by teachers service commission 2 (4.2%). These findings therefore showed that it is the school committee that decides the teachers' salaries for most of the pre-school teachers in Makadara District.

4.8 Terms of Service

The researcher sought to know the terms of services for teachers. This information is indicated in table 4.7

Table: 4.7 terms of service for teachers

Terms of service	F	%
Permanent and pensionable	18	37.5
Intern	24	50
Volunteer	6	12.5
Total	48	100.00

4.9 Teacher participation in play

The researcher sought to know how teachers participate in play. This information is indicated in table 4. 8

Table 4.8 Teachers Participation in Play

Teachers	F	%
Public	5	10.4
Private	30	62.5
Religion based	10	20.8
NGO	3	6.3
total	48	100

Data shows that 5 (10.4%) teachers in public pre-schools participate in children play,30 (62.5%) in private school, 10 (20.8%) in faith based centers and 3 (6.3%) in non-governmental organizations. These findings show that although majority of the teachers were involved in the outdoor play activities of the children, a large number of teachers in public schools did not participate. The findings are in line with Frankel (1999) who stated that the major role of the teacher in play is to ensure that enough materials for play are provided for the entire groups, to ensure there is enough space for the children and they should have enough time scheduled for the play activity. When teachers do not participate in children play, such children lack motivations.

4.10 To establish skills that children learn in play

The researcher further sought to establish the skills that children learn in play. The teachers were therefore asked to indicate what skills children were likely to learn when they were involved in outdoor activities. Data is presented in table 4.9

Table 4.9 Skills children are likely to learn in outdoor activities

Skills	F	%
Communication	22	45.8
socialization	18	37.5
Co-operation	4	8.3
Problem solving	3	6.3
others	1	2.1
totals	48	100

Data shows that when children were exposed to outdoor activities. 22 (45.8%) teachers indicated that children learnt communication skills. 18 (37.5%), co-operation 4 (8.3%), problem solving 3 (6.3%) and 1 (2.1%) indicated other skills. These findings show that outdoor play was important in developing various skills in children. The findings are in line with Froebel (1852) who stated that play occupies a major part of children's lives.

4.11 Challenges in play.

Teachers were asked to indicate the factors that could be hindering outdoor play and the results are indicated in table 4.10

Table 4.10 Challenges in out door play

Factors	F	%
Lack of playground	2	20
Large no. of children	4	40
Lack of play materials and facilities	3	30
Insecurity	1	10
Total	10	100

Table 4.10 shows factors hindering outdoor play in pre-school institutions in Makadara District. Most teachers indicated that the biggest problem was the large number of children 4 (40%) who have made it very difficult to play freely and this of cause has contributed to less space in the playground with 2 (20%). The fear of insecurity mostly appears in faith based institutions where children could not be left to play on their own for fear of child trafficking.

4.12 Parental involvement in play

The researcher sought to know how parents contribute financially towards play facilities and materials by first asking them to indicate their monthly income.

Table 4.11 Parents monthly income

Monthly salary in Ksh	F	%
0 – 10,000	7	43.8
10,000 – 20,000	5	31.2
20,000 and above	4	25
Total	16	100

From the information above on table 4.11 it is evident that majority of parents earn low salary i.e. below sh 10,000 (7) 43.8% while those who earn above Sh 20,000 are 4 (25%). This states that most pre-school parents are unable to support their children with play materials and equipment and it is assumed that they do not contribute any funds for play development in pre-schools. The findings of this objective showed that majority of the parents were unemployed.

This had as a result affected the provision of play materials. The implication of this objective therefore, was that most children in pre-school centers did not learn through play. About 60% of the parent respondents defaulted on payment of school levies. The managers of the centers lamented that this made them to send some children home for non-payment hence affecting learning.

Majority of the parents occupations were casual laborers in industrial area and the city centre. Only 20% of the parent respondents reported that they were engaged in

meaningful (formal) employment. This was explained by their low level of education. Though most of them were literate, only a mere 10 percent had formal training that can attract competitive employment.

4.13 Parental participation in play

The study sought to know how parents participate in material development. The findings are shown in table 4.12

Table 4.12 Parents participation

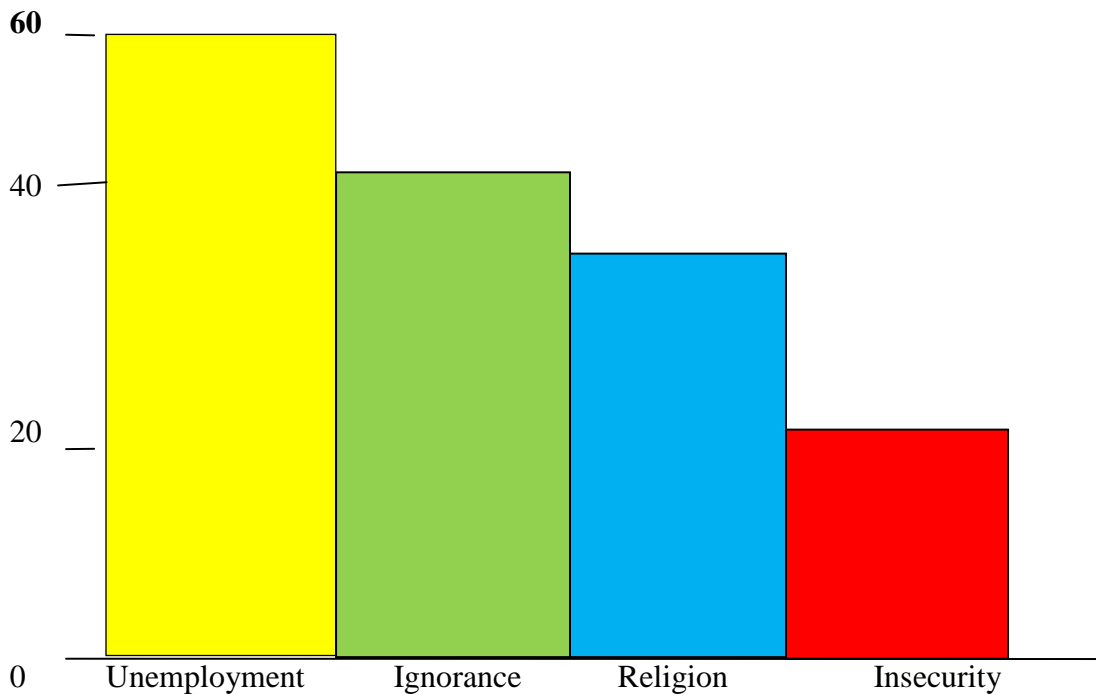
School	F	%
Public	-	-
Private	10	62.5
NGO	-	-
Faith based	6	37.5
Totals	16	100

The information in table 4.12 indicates that the highest number of parents who participate in material development 10 (62.5%) are from private schools. Parents from public and NGOs do not participate in play. The reason could be social economic status of the parents as well as lack of knowledge on the importance of play. Other parents think that play is a waste of time for children.

4.14 Parents attitude on play

To establish parents' attitude towards play, the teachers responses are Indicated in figure 4.1

Figure 4.1 Parents' attitude towards play



As depicted above Figure 4.1 insecurity was the least factor that hampered children learning through play in Makadara District.

Insecurity in the District was also identified as obstacle to children play. This was due to the fact that most ECD centers in the district were not properly fenced. As a result, teachers restricted children from playing freely. Child trafficking and abductions which have become a menace in the recent past within the city has also scared all and sundry.

Religious beliefs and cultural stereotype were also identified as impediments to learning through play. In some religion based institutions, some parents cautioned their children against playing with children from certain religious backgrounds.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This chapter presents the summary, conclusion and recommendations. The chapter also presents suggestions for further studies.

5.2 Summary

The purpose of this study is to investigate the factors that hinder outdoor play in pre-schools in Makadara District. Four research questions were formulated to guide the study. Research question one sought to establish the pre-school teachers' awareness on government policy on play. Research question two sought to examine the use of play facilities and resources in pre-schools. Research question three sought to identify the role of the teacher in children's play while research question four sought to identify the parental involvement in children's play

The study employed descriptive survey design. The population included ten pre-schools in Makadara District. The study used questionnaires and resource checklist. Findings on the establishment of pre-school teacher's awareness on government policy on children's play revealed that public school teachers provide more opportunity for play more than other institutions because of the teachers' awareness of the government policy through KIE Syllabus which indicates that play activities should be allocated 5 lessons per week in pre-schools. The study indicated that public pre-schools allocated 5 lessons for play; private schools as well as non-governmental organizations allocated 4 while faith based centers allocated 3 lessons. It is clear, therefore that there are various pre-schools operating either without policy guidelines or where policy is assumed. Findings on the availability of outdoor play materials and facilities revealed that private schools established in middle class estates have variety of facilities (10) and (5) different groups of materials for play .Most public schools have either (1) facility or none at all despite having big play fields. Some of the materials available is either broken down or in bad shape. Schools situated in the slums are worst hit with no facilities at all hence, these

children are deprived of outdoor play and shut off from all that makes life real and meaningful (Fantuzzo and Mc Wayne, 2002). However, the study revealed that all the schools had improvised materials either donated by parents or made by teachers themselves in order to enhance active play .

Results of the findings on the role of teachers in outdoor play revealed that pre-school teachers are aware of their role in play and they responded to this by indicating whether they participate in play. The findings show that public schools had 5 (10.4%) while private schools had the highest number of teachers participating in outdoor play. Faith based centers stated 10 (6.25%) and non-governmental organizations had 3 (6.25%). Findings on parental participation in play revealed that majority of parents in Makadara District earn low salary, below Ksh 10,000 (43.8%) and this states that most of the parents are unable to support their children with play materials and facilities let alone school fees. The findings are in line with (Mwaura, 1989) who stated that playing materials are expensive to buy and to improvise.

5.3 Conclusion

Based on the findings, it was concluded that most teachers from public pre-schools are aware of the government policy on play. This was exhibited in the manner in which they conducted play activities. However, outdoor play policy was not fully implemented in pre-schools. The schools sampled supported the findings of the objective which was to establish pre-school teachers' awareness on government policy on children's play.

.The study also concluded that availability of playing materials and facilities enhanced children's skills such as communication skills, social skills problem-solving skills and others. Further conclusions showed that the teachers in private schools participate more in outdoor play than the others in other categories .The study also concluded that majority of parents hardly contributed towards material development in pre-schools sampled in the study due to low salary and unemployment.

5.4 Recommendations

Based on the findings, the following recommendations were made;

There is need for the government officers to sensitize the teachers and parents on the importance of play in pre-schools. This will go along way in making headway in holistic development as well as holistic learning of young children. Learning will be natural as parents and teachers alike will endeavor to accord the child play time, play materials and facilities.

The government of the republic of Kenya should initiate programs that can alleviate poverty in low income areas of the city of Nairobi. In light of this, there is need for the development partners like World Bank, UNESCO and others to initiate income generating activities for the urban poor. This will make headway for economic empowerment hence realization of learning through play as parents will be able to pay for play materials.

The government should consider subsidizing pre-school education in order to realize millennium development goal of 2015 and vision 2030. This can only be achieved by motivating pre-school teachers through employment that comes with competitive remuneration.

The ministry of Education should provide policy guidelines to all pre-schools with regard to pre-school education, training teachers, curriculum and support materials, registration, supervision and inspection of ECD centers.

Schools should provide or improvise play facilities and materials to enhance holistic development through play.

Teachers should be encouraged to participate in outdoor play as well as involving all children in participating in outdoor play.

5.5 Suggestions for further studies.

There is need for a comparative study to be conducted in the neighboring district to assess factors hindering outdoor play in pre-schools. This is because Nairobi County is a metropolis and children hail from different districts in the county schools in Makadara District.

REFERENCES

- African Child Policy Forum. (2008). *The African report on child wellbeing*, plan international. Addis Ababa, Ethiopia.
- Background report of Kenya for the UNESCO/OECD Early Childhood policy Review Project. (2002). *The Ministry of Education, Science and Technology, Government of Kenya*.
- Best J. and Khan, J. (1992). *Research Education* New Delhi. Prentice Hall.
- Brisbane, H.E. (1988). *The Developing Child*. Graw, Hill New York Macmillan/MC.
- Early Childhood development teachers' in-service education syllabus. (2000). Nairobi: The Kenya Institute of Education.
- Evans, J. (1997). *Early Childhood Development in Mauritius*. The formulation of national policy UNICEF, Mauritius.
- Gallahue, D.L.(1993). *Developmental, physical education for today's children*. (2nd Ed) USA. Brown and Benchmark publishers,
- Guidelines for training of early childhood development in Kenya. (2000). Nairobi: The Kenya Institute of Education.
- Hebert, C and Frankel, J. (1999). *A practical guide to activities for young children and play*. New York: Coletta University Press.
- Hallahan, D.P and Kauffman, J.M. (1982). *Exceptional children* (2nd Ed), Prentice – Hall, New York, USA.
- Hetherington, P. (1999). *Child psychology* (5th ed). MC Graw Hill College, New York, USA.
- Hutt, J. Tyler. S. Hult, C. (1989). *Play exploration and learning*. London Penthedge. Publisher

Joyce, B and Weil, M. (1996). *Models of teaching*, (5th ed). Allyn and Bacon, Boston, USA.

K.I.E. (2002). Annual for training pre-school teachers. Nairobi: NACECE

Kangethe, S. Muraah WM, Ombega J. and Karani AK. (2006). *How to write a winning research proposal*, English Press , Nairobi , Kenya.

Kombo, D.K and Tromp, D.L.A (2006). *Proposal and Thesis writing*, Paulines publications, Nairobi, Kenya.

Magaret K. and Anne A. (2007) *Child Development Nairobi*.

MOEST Sessional paper No. 1 of 2005 *on a policy framework for education, training and research*. Nairobi: Ministry of Education, Science and Technology, the Republic of Kenya.

MOEST (2005) *Background report of the UNESCO Early Childhood Review Project*.

Mugenda,O.M.and Mugenda, A.C. (1999).*Research Materials Qualitare and Quantity approaches* Nairobi

Mugenda,O.M.and Mugenda, A.C. (2003). *Research materials*. Nairobi

NACECE. (2000).*A manual for pre-school teachers and community*, East African educational publishers Nairobi, Kenya.

NACECE (2001). *Guidelines of ECD*. Nairobi, Kenya. Institute Education, Nasibi, M.(2005) *ECE; Teaching at pre-school*, Nairobi: Nehema Publisher

Orodho, A.J. (2004). *Techniques of writing research proposals and reports in education and social services*. Masola publishers, Nairobi Kenya.

Passers, W.M and Smith R.E. (2001). *Psychology Frontiers and Application*, MC Gaw Hill Publishers, New York- USA.

Pellegrini,D, Smith P.K.(1998).*The development of play during childhood; forms and possible functions, child physical psychiatry.*

Republic of Kenya. (2006). *National ECD policy framework.* Nairobi M.O.E

Republic of Kenya. (2008). *Handbook for ECD and Education syllabus.* Nairobi: K.I.E

(1987). *Effects of play on children cognitive on cardinal number.* Unpublished research project, Kenyatta University. UNICEF (1995) Policy formulation to ECD programs Implementation

APPENDIX I

INTRODUCTORY LETTER

NGECHA MARY WANGARI

C/O PLAINSVIEW PRIMARY SCHOOL

P.O BOX17151

NAIROBI

Dear respondent

RE: RESEARCH STUDY.

I am conducting a research study on factors that hinder play in pre-schools in Makadara District in Nairobi County, Kenya. I would greatly appreciate your completing the enclosed questionnaire and hand it over to me as soon as you are through.

The answers will help me in the study and for the award of Masters Degree in Early childhood development and education (ECDE) at the University of Nairobi. You are hereby assured that the information given will be highly confidential and that it will be used for the intended purpose only.

Thank you in advance.

Yours sincerely

NGECHA MARY WANGARI.

APPENDIX II

QUESTIONNAIRE FOR TEACHERS

Kindly fill in the questionnaire according to instructions. Give honest and true answers to the best of your knowledge. The information will be confidential but don't write your name. TICK (√) where applicable.

1. School _____
2. Terms of service: permanent and pensionable () Intern ().
Volunteer (). Contract (). Any other _____
3. Who is your employer? _____
4. Level of training: graduate () Diploma () ECD certificate ().
P1 teacher (). Any other _____
5. For how long have you been in the teaching profession? _____
6. How many children are there in your ECD center? _____
7. (a) Does your school encourage play for young children? Yes () No ()
(b) Do teachers participate in play? () Yes () No.
(c) Does your school have adequate physical facilities for play? Yes () No ()
(d) Please list some of the materials that are used for play in your school

8. Who provides the materials in 7d above

9. Are both teachers and parents involved in the material provision and development? Please explain

10. What challenges do you face using play to teach young children?_____

11. Please tick against materials and equipment present and used in your school

Swings	Sand pit	Sacks	Shakers	Bottle tops
Slides	balls	bicycles	drums	pebbles
Balancing beam	See-saw	bean bags	sticks	flower
Blocks	tyres	ropes	flutes	jingles
Drama/music costumes	picture	puzzles	fishing	games

13 (a) How often do you attend in-service courses on play

rarely () always () termly () yearly () periodically ()

(b) Which one did you attend last and when and where was it held?

(c) Does your school charge any levies? Yes () No ()

(d) What has been the implication of the levy on the use of play in your school?_____

(e) Do all the parents afford to pay the levies?

(f) How often do government inspectors visit your school to inspect play equipment?

(g) Do you think play activities benefit in any way from Community Support Grants (CSG)?

(h) Are there any socio-economic factors hindering play in your school?

14 (a) what is the importance of play in your school?

(b) How do children behave when they miss play for a long time?

(c) Which skills are learnt by children during play?

(d) How do you ensure safety of children during play?

(e) What is the attitude of the parents towards play?

15. How do children benefit from the following when learning through play.

Emotional aspect _____

Social aspect _____

Physical aspect _____

Cognitive aspect _____

Language aspect _____

Moral Aspect _____

16. Please provide any information that is not included in this questionnaire but you

believe it could be necessary to this study.

APPENDIX III

QUESTIONNAIRE FOR PARENTS

Kindly fill in the questionnaire according to instructions. Give honest and true answers to the best of your knowledge. The information will be confidential but don't write your name. TICK (✓) where applicable

1. School _____

2. Does your child learn through play in this school? Yes () No ()

3. How often do you attend school meetings () Rarely () Whenever the
need arises () Termly () Always () Yearly

4. (a) Do you think the government fully support play activities in your school?
() Yes () No

(b) How would you like the government to support your school in play activities

Level of education: University () diploma () KCSE/ O level ()
KCPE/CPE () . Any other _____

5. What is your estimated monthly income in KSH. () below 10,000 () 10,000-
20,000 () Over 20,000

6. (a) What type of fixed outdoor apparatus are found in your school?

(b) How do you participate in material development for play activities?

- (c) Do you encourage your child to play at school? () Yes () No
7. Do you think play is important to growing children? () yes () No
Why?

8. Please provide any information that is not included in this questionnaire but you believe it could be necessary to this study. _____

THANK YOU FOR YOUR RESPONSE

APPENDIX IV

QUESTIONNAIRE FOR EDUCATION OFFICERS

Kindly fill in the questionnaire according to instructions. Give honest and true answers to the best of your knowledge. The information will be confidential but don't write your name. TICK (√) where applicable

1. Title of the officer _____

2. Highest level of training. () PhD () Masters () Bachelors
() Diploma () any other _____

3. Are the pre-school teachers adequately trained on the use of play in ECD learning activities?

4. How often do you organize workshops for these teachers?

5. What support does the government give public pre-schools in terms of sustainability of play activities?

6. Are there enough outdoor and indoor play equipment and materials?

7. How do you supervise play activities?

8. What do you think are the factors that hinder play activities in public pre-schools?

9. Do the schools charge any levies for play activities?

10. Are there any strategies put in place to sustain play in public pre-schools?

11. Are the teachers commensurately remunerated?

12. Which government policy advocates for play activity in public pre-schools?

13. (a) Has FPE in any way affected play activities in public pre-schools?

(b) What is the current enrolment rate in public pre-schools in Makadara Division? -

14. Please provide any information that is not included in this questionnaire but you believe it could be necessary to this study. _____

APPENDIX V

CHECKLIST

Facilities	Public	Private	NGOs	Faith based
Swings				
Slides				
See saw				
Balancing				
Climbing frames				

Materials	Public	Private	NGOs	Faith based
Balls				
Tyres				
Ropes				
Sacks				
Bean bags				

THANK YOU FOR YOUR RESPONSE