

INFLUENCE OF FUNCTIONAL PLAY MATERIALS ON SOCIAL DEVELOPMENT OF PRESCHOOL CHILDREN IN KEERA ZONE, NYAMAIYA DIVISION NYAMIRA COUNTY, KENYA

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Abstract

The need to improve child's development and learning through plays is a substance of global anxiety for all preprimary school stakeholders. Thus, the purpose of the study was to assess the influence of forms of play materials on social development of preschool children in Keera Zone, Nyamaiya Division Nyamira County, Kenya. The study adopted the Social Interaction Learning Theory, Social Learning Theory and Social cultural approach. The information provided by this research will benefit policymakers, community members and academicians. The study applied mixed methods approach and Concurrent triangulation design where quantitative and qualitative and quantitative data were collected at the same time. The target population was 128 respondents comprised of 26 head teachers and 102 teachers. The study employed census inquiry by using all the 26 head teachers and 102 teachers of preschool. The researcher collected data using questionnaires and interview guides. The instruments were piloted to establish validity, reliability, credibility and dependability. Validity was arrived at through expert judgment, reliability of the instrument was determined using split half technique where Cronbach alpha coefficients of 0.749, 0.768 and 0.726 were obtained. Credibility of the research instrument was ascertained during the pilot study to be carried by the on ten sampled ECDE learners and two teachers while dependability of the research instruments was ascertained by use of observation methods on sampled children. Data collected was analyzed qualitatively and quantitatively. Qualitative data was analyzed using themes and presented in narrative form. Quantitative data was analyzed descriptively then presented in tables and pie charts while inferential statistics were presented in coefficient correlation. The study established that availability of functional play materials, teachers' approaches in utilization of play materials and frequency of learners' participation in play activities determines social development of preschool children. It was, therefore, recommended that the schools should provide more varieties of play material to pre-school children as this is likely to improve their social development and The Ministry of Education should allow more time for outdoor and play activities in the pre-school timetable so as to expose the children to more play.

Keywords: play, pre-school, competitive play, dramatic pay, associative play.

Background to the Study

Play serves as an essential process for supporting children's learning and development besides enhancing emotional, intellectual and social skills of the child. It's the teacher's role in preprimary schools to set up environment that facilitate play experiences. Play is multifaceted, and its complexity lies in the many different ways in which children play. It is also a natural part of a child's life, with many opportunities to engage in play and work together with peers (Whitebread, 2010). Preprimary schools have long recognized the power of play. The significant contribution of play to young children's development is well documented in child psychology, anthropology, sociology, and in the theoretical frameworks of education, recreation, and communications (Frost, 2010).

In Australia, there is a recommendation that there should be ample playground facilities, access to play tools and at the same time, teachers should be encouraged to undertake physical activities (Common Wealth of Australia, 2008). Equipment, materials and experiences planned should allow for a variety of kinds of movement for development of motor skills, natural features such as horizontal tree trunks, rope structures and temporary arrangement for physical challenges broaden the possibilities for play activities (Guantlett et al., 2010).

In South Africa, the role of play in young children learning of traditional games where play helps in the development of physical agility, concepts and cultural and social learning (Sedite, 2009). Moreover, in Zimbabwe a large number of play centres and playgrounds were established to provide custodial service for children while mothers engage in community project (Dozva, 2009). In Nigerian schools play is observed as a natural activity for children and provides an important window us to understand the development, views and necessities of children. As children become mature, they would be able to represent their experiences mentally and begin to use metacognitive processes to create play themes (Vig, 2007). As mentioned by many researchers' play is an important factor for creativity and the cognitive aspects of creativity that relates to play include transformational ability and divergent thinking (Moore and Russ, 2008). Also research has shown that the children who had opportunities to play freely are considered as 'high fantasizers' and have greater tendencies towards being creative with materials and situations (Moyles, 1992). As Baines and Slutsky (2009) has noted, play simply enriches the quality life because it enhances creative thought.

Children need to have an opportunity to explore some materials and play objects and this opportunity also advances children's creativity (Saracho,2002). Previous studies on children's play stressed on the positive relationship between play and creative thinking ability (Isenberg and Jalongo, 1997). Also previous studies about play and play materials have shown that in recent years creativity in children's play have declined and the preference of play materials have changed in some aspects. In the light of above scrutiny, the main purpose of the present study is to examine creativity in children's play and their preference of play materials in a materialist and technological world.

In Kenya, parent, teachers and school managers are increasingly giving too much attention to excellent academic achievement in national examinations. A lot of emphasis is now on rote learning and memorization to reproduce the learnt concepts without a clear understanding of the concepts learnt. This practice has trickled down to the preschool institutions (Sinyei, Mwonga, & Wanyama, 2012). It is perhaps on the realization of the importance of play activities in preprimary schools that the Kenya Government therefore, needs to ensure that best practices are developed in the preprimary settings to ensure effective learning to produce all-round learners.

Statement of the Problem

Play is important for the child's development and learning and mindful use of play to promote the development and learning of each individual child should be an omnipresent activity in the pre-school. Despite the importance of playing materials, according to Sabbi, Boating & Hammond (2010), teachers are unable to employ pre-scholars in play activities because, play facilities are not available, and pre-schools lack leisure facilities, play materials and physical infrastructure. It was in this regard that the study assessed play materials in preschools by answering the following questions: Are the functional play materials available in preschool children in Keera zone, Nyamaiya Division Nyamira County, Kenya? What are the teachers' approaches of utilizing play resources in preschool children in Keera zone, Nyamaiya Division Nyamira County, Kenya? And what is the frequency of learners' participation in play activities in preschool children in Keera zone, Nyamaiya Division Nyamira County, Kenya?

Literature Review

A report by Common Wealth of Australia (2008) points out that there should be ample playground facilities, access to play tools and at the same time, teachers should be encouraged to undertake physical activities. According to Sabbi, Boating & Hammond (2010), teachers are unable to employ pre-scholars in play activities because, play facilities are not available, and pre-schools lack leisure facilities, play materials and physical infrastructure. Equipment, materials and experiences planned should allow for a variety of kinds of movement for development of motor skills, natural features such as horizontal tree trunks, rope structures and temporary arrangement for physical challenges broaden the possibilities for play activities (Guantlett et al., 2010) As regards stimulation, within indoor, environments, this is mostly related to the provision of play materials and toys which support play. It has been established for some time, through a number of studies that access to a variety of materials and toys related to children's cognitive development. Well established materials and toys support play most effectively when they are open and flexible and provide children with wealth of opportunities for creativity for social interaction with their peers and adults, for authorship and for deep engagement. Resources in form of play objects, space and time are very important in pre-primary classrooms because the level and type of children's play depend mostly on the availability of these resources.

Hanley and Tiger (2011) confirm that one strategy to promote selection of important but less preferred activities is to limit access to children's activities that children like most. For instance, limiting access to dramatic play, computers, and blocks might increase participation in other activities. A more acceptable alternative, which retains the preferred activities during free play, is to provide prolonged access to preferred activities in an attempt to decrease subsequent participation in those activities due to satiation or habituation. By decreasing the amount of time spent interacting with preferred free-play activities, such a procedure might also indirectly increase the amount of time spent in originally less preferred activities.

Play facilities and materials in children's play add value to the play. Children learn best when they are part of a secure and stimulating environment full of materials for manipulation. Mahindu (2011) 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 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 material. The discourse of boys and girls was similar but boys tended to initiate more topics during play than did girls.

Associative play is a type of play in which ECDE learners play and interact with one another without harmony in their activities. They participate in the same activities with no idea of organizing their activities or turn taking. Individually they act as per ones wishes without the group dictating. According to Sen M. (2009) children at this age have developed the need of companionship. As they play they share their Cooperative plays to a certain extent. Though they share materials there is no much organization in the play .At this age children are not yet able to subordinate their individual interest to that of the group.

According to preschool curriculum, childcare centers and preschools need to provide safe, supervised yet unstructured outdoor play spaces for active play, where children and their peers can engage in physical activity of their own design. This will increase physical activity levels and promote imagination, social interaction and the ability to learn and practice skills independently (K.I.E, 2010).

Unstructured outdoor physical activity is important for children's development, and an essential component of getting kids to be more active. Recommendations indicate that at least half of the outdoor physical activity accumulated by young children should be in active play. Specifically, preschool children aged 1 to 5 should get from one to several hours of daily, unstructured physical activity. Activities such as running and climbing serve not only to develop their muscles, strength, endurance and general movement skills, but are also beneficial for their physical skill development like jumping, balancing, kicking, throwing and catching (Calbom, 2012).

Children play in different ways at different times and the nature of their play changes as they develop. Back in 1930s Mildred Parten observed children play and from her observations, identified four categories of play (Faulkner, 1995). Parten also found that there was a developmental sequence of her play categories, the younger the children being more likely to

become involved in the third and fourth types. Although other theorists have made their own analyses of play, Parten's categories are still used and provide an elementary structure that can help us analyze play.

First comes associative play, where a child plays on his/her own without taking notice of or taking part in the play of others who may be around her/him. For example, a child riding his/her bicycle around the playground, absorbed in the riding and not interacting with other children. Parallel play is next, where a child plays alongside other children, perhaps using the same toys, but is involved in his/her own play rather than taking notice of what other children are doing. In this case, children may be using the same equipment, but they are each absorbed in their own chosen activity. Associative play is the third category where children play associatively with other children. In associative play, each child acts according to his/her play agenda; they do not share a common play framework or negotiate common rules for play. Cooperative play is the fourth category where children clearly belong to a group and the play is organized by the members of the group who establish the rules and the roles that each child plays.

There are several other forms of play besides pretend (see Pellegrini, 2009; P. K. Smith, 2010); in particular there is a small but important literature on physical play (such as hopscotch and rough-and-tumble play), which has been well reviewed elsewhere (Pellegrini & Bohn, 2005; Pellis & Pellis, 2009). Such forms of play assist sustained attention in conventional school situations

(Pellegrini & Bohn, 2005); they also (in the case of rough-and-tumble play fighting) assist emotion regulation, social coordination, and normal sexual behavior, at least in some rodents and nonhuman primates (Pellis & Pellis, 2009). Pretend play can overlap with these and other types of play. For example, physical play overlaps with pretend play when children pretend to be fighting warriors. Object play overlaps with pretending when a child animates those objects.

The literature is not always clear as to when pretend play specifically, versus play more generally, or some other specific type of play is at issue; this can be seen in the quotes with which we opened (but see footnotes 1–2), and probably arises because young children's play is so often infused with pretense.

. In recent years, several studies have explored the ways in which children use play grounds with the availability of traditional and more modern playground equipment. Some of the most comprehensive work done in this field has been by Frost, who has studied children at play, on various types of playgrounds, some of them designed by him. Campbell and Frost (1985), observed second graders at one school playing in two types of play environments; One was a "traditional" playground that included seesaws and merry-go-rounds, swing, slide, and trapeze bars as well as a dirty playground area. The other was a "creative" playground area with three kinds of commercial climbers, a slide with enclosed platform, tire swings on swivels, movable seesaw, boat, and a platform structure that come with materials such as

planks and crates for construction purposes. In a corner shack were stored riding, dramatic play and game equipment.

Observations showed that the amount of cooperative play was about equal across both groups and at about the level expected of seven-year-olds. There was more dramatic play and construction play on the creative playground as might be expected, given the inclusion of appropriate materials. What was surprising was the marked increase in associative play on the creative playground. The design of the playground and its greater variety of choices made it easier for children to play independently. Frost believes this is a plus and cites other researchers who like himself, believe that associative play should not necessarily be viewed as a lower-order form of play.

A child who is able to play with others or be in a group with others shares materials and converse has to be socially developed. As children continue to share different Cooperative plays during play their social development is highly enforced. Children are able to accept each other as a member of the play group. The acceptance of other new children in a play group is as per the level of social development. Children who are not socially developed will not be ready to share Cooperative plays or take part in a play game i.e. not ready to interact. Such a child will portray withdrawal which is not the case to a socially developed child.

In a related study, Frost and Campbell (1985) at the same school, the second graders favored movable equipment. For example, on the traditional playground, the swings, merry-go-round and the seesaws were preferred over the fixed climbing apparatus. Likewise, on the creative playground, the playhouse with its movable props and other movable materials such as boats were most popular. In general, action-oriented equipment and equipment designed for dramatic play were the most popular games equipment, while various kinds of balls were less popular. Frost points out that this observation conflicts with other researchers' observation that the preference for dramatic play reaches its peak between ages three and six then fades out about age seven in favor of games with rules.

One possible explanation, Frost says is that playground traditionally have come equipped with static play equipment (and frequently not much of it) so that teachers prematurely push children into playing games with rules to give them something to do. The ultimate in playing grounds with movable parts for construction and dramatic play is the "adventure playground" pioneered in Denmark in the 1940's and quickly adopted all over Europe (Pedersen, 1985). These playgrounds were situated where there was a lot, often one that is waiting for a building to be constructed.

While studies of children in the outdoors lead to conclusions such as the desirability of complex over simple play structures and for equipment varied enough to support both solitary and social play, in reality teachers must often adapt to a very fixed and different sort of situation. You may have a play area that is large but has little or no equipment. You could have plenty of apparatus, but the components may be so close together that there is no clear, safe pathway through the area. You could even be confined to a rooftop or to a particular backyard.

Many questions are pertinent here as one has to explore on the capacity of pre school teachers to engage learner in associative play activities. Teacher's concentrate on sports, so physical education is seen as sports. Instead of engaging the whole class in a systematic approach in skill development, they concentrate on few individuals who are skilled. During outdoor activities, some teachers teach as though children were of the same levels and abilities. Children who do not fit into the teachers' category are left behind sometimes ridiculed or shamed to be the target of sarcasm or belittlement. This negative behavior does not encourage some children to go for outdoor activities. Children like fun, so teachers are to provide the platform for children's enjoyment at the same time learn as well since outdoor activities encourages participation and development in variety of sports, thus providing pupils with the opportunity to participate in appropriate outdoor activities. According to Wuest and Lombardo (1994), teachers should anticipate change and be informed. They should also be future oriented, adaptable individuals, who are capable of taking suitable causes of action for themselves and the children.

Research Methodology

The study applied mixed methods approach and Concurrent triangulation design where quantitative and qualitative and quantitative data were collected at the same time. The target population was 128 respondents comprised of 26 head teachers and 102 teachers. The study employed census inquiry by using all the 26 head teachers and 102 teachers of preschool. The researcher collected data using questionnaires and interview guides. The instruments were piloted to establish validity, reliability, credibility and dependability. Validity was arrived at through expert judgment, reliability of the instrument was determined using split half technique where Cronbach alpha coefficients of 0.749, 0.768 and 0.726 were obtained. Credibility of the research instrument was ascertained during the pilot study to be carried by the on ten sampled ECDE learners and two teachers while dependability of the research instruments was ascertained by use of observation methods on sampled children. Data collected was analyzed qualitatively and quantitatively. Qualitative data was analyzed using themes and presented in narrative form. Quantitative data was analyzed descriptively then presented in tables and pie charts while inferential statistics were presented in coefficient correlation.

Findings

The study adopted descriptive statistical techniques such as frequency, percentage and mean distribution. This helped to assess the availability of functional play materials and its influence on social development of preschool children in Keera zone, Nyamaiya Division Nyamira County, Kenya. For analysis, descriptive statistics (frequency, percentage and mean distribution) for the level of agreement on a five point Likert scale of the variable, availability of functional play materials was assessed and summarized in Table 1.

Table 1: Descriptive statistics for availability of functional play materials

Statements		SD	D	U	A	SA	MEAN
The availability of equipment's for special learners leads to social development of preschool children	F	8	6	9	39	34	3.89
	%	8.3	6.3	9.4	40.6	35.4	
Provision of instructional material as required leads to social development of preschool children	F	1	16	7	40	32	3.90
	%	1.0	16.7	7.3	41.7	33.3	
Well maintenance of the school playground leads to social development of preschool children	F	6	3	16	32	39	3.99
	%	6.3	3.1	16.3	31.7	40.6	
Availability of sanitation facilities are available and adequate leads to social development of preschool children	F	6	11	4	31	44	4.00
	%	6.3	11.5	4.2	32.3	45.8	
Provision of child size materials leads to social development of preschool children	F	3	10	8	34	41	4.04
	%	3.1	10.4	8.3	35.4	42.7	
Furnishing of the classroom to specified standards social development of preschool children	F	4	4	10	27	51	4.22
	%	4.2	4.2	10.4	28.1	53.1	

Source (Researcher, 2019)

Table1 shows that 39(40.6%) of the respondents agreed with the statement that availability of equipment's for special learners led to social development of preschool children, 34(35.4%) strongly agreed, 9(9.4%) were undecided, 8(8.3%) strongly disagreed and 6(6.3%) disagreed with the statement. The study findings suggested that the respondents tended to agree (Mean=3.89) that the availability of equipment's for special learners led to social development of preschool children. This implies that when equipment for special learners are nearly available, there will be social development of preschool children. This is in line with the findings of Sabbi, Boating & Hammond (2010), teachers are unable to employ pre-schoolers in play activities because play facilities are not available.

Similarly, 40(41.7%) of the respondents agreed with the statement that provision of instructional material as required led to social development of preschool children, 32(33.3%) strongly agreed, 16(16.7%) disagreed, 7(7.3%) were undecided and 1(1.0%) strongly disagreed with the statement. It emerged from the study that the respondents tended to agree (Mean=3.90) that provision of instructional material as required led to social development of preschool children. This was supported by an interviewee who had the following to say;

...The provision of instructional materials such as audio visual materials, visual materials, printed materials and community materials is inadequate,

however, adequate provision of instructional materials as witness in some schools leads to social development of preschool children ...*Male Participant, 41 years, Head Teacher.*

This implies that when instructional material are provided as required, there will be social development of preschool children. This supports the findings of Abaya (2017) that provision of instructional material as required led to social development of preschool children.

Consequently, 39(40.6%) of the respondents strongly agreed with the statement that the well maintenance of the school playground led to social development, 32(31.7%) agreed, 16(16.3%) were undecided, 6(6.3%) strongly disagreed, 3(3.1%) disagreed with the statement. The study findings suggested that the respondents tended to agree (Mean=3.99) that well maintenance of the school playground led to social development. This implies that when school playground is maintained, there will be social development of preschool children. This is in line with the findings of Common Wealth of Australia (2008) points out that there should be ample playground facilities, access to play tools and at the same time, teachers should be encouraged to undertake physical activities.

Additionally, 44(45.8%) of the respondents strongly agreed with the statement that availability of sanitation facilities led to social development of preprimary schools, 31(32.3%) agreed, 11(11.5%) disagreed, 6(6.3%) strongly disagreed and 4(4.2%) were undecided on the statement. It emerged from the study that the respondents agreed (Mean=4.00) that availability of sanitation facilities led to social development of preprimary schools. This implies that when sanitation facilities are available and adequate, there will be social development of preschool children.

Likewise, 41(42.7%) of the respondents strongly agreed with the statement that provision of child size materials led to social development of preschool children, 34(35.4%) agreed, 10(10.4%) disagreed, 8(8.3%) were undecided and 3(3.1%) strongly disagreed with the statement. The study findings suggested that the respondents agreed (Mean=4.04) that provision of child size materials led to social development of preschool children. This implies that when child size materials are provided, there will be social development of preschool children.

Lastly, 51(53.1%) of the respondents strongly agreed with the statement that furnishing of the classroom to specified standards led to social development of preschool children, 27(28.1%) agreed, 10(10.4%) were undecided, 4(4.2%) disagreed and another 4(4.2%) strongly disagreed with the statement. It emerged from the study that the respondents agreed (Mean=4.22) that furnishing of the classroom to specified standards led to social development of preschool children. This implies that sanitation when classroom are furnished to specified standards, there will be social development of preschool children.

This study also sought to determine whether the availability of Cooperative plays influence children's social development. The researcher first requested the respondents to indicate whether they had Cooperative plays in their classrooms.

Descriptive Analysis

Table 2: Presence of Cooperative plays

Presence	Frequency	Percent
Yes	6	100.0
No	0	0.00
Total	6	100.0

It was reported by 100% that they incorporated Cooperative plays in their classrooms (Table 2). This shows that the teachers understood the importance of having Cooperative plays in their classrooms. As a result they were in a position to give information on whether the Cooperative plays influenced children’s social development. The respondents were further requested to indicate Cooperative plays available in their classroom.

Table 3: Cooperative plays Available in the Classroom

Materials	Available	Not available	Total (%)
rope skipping	6(100%)	0 (0%)	6(100%)
high jump	3(50%)	3 (50%)	6(100%)
plucking tails	0 (0%)	6(100%)	6(100%)
Mean	3(50%)	3 (50%)	6(100%)

Table 3 show that all the pre-schools 100% had rope skipping while all the schools plucking tails. It was also observed that high jump type of play was not in most pre-schools (66.7%). Although there were some Cooperative plays in all the schools it was reported that they were not adequate.

Inferential Analysis

The researcher further sought to establish whether there was a relationship between presence of Cooperative plays and social skill development using Pearson correlation coefficient as shown in Table 4.

Table 4: Relationship between Availability of Cooperative plays and Social Skills Development

Availability of	Social skills	Cooperative plays	development
Availability of Cooperative plays	Pearson Correlation	1	0.75
	Sig. (2-tailed)		0.001
	N	6	6
Social skills development	Pearson Correlation	0.75	1
	Sig. (2-tailed)	0.001	
	N	6	6

There seem to be a strong positive correlation ($r = +0.75$) between availability of Cooperative plays and Social skills development of children in pre-schools. There is also a significant difference ($p < 0.05$). This means that if there are more Cooperative plays and are well used then the children are likely to have a good social skills development in our preschools. These results resonates with Elis (2000) who argues that children should be provided with playing materials as a way of enhancing their play since Cooperative plays for children add value to play. Teachers and parents are therefore required to provide playing materials to their children so as to help them get engaged in meaningful play which influences their social skills development.

Coolahan (2000) states that play is integral to the academic environment. It ensures social development of children as well as their cognitive development and that it has been shown to help children adjust to the school setting and enhance children’s learning readiness, learning behaviors, and problem solving skills. Coolahan (2000) further argues that 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 & Arnold, 2006). This can only be achieved if there are Cooperative plays in the schools.

Observation Checklist

The made observation on whether cooperative plays were available in the schools sampled. The result are presented in table 5.

Table 5: Cooperative Play Available in the Classroom

Materials	Available	Not available	Total (%)
Sharing	50(100%)	0 (0%)	50(100%)
Types of language used	25(50%)	25(50%)	50(100%)
Turn taking	0 (0%)	50(100%)	50(100%)
Acceptance	0(0%)	50(100%)	50(100%)
Rule following	50(100%)	0 (0%)	50(100%)
Emotional control	17(33.3%)	33(66.7%)	50(100%)
Mean	25(50%)	25 (50%)	6(100%)

Table 5 show that all the pre-schools 100% had cooperative play while all the schools lacked the aspect of turn taking cooperative plays. It was also observed the aspect of emotional control was not there in most pre-schools (66.7%). Although there were cooperative plays in all the schools it was reported that they were not adequate.

Thematic Analysis

The thematic analysis was based on from the interview schedule.

The ECDE Managers were asked to indicate how often the teachers involve the children in learning process. From the forthcoming results it’s purported that children were actively involved in learning process.

The ECDE Managers were asked to indicate how often they involved their children in play. A respondent said, “A time there is a subject that requires play to be incorporated”.

Conclusion

From the findings, it is concluded that play materials influence social development of preschool children. This is because availability of functional play materials, teachers’

approaches in utilization of play materials and learners participation in play activities determine social development of preschool children. It is concluded that availability of functional play materials such as equipment's for special learners and sanitation facilities, provision of instructional material and child size materials as required, well maintenance of the school playground and furnishing of the classroom to specified standards lead to social development of preschool children. Additionally, teachers' approaches in utilization of play materials such as teachers' encouragement to learners during the lesson, full interaction with children during play to enhance safe play, plan for lessons such as role plays to strengthen children during play, guiding of children during play time and support for children as they play during play time lead to social development. Lastly, learners' participation in play activities by having more hours in play activities in the school time table, full utilization of time allocated for play activities, more provision of children with adequate time during play activities and taking more time in play activities than teaching lead to social development of preschool children.

Recommendations

From the findings, conclusions and the direction from the literature review, it was vibrant that play materials determines social development of preschool children. Therefore, in order to guarantee social development of preschool children, the head teachers, administration, policy makers and other stakeholders should ensure that: Functional play materials are available; teachers apply approaches in utilization of play materials such as teachers' encouragement to learners during the lesson, full interaction with children during play to enhance safe play, plan for lessons such as role plays to strengthen children during play, guiding of children during play time and support for children as they play during play time; and learners participate in play activities by having more hours in play activities in the school time table, full utilization of time allocated for play activities, more provision of children with adequate time during play activities and taking more time in play activities than teaching.

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