



Original Research Article

Influence of free play on pre-school children's holistic development in Homa Bay Sub County, Kenya

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Peter Onyango Ogolla

Department of Psychology,
Counselling and Educational
Foundations, Egerton, University,
Kenya.

Author's Email: ogolapo@gmail.com

Play has found little, if any acceptance in most of the Early Childhood Development (ECD) centers in Homa bay Sub County. Observation reveals that parents and ECD Managers/Head teachers appear to pressurize the pre-school teachers to undertake academic work as opposed to allowing children learn spontaneously through free play. The purpose of this study therefore was to determine the influence of free play on pre-school children's holistic development. The study employed correlation research design. The target population comprised ECD children, teachers and pre-school Managers/Head teachers in Homa Bay Sub-county. Out of a target population of twenty thousand (20,000) pre-schoolers, three hundred and seventy seven (377) were selected for the study through proportionate stratified random sampling procedure. Two sets of questionnaires were used to gather information from the Managers/ Head teachers and ECD teachers while an observation checklist was used to establish the presence of free play materials and their use in learning. Quantitative data was analyzed using Statistical Package for Social Sciences (SPSS) version 22. Qualitative data was analyzed through descriptive statistics which comprised of percentages, means, frequency tables and value judgment. Hypotheses were tested by use of Pearson's Product Moments Correlation Coefficient. The findings of the study showed that free play activities influenced pre-school children's holistic development. The findings are significant to stakeholders, mainly ECD Teachers, Managers/Head teachers and parents in that it may change their perception about pre-school children arefree play activities.

Key words: Free play, holistic development, play, pre-school children

INTRODUCTION

Creative and sensory play is a way to develop holistic development of the typically developing and also the children can experience daily living activities and the social participation with play. Also they can improve their problem solving, management skills and occupational participation with play (Huri et al., 2016). Play is essential to development because it contributes to children's holistic development (Rosenberg and Kosslyn, 2001). Holistic development entails changes that take place in children in terms of social, emotional, physical and cognitive

development. Piaget (1962) stipulates that early years of child growth and development are very critical and thus needs to be handled with care. Simons and Santrock (1994) confirms Piaget's findings that a child's early years matter very much and may reflect what a child may be holistically when fully grown. Children's free play has been recognized as the major agent in pre-school children's holistic development and learning (Lieberman and Philiph, 1977). Through play children learn societal norms and values. McConnel(1992) states that children are like young plants

that can be transplanted, pruned, watered without breaking. Olds and Papalia(1999) continues to state that children should be nurtured, that is fed on a balanced diet, given a clean bill of health, trained on good habits, given time to play with essential play materials. Maccoby (1983) notes that children's holistic development is a must if we are to bring up an all-round individual. Parents, teachers and care givers in our society need to realize and understand the importance of the word "good care" in handling children in their early years. Good care does not only stand for food, shelter, clothing and health, but care in totality, observing all the needs of children from the basic one to play and rest for holistic development.

Elkind (2003), states that play is rapidly disappearing from our homes, our schools, and our neighbourhoods. In support of this, Isenberg and Quinsberg (2008) noted that over the last two decades alone, children have lost eight hours of free unstructured and spontaneous play a week. More than 30,000 schools in the United States have eliminated recess to make more time for academics. Joan (2007), states that children's time spent outdoors fell by 50% percent. The amount of time children spend in organized sports has doubled, and the number of minutes children devote each week to passive leisure, not including watching television, has increased from 30 minutes to more than three hours. In recent years, and most especially since 2002 passage of the "No Child left Behind" Act in America, educators, policy makers, and many parents embrace the idea that early academics leads to greater success in life (Elkind, 2003). Yet in another study by Olds and Papalia(2005) which compared the performance of children attending academic pre-schools with those attending play-oriented pre-schools, the results showed no advantage in reading and math achievement for the children attending the academic oriented pre-schools. But there was evidence that those children attending academic oriented pre-schools had higher level of text anxiety, were less creative, and had more negative attitudes towards school than did the children attending the play-oriented pre-school (Hurlock, 2006).

In Kenya today, pre-school children are subjected to academic work due to pressure from parents who would like to see their children read and write within weeks upon joining pre-school. The ECD curriculum developed by KIE has provision for play but this is overlooked by parents and private school managers who insist that the ECD children have to be taught numeracy, literacy and have the ability to read and write. This fact is compounded by the fact that the primary school head teachers subject the ECD children to both oral and written interviews for them to be admitted into standard one. Waithaka (2005) observed that most ECD centres in Kenya emphasize academics and give little or no time at all for free play. According to Joan (2007) play is emphasized as a factor in a child's holistic development, but most pre-school teachers ignore using it effectively to promote holistic development.

According to Bernnet (1993) play activities are those "having no rules other than those the player himself imposes and no intended end results in external reality." It is any activity engaged in, for the enjoyment it gives without consideration of end results. Piaget (1962) suggests that play seems to be intrinsically motivated rather than imposed or directed by others. Boyle (2008) observed that play activities were kept strictly for the end of the day in schools or holidays. But recently there has been radical shift of attitude towards play as a result of what play can do for pre-schoolers' holistic development. A study by Bergen (2001) in Germany found fourth grade children who had attended play oriented Kindergartens surpassed those from academic oriented Kindergartens in social, emotional, physical and cognitive development. Rosenberg and Kosslyn(2001) in an exclusive experimental research in US found that children who attended play oriented pre-schools succeeded in school and life significantly better than the children who attended a more academic direct instruction program. This makes play to be very important and hence should be used in pre-schools to enhance holistic development.

The Government of Kenya through the Ministry of Education (MoE) participated and endorsed the deliberations of 1990 Jomtien Thailand world conference on Education for All (EFA) and the 2000 World Education Forum Dakar Senegal (MoE, Sessional paper No. 5,2005). The Jomtien and Dakar conferences underscored the importance of play in ECD programs in improving the holistic development of children. The Government has further translated all these international initiatives into national targets to be implemented at regional, district and local levels. Waithaka(2005) observed that the existing ECD policy guidelines has gaps as there is no central organization mandated to register ECD centres. The MoE only register ECD centres following Dicece/ Nacece curriculum but not Madrasas, Kenya Headmistress Association (KHA) or Montessori some of which are registered as Faith Based Organizations (FBO) or under Ministry of Social Services. The ECD training curriculum is congested and the in-service training mode does not allow the trainees ample time to comprehensively cover the 23 units in the syllabus. Though the ECD service guideline pg 18 specify that the ECD teachers will be employed come the year 2010, lack of employment has made the sector lose very competent teachers due to poor remuneration.

The children's play time worldwide is facing problems. According to Elkind (2003) play is rapidly disappearing from homes, schools and neighbourhoods. Over the last two decades alone, children have lost eight hours of free unstructured and spontaneous play a week. Hyun (1998) states that more than 30,000 schools in the United States have eliminated recess to make more time for academics. Rao (2002) found that the amount of time children spend in organized sports has doubled, and the number of minutes children devote each week to passive leisure not including

watching television, has increased from 30 minutes to more than three hours. Waithaka (2005) in Kenya noted that single and working parents now outnumber the once predominant extended family, in which a stay at home grand-parent could provide the kind of loose oversight that facilitates free play. Instead, busy working parents outsource at least some of their former responsibilities to coaches, tutors and trainers. Simons and Santrock (1994) holds that global economy has increased parental fears about their children's prospects in an increasingly high – tech market place. Many parents have bought in the idea that education is a race, and that the earlier you start your child in academic, the better (Isenberg and Quinsenberg, 2008). Pre-school children tutoring in math and programs such as Kumon system in Germany, which emphasizes daily drills in math, reading, are becoming increasingly popular. Hurlock (2006) notes that many Kindergartens, once dedicated to learning through play, have become full day academic institutions that require testing and homework. In such a world, play has come to be seen as a waste of precious learning time by both parents and teachers.

Rao (2002) as quoted by Waithaka (2005) observed that adults have increasingly thwarted self – initiated play and games, which has resulted in pre-schoolers losing important milestones in their child's development. In the absence of such developmental milestones, it is difficult to determine what is appropriate and not appropriate for children. We run the risk of pushing them into certain activities before they are ready, or stunting the development of important intellectual, social, or emotional skills. Isenberg and Quinsberg (2008) states that it is only after age six or seven that children will spontaneously participate in games with rules, because it is only at that age that they are fully able to understand and follow rules. In our ECD centres in Kenya the pre-school child at times is subjected to interviews upon admission to standard one which forces the pre-school teacher to resort to more academic work at the expense of play. A survey by K.I.E (1985) found that most ECD centres used standard one textbook instead of the prescribed ECD curriculum activity books. In Homa Bay Sub County, 30% of the ECD centres are located behind shops or in squeezed compounds (inspection report, 2008). Thus they seem not to have enough playgrounds for the pupils to engage in meaningful play, neither do the teachers use play as a method of teaching. Parents in Homa Bay Sub County do not allow their children to play or play with them. They see play as a waste of pre-schoolers precious learning time and would like their children to learn to read, write and speak English upon joining pre-school. ECD teachers even gave their children homework and some offer tuition in order to appease the parents and pre-school managers.

According to Piaget (1962) free play based learning activities, provide multiple ways for children to learn a variety of different skills and concepts. Goets, 1992 further

noted that free play enables children to get opportunities to learn relevant skills as they swing, jump, skip and feel competent about their ability. Hurlock (2006) equally stated that children are more likely to feel successful when they can experience active meaningful learning, use complex, challenging and varied materials, learn in safe non threatening environment and receive accurate timely feedback. In another study Bordens and Herwitz (2002) found that children master their experience through continued free play which is actually the most intensive and fruitful learning in their whole life cycle. Bergen (2001) outlined that given the appropriate material, learning environment, feedback and challenge; teachers can capitalize on the power of free play in learning. Herthinton (1999) postulates that early exposure to appropriate free play activities and materials is important and provides a sound basis for holistic development.

Free play provides movement that is vital to all children's physical development and helps to prevent children's obesity (Doe, 1997). It is an excellent way to burn calories and help increase the metabolic rate of a child. Piaget (1962) further notes that it is imperative that children participate in regular physical activities and exercise. Free play helps children develop muscle control and eye hand co-ordination which helps in writing skills development. Bandura (1971) states that free play helps improve each child's agility, balance, flexibility and overall strength. Elkind (2003) postulates that the influence free play has on a child, will last throughout childhood as they will reap the benefits both physically and psychologically. He further suggests that through free play, children grow, learn how to use their muscles, they co-ordinate what they see and what they do and gain mastery over their bodies.

Hyun (1998) in a longitudinal study, noted that children's joint planning and role assignment during free play had their level of Theory of Mind (ToM) predicting the extensiveness of their abilities. They point out that a theory of mind is a gradual acquisition over the age period between 3-5 years while another study by Herthinton (1999) compared the private speech of pre-school children, Montessori had traditional play – oriented programs and found that more private speech occur in the play setting especially during free play with fantasy characters. Simons and Santrock (1994), indicates that there is a body of evidence showing the effectiveness of free play in promoting problem solving abilities.

Mangal (2007) found out that play deprivation occurs in part, for the want of a safe developmentally appropriate space. These spaces include homes, backyards, parks, indoor play spaces just about anywhere children can experience voluntary spontaneous engaging free play, where they can move in the world of play. No group is immune to play deprivation. Bergen (2001) identified some effects of free play deprivation as increased aggression and violence, anti social behaviours, repression of emotions, learning disorder and obesity. According to Piaget (1968)

the adult's role in children's free play is to provide a safe environment and to play with the child when asked to. As parents, we need to let children figure out things for themselves. McConnel and Philip (1992) states that parents need to create a tolerance for error. We need to allow them fail, reducing the expectation that they must be perfect. By doing so we foster decision making, memory development and thinking skills necessary for childhood success in the classroom and adult success in the work place (Piaget, 1968).

METHODOLOGY

The study adopted correlation research design. According to Orodho (2005) correlation research design enabled the researcher to analyze the degree of relationship that exists between the independent variable (play) and the dependent variable which was holistic development amongst pre-school children in Homa Bay Sub County. In this study an attempt was made to find out the relationship between play and pre-school children's holistic development. The study was carried out in Homa Bay Sub County. Purposive sampling was used to select Homa Bay Sub County because it is the Sub-County with the largest number of ECD centres in Homa Bay County.

The target population was pre-school children in Homa Bay Sub County. Homa Bay Sub County has seven (7) educational divisions with an accessible population of twenty thousand (20,000) ECD children. The target population included ECD children, ECD teachers and ECD managers/ head teachers sampled from ECD centres in the district.

According to Krejcie and Morgan (1970), the sample size depends on the purpose of the study and the nature of the population under scrutiny. In order to determine the sample size of ECD children to be drawn from the 20,000 ECD children in Homa Bay Sub County, the study used Krejcie and Morgan's (1970) table of determining sample size from a given population. For a population of twenty thousand (20,000) according to the table we got a sample size of 377 ECD children (Refer to appendix IV). Stratified random sampling was used to divide the district into seven (7) strata which was represented by the seven Divisions in the District. This ensured that each division was adequately represented. Simple random sampling was then used to select fifty four (54) ECD children from each division to be included in the study. Purposive sampling was then used to sample twenty six (26) ECD teachers and thirty three (33) ECD Managers/Head teachers with different levels of training to take part in the study. The sample size therefore included three hundred and seventy seven (377) ECD children twenty six (26) ECD teachers and thirty three (33) ECD Managers/ Head teachers. The number of ECD children sampled per division.

Simple random sampling was used to select twenty six (26) ECD teachers and thirty three (33) ECD Managers/Head teachers to take part in the study. The researcher developed three research instruments. The first was an observation checklist designed to observe the sampled ECD children during various play activities. It comprised of eleven (11) items (Appendix A). The second one was a questionnaire for the ECD teachers which was used to obtain information about the ECD teachers perception about children's play and their use of various form of play to enhance holistic development. It comprised of thirty one (31) test items refer to (Appendix B). The third questionnaire was designed for the ECD Managers/Head teachers to obtain information about their use and provision of play opportunities for the ECD children. The instruments were developed after a wide reading in Psychometrics and consultation with research experts from the Department of Psychology, Counselling and Educational Foundations at Egerton University to ensure their validity.

A pilot study was conducted before the main study. For this purpose fourteen (14) ECD centres were selected two (2) per division i.e Asego (2), Rangwe (2), Upper Nyokal (2), Lower Nyokal (2) Riana (2) Ndhiwa (2) and Nyarongi (2). Eighty (80) ECD children, ten (10) ECD Managers/Head teachers and fifteen (15) teachers were involved in the exercise. This was done in order to measure the reliability and ensure the validity of the data collection instruments as well as to enable the researcher understand the logical issues of the study. Reliability was determined using the Cronbach Alpha method for internal consistency. This method was used to estimate the reliability of an instrument upon a single administration (Mugenda and Mugenda, 1999). The questionnaires had a reliability of 0.73. According to (Kothari, 2006) a reliability of 0.70 is considered acceptable for internal consistency levels. Hence the instruments were considered reliable enough for the study.

The researcher got research permit from the National Council of Science and Technology (NCST) to conduct the research. This was followed by a visit to the Sub-County Education Officer, Homa Bay for endorsement to carry out the research. The researcher then visited the sampled ECD centres to familiarize himself with the schools and notify the Managers/Head teachers and the ECD teachers of the intended study. The researcher then embarked on administering the research tools to the sampled respondents. One set of questionnaire was administered to the ECD Managers / Head teachers to gather information about their perception of children's play. The other set of questionnaire was used to capture important information from ECD teachers about children's play. The respondents were given a specified time to respond to the questionnaires, after which they handed them to a specific central place. Responding to a questionnaire by sending it back should be made as easy as possible to ensure maximum response (Mugenda and Mugenda,

Table 1.ECD Children's Degree of Flexibility during Free Play

Observed Degree of Flexibility	Number	Percentage
Very high	158	41.9%
High Degree	157	41.6%
Moderate Degree	62	16.4%
Total	377	100%

1999). Observation checklist was used by the researcher to ascertain the presence of play materials, effective use of play by children in fostering holistic development in pre-school children in Homa Bay Sub County. The data collected was then organized ready for analysis.

The data generated was processed using the Statistical Package for Social Sciences (SPSS) windows version 22. The instruments were scored on a five point Likert scale and the responses were assigned rating scores between 1 and 5 which were used to determine the measure of the attributes. Both descriptive and inferential statistics were used in data analysis. Descriptive statistics included frequency tables, percentages, and cross tabulation which was used to explain the various attributes of the variables under study, while inferential statistics used Pearson's Correlation to test the hypotheses. Pearson's Moment Correlation Coefficient which was heavily used in this study was deemed suitable because it was used to test the degree of the relationship between independent and dependent variables (Orodho, 2005).

RESULTS AND DISCUSSION

This chapter presents research findings, interpretation of data and discussions. The study was conducted to establish the influence of play on Holistic development of pre-school children, A case study of Homa Bay Sub County. The data was analyzed aided by a computer package Statistical Package for Social Sciences (SPSS) Windows version 22. Both descriptive and inferential statistics were used. The hypotheses were tested by the application of Pearson's Correlation. The entire hypotheses tests were performed at a significant level of 0.05. Acceptance or rejection of the null hypothesis was based on the calculated test statistics and the value of probability of significance (p value). The null hypothesis was accepted if $p \geq 0.05$ and was rejected if $p < 0.05$. The chapter further gives a discussion of the findings and comparison with similar studies done earlier. The conclusions made on whether to accept or reject the stated hypotheses were based on the data collected from the three cadres of respondents (ECD children, ECD teachers and ECD Managers/ Head teachers) and a comparison made according to their demographic characteristics (age of ECD children, qualification of ECD teachers and level of training of ECD Managers/Head teachers). The results are presented and discussed in order

of the objectives followed by the testing of the hypotheses.

During free playing, it was observed in 22.5% (n = 85) very often, 56.2% (n = 212) of the children often showed flexibility in their interaction with the surrounding group structure. However, 19.9% (n = 75) occasionally showed flexibility while 1.3% (n = 5) rarely showed flexibility in their interactions. In 41.6% (n = 157) of the observations, it was established that the children showed high degree of humour. 41.9% (n = 158) showed very high degree of humour while 16.4% (n = 62) showed moderate degree of humour during free play. The study findings were as stipulated by Rao (2002) that free play enable ECD children to be more flexible as they interact and play with various play materials. Refer to Table 1

It was observed that in the sampled children population, 66.0% (n = 249) were bright children, 28.1% (n = 106) were average, 3.9% (n = 15) were extremely bright while 1.6% (n = 6) were moderately bright and 0.3% (n = 1) were not too bright. This confirmed Rosenberg and Koslyn's (2001) findings in USA that children who attend play oriented pre-schools succeed in school and life better than those who attend a more academic pre-school. This is as indicated in Figure 1 below.

The study established that, Children showing high degree of humour during free play were bright in class. Number of the observed bright children showed moderate degree of humour during free play. This indicated that free play enabled children to feel happy, relaxed and excited as stipulated in Table 2.

Teacher's Views on Pre-school Children's Free Play

Teachers noted that the children liked to take part very well in free play and they were not at all frightened during free play. This was established as the teachers observed if the pre-school children showed fear or inactiveness during free play. It was established that even though,

57.7 % (n=15) of the teachers were satisfied with their children's free play, they realised that the children easily got upset when wronged during free play activities. This is shown in Table 3.

The study further found out that, 53.8% (n=14) of the teachers indicated that their children occasionally got upset, 15.4% (n=4) indicated that they were often upset, 11.5% (n= 3) noted they were often upset, while 19.2% (n=5) noted that their children rarely got upset during free play. This is illustrated in Figure 2 below:

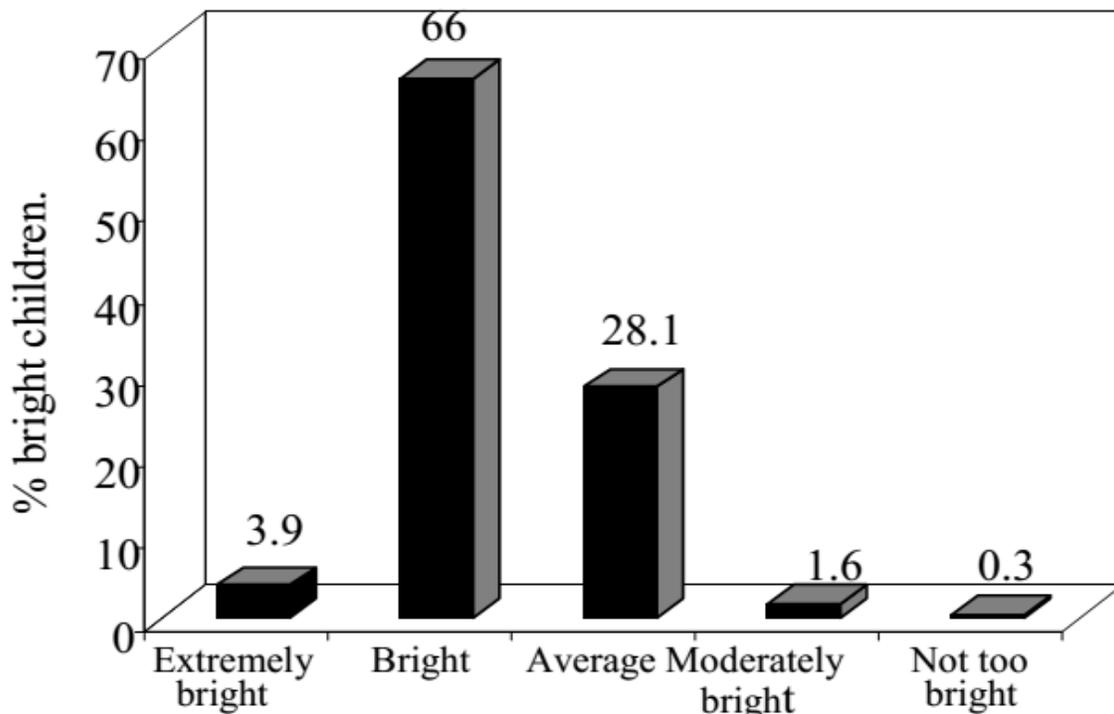


Figure 1: Number of bright children in the observed population

Table 2. Observed Relationship in the Children Degree of Humour shown during Free Play and their ability of Intelligence

With what degree is consistency humor shown during free play	How bright is the child					Total
	Very bright	Bright	Moderately Bright	Not sure	Not at all	
Strongly Agree	5(38.5%)	84(33.5%)	4(66.7%)	65(61.3%)	0(0%)	158(41.9%)
Agree	7(53.8%)	36(14.3%)	1(16.7%)	17(16.0%)	1(100%)	62(16.4)
Undecided	1(7.7%)	131(52.2%)	1(16.7%)	24(22.6%)	0(0%)	157(41.6%)
Disagree	0(0%)	0(0%)	0(0%)	0(0%)	0(0%)	0(0%)
Strongly Disagree	0(0%)	0(0%)	0(0%)	0(0%)	0(0%)	0(0%)
Total	1(100.0%)	6(100%)	106(100%)	251(100%)	13(100%)	377(100%)

Table 3. Teachers' Views whether Children like to take part in Free Play and are frightened

Teachers views	Children taking part Children easily frightened			
	in free play		during free play	
	Frequency	Percentage	Frequency	Percentage
Highly well	9	34.6	-	-
Quite well	2	7.7	-	-
Very well	15	57.7	3	11.5
Not sure	-	-	1	3.9
Not at all	-	-	22	84.6
Total	26	100%	26	100

In Homa Bay Sub County, teachers strongly agreed that parents and teachers should supply pre-school children with toys and play materials to engage in free play. Pre-school managers/head teachers should provide movable and immovable play materials.

Managers / Head teachers View on Free Play

The study comprised of 33 ECDcenter managers / Head teachers. Out of the 33 Managers / Head teachers, 72.72% (n=24) indicated that they were dissatisfied with the

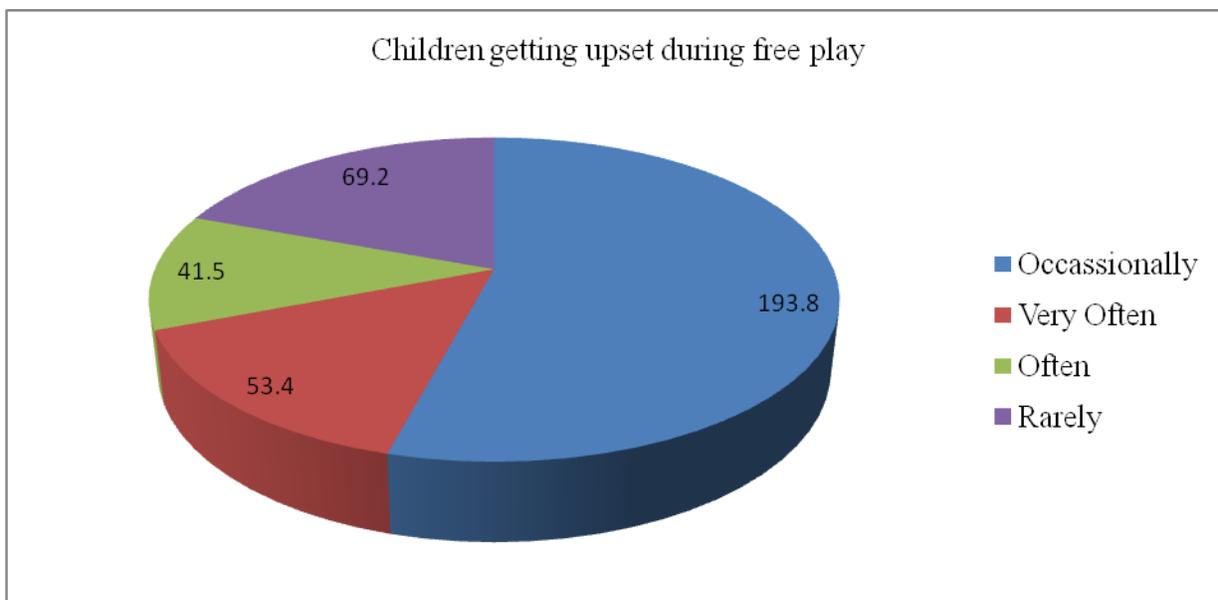


Figure 2: Children getting upset during Free Play

Table 4. Managers / Head teacher’s Views on the Provision of ECD Children’s Free Play Materials

Managers / Head teachers views	Frequency	Percentage
Extremely satisfied	0	0
Satisfied	2	6.06%
Neutral	0	0
Dissatisfied	24	72.72%
Extremely dissatisfied	7	21.21%
Total	33	100

Table 5. Relationship between Free Play and Holistic Development

		Free play	Holistic development
Free play	Pearson Correlation	1	.225**
	Sig. (2-tailed)	.	.625
	N	377	377
Holistic development	Pearson Correlation	.225**	1
	Sig. (2-tailed)	0.625	.
	N	377	377

children’s free play materials. 21.21% (n=7) noted that they were extremely dissatisfied by the pre-school children’s free play materials, while 6.06% (n=2) were satisfied. The parents should therefore be sensitized to get involved in the provision of pre-school children’s free play materials to enhance holistic development. The result is as stipulated in Table 4

The study also indicated that 42.42% (n=14) Managers / Headteachers noted that ECDE children could recognize numbers highly well during free play time, 48.48% (n=16) could recognize the numbers very well and only 9.09%

(n=3) of the Managers / Headteachers noted that the children could not recognize the numbers very well as contained in Figure 2.

There is no statistically significant relationship between free play and pre school children holistic development in Homa-Bay District.

This hypothesis was tested by correlating the scores showing children free play on holistic development. The result of the test is as stated in Table 5.

Conclusions

This chapter presents a summary of the findings, gives conclusions and recommendations resulting from the study. It indicates the theoretical value of the study in terms of filling a gap in knowledge and adding new knowledge on pre-school children's play in Kenya. It also gives suggestions for further research to be conducted to discover more information in terms of other variables that influence pre-school children's Holistic development.

Summary of findings

This study made an assessment of the influence of play on pre-school children's holistic development in Homa-Bay District. The objectives of this study were:-

i) To establish the influence of free play on pre-school children's holistic development in Homa-Bay District.

This study was conducted in Homa-Bay District. Sampling was done by stratifying the population into divisions along the demographic characteristic of ECD Children, ECD Teachers and ECD Managers /Head teachers. To achieve representativeness, allocation of the sample was based on proportionate sampling of the population under study. Stratified Random Sampling was employed in selection of ECD centers and ECD children per division. Statistical analysis was employed to draw inferences according to the stated hypothesis. Based on the analysis and subsequent interpretation of the results, as well as testing the hypotheses, the study came up with the following conclusion in relation to the stated objectives:-

1. Free play:-

i) There was a positive correlation between free play and pre-school children's expression of high degree of humor.

ii) Free play helps children to become more flexible in decision making as they interact with other children.

iii) Most ECD children develop their emotions and socialization skills very well during free play activities.

Conclusions

The following conclusions were made on the basis of the findings:-

i) The involvement of ECD teachers in the ECD children's play activities would offer safety to the children to the children and avoid accidents.

ii) The ECD teachers, parents and managers/head teachers should get involved in production of playing materials to make directed play more enriched and meaningful.

iii) The ECD teachers should ensure that they involved in the ECD children's socio-dramatic play. When teachers

act a scene it makes the children to be attentive and their interest in the activity sustained.

Recommendations

Based on the above conclusions the researcher made the following recommendations.

i) ECD teachers should incorporate Free Play in their teaching and also get involved in children's Pretend Play activities. This can be done by the use child centered method of teaching, participatory learning or thematic integrated learning approach.

ii) ECD teachers to be around during ECD children's Free Play activity to offer security and to avoid accidents of scrambling for play materials or some domineering ECD children to deny the weak ones to get involved the ongoing play activity.

iii) ECD parents and teachers to be actively involved in the provision and development of playing materials in the ECD centers. This can be done by having a common materials development workshop day at the ECD center.

iv) The ECD managers /Head teachers that there are adequate indoor and out door socio-dramatic play materials. This can be done by ensuring that there are adequate playing materials for every child or group of children.

Conflict of interests

The author declare that there is no conflict of interests

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