

**A RELATIONAL ANALYSIS BETWEEN CHILD PLAY AND CHILD GROWTH AND
DEVELOPMENT IN EARLY CHILDHOOD DEVELOPMENT EDUCATION IN
PUBLIC PRE-SCHOOLS IN KAMUKUNJI SUB-COUNTY, NAIROBI COUNTY
KENYA**

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**A PROJECT REPORT SUBMITTED IN PARTIAL FULFILLMENT OF THE
REQUIREMENT FOR THE AWARD OF MASTER OF EDUCATION DEGREE IN
EARLY CHILDHOOD EDUCATION STUDIES OF MOUNT KENYA UNIVERSITY**

NOVEMBER, 2015

ABSTRACT

Children learn effectively through play-oriented approach with concrete experience. To achieve meaningful growth during their pre-school period, children require a lot of well-planned and coordinated play activities. The purpose of this study was to investigate the relationship analysis between play on child growth and development in early childhood development education in public pre-schools in Kamukunji Sub County, Nairobi county Kenya. Specifically, the study aimed to examine the following objectives; to what extent does play affect social and cognitive development in early childhood education, how does child play affect motor and physical development in early childhood education, to what extent does play affect emotional development in early childhood education and what is the effect of play on language development in early childhood education. Theories governing growth and play in young children included the Jean Piaget play theory and Tylers theory. Quantitative research method and descriptive survey design were used because information was collected without changing the environment. It was the best method for collecting information that was used to demonstrate relationship between the independent and dependent variables. The study used purposive sampling where the researcher decided about the individual participants who would be most likely to contribute appropriate data, both in terms of relevance and depth. Questionnaires were used to collect data from 17 head teachers, 340 pupils and 34 pre-school teachers in public preschool schools in Kamukunji Sub County. Piloting was conducted using test-pretest technique where the researcher compared the two sets of data for each respondent to find out whether the instruments are valid and reliable. The study used descriptive statistics that produces a figure that summarizes or describes a set of data. Frequencies and percentages were used in the analysis, with the help of SPSS statistics version 21.0 software. The study concludes that majority of the respondents were in agreement that Play makes them happy, Play helps children to grow, play promotes child's reasoning, education helps children to handle new friends, Through play children improve manipulative skills and that manipulative skills improve the bone development. The study concludes child play influence the social and cognitive developments in early childhood development to a great extent and that pupils like and value relationships with others, respondents care so much about other children, through play pupils learn how to share with other children. The study concludes that child play influence motor and physical developments in early childhood development to a great extent, and that; pupils get enough guidance concerning their emotional development. The study concludes that child play influence emotional developments in early childhood development to a great extent. The study concluded teachers are good in acknowledging children's emotional responses, through play, a child gains tolerance of frustrations, many believe that a child builds feelings of self-worth through play; play develops the art of appreciation and positive attitude. The government and the school managers should use these results to establish more strategies that enhance the performance of children in early childhood education.