



# Public Pre-Primary School Teachers' Use of Play as a Classroom Teaching Strategy: A Case of Bunyala, Busia County, Kenya

<sup>1</sup>Zachary A. Okello, <sup>2</sup>Dr. Josephine Kirimi & <sup>3</sup>Dr. Hudson Ouko Ong'ang'a

<sup>1&2</sup>Mount Kenya University, Kenya

<sup>3</sup>Kenyatta University, Kenya

Corresponding Author: [zacharyokello06@gmail.com](mailto:zacharyokello06@gmail.com)

**Abstract:** Learner's classroom participation can be gauged by; confidence levels turn-taking, numeracy skills, manipulative competencies and task completion. However, over time, adequate inculcation of play as a strategy in early childhood classrooms is yet to be achieved. Bunyala sub-county notwithstanding. This underscored the need of this study. The study assessed public pre-primary school teachers' use of play as a classroom teaching strategy: a case of Bunyala- Busia County, Kenya. The guide objective was: to explore public pre-primary school teachers' preparedness in using play as a strategy on pre-schoolers' classroom participation. A mixed methodology with descriptive survey design was adopted. Research targeted a population of 27 public pre-primary centres. Of this, 2 were used in piloting while in 25 actual study was conducted with a sample of 25 heads, 50 teachers and 100 pre-schoolers. The sampling techniques adopted were purposive and simple random. Data was collected using questionnaires and an observation guide. Reliability and validity of the instruments were addressed through piloting and test retest. Descriptive statistics for measures of central tendencies were applied. For qualitative data, content analysis was adopted. The study found that public pre-school teachers were not adequately armed with the necessary skills on play and that majority of them had general training on ECD matters but very minimal additional professional knowledge on play. The study recommended that ECDE teachers and care givers should be adequately prepared in terms of training, planning and organization in order for them to maximize their content delivery to the young ones.

**Keywords:** Strategy, Participation, Teacher, Preparedness, Learners, Play, Teaching.

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## 1. Introduction

Play is a chief commencement of understanding of the world by a child. It is a pleasurable, voluntary and creative undertaking that wholesomely develops a child and sets it a firm foundation for classroom participation (Sullivan, 2014). It is a multifunctional activity through which a child masters the evolving world (Elkind, 2013). Piaget's theory of cognitive and physical development and

Vygotsky theory of socio-cultural experiences; both identify play to bring maximum education for children (Elkind, 2013).

According to Moll (2015), as a kid plays, he or she reacts way above his or her stage thus unearthing innovative techniques of executing chores. This perfects its confidence level and induces higher classroom participation. The child thus develops by the spirit of exploration birthed and strengthened by relevant play. He

crowns it by asserting that play is one of the most important components of a learning process among children especially those in kindergartens. Nell & Drew (2013) observed that the more the learners play, the more they participate in learning. Play is an active free-will engagement in life. This fosters symbolic representation of real life; take for a case whereby a child may start pushing around a carton box as a vehicle.

According to a study carried out in Botswana (2013-2014), pre-school children who passed through the hands of teachers who were adequately prepared in terms of training were mostly still in school and the dropout levels were relatively lower. These children were reported to be doing much better academically in their advanced stages than their counterparts who received the same foundation from the ECDE teachers who were not well prepared. Similar findings were also reported in other countries such as Jamaica, Ireland, Israel, Colombia and even Kenya (Sjoerdsma, 2016). Saracho and Olivia (2012) acknowledge that the preparedness of teachers is key as teachers are expected to provide teaching and learning materials during learning/play process, guide the learners and most important set the goals and objectives which are to be achieved. Lack of prior planning and preparedness from the ECDE teachers jeopardizes the entire process. To bridge the gap of location of study presented by Sjoerdsma (2016), the researchers have resolved to conduct a study on public pre-primary school teachers' use of play as a classroom teaching strategy: a case of Bunyala- Busia County, Kenya.

In his study on the importance of play in both English and American pre-schools, Whitbread (2011) observed that; relevant teachers' motivation, skills, attitudes & experiences, influenced pre-school learner's classroom participation. To bridge the gap of location of study presented by findings of Whitbread (2011), the researchers are contemplating to carry out a study with an aim of establishing teachers' use of play as a classroom strategy in Bunyala sub-county, Kenya.

An investigation by Tarimo (2013), assessing use of play by pre-primary teachers to improve classroom participation, in Kilimanjaro region of Tanzania, established a low classroom scores for cases in which there was no play and cases where generally teacher's preparedness was not enough. More to disparity of location, the study failed to address how precisely teachers' expertise and motivation affect learners' participation indices hence the need for the study under way.

In, 'Getting Children Ready for Primary Schools in Kenya Baseline Report (2016)', survey by Tayari Pre-primary Program; nature of play and teacher's skills, aptitudes and experiences have a large influence on learners' classroom participation. In contrast to the Tayari Pre-primary Program survey, the researchers seek additionally, to

bridge the unaddressed gap on teacher's motivation and attitude levels.

The role of ECD teachers in Kenya in regard to preparing pre-schoolers for their future academic work cannot be overlooked. Bee (2009), reported that teachers' preparedness in discharging duties related to play is as important as the curriculum itself. Literature has shown that parents take their young children to school with high hopes that teachers would change the lives of their children. However, many people are not concerned with the kind of training ECD teachers undergo. For teachers to be sufficiently prepared to handle play as a strategy on pre-schoolers' classroom participation, there ought to be training on the same at the ECD teachers' training centers, enhanced teacher motivation, positive attitudes and proper teacher vigilance

The researchers intend to address gaps cited there above and bring up as one, a conclusive finding that will show in a nutshell the effects of teacher's preparedness on pre-schoolers' classroom participation indices

Against this backdrop of the above studies cited, none had been conducted coincidental to the researcher's target area of Bunyala sub-county, Busia County, Kenya on play as a strategy on pre-schoolers' classroom participation in public pre-primary schools.

## 2. Literature Review

A pre-school teacher's preparedness in discharging duties related to play is as important as the curriculum itself (Bee, 2009). According to Burdette *et al* (2005), a teacher's preparedness as regards play as a strategy facilitates classroom participation by providing an appropriate environment and strategically complete materials to fully engage the learners. According to Bredekamp *et al* (2009), the teacher's knowledge, attitudes and motivation cannot be divorced from effective engagement of pre-school learners with play resources.

This requires teachers to be highly skilled in order for them to maximize children's potential. It calls for the skills and expertise of a teacher as he/she is expected to manipulate materials and classroom space to allow learners to be fully engaged. The instructor ought to avail thought-provoking materials to stimulate youngsters into play. A consistently organized material in appropriate space will enable the learners to clearly see their choices and settle for them.

However, a teacher's experience is again called in action so as to strike the delicate balance needed by children for independent exploration of the play surrounding coupled with resources that deem most exciting without undue guidance from a senior.

Preparedness is a necessary factor among those who interact with the pre-schoolers. The aptitudes in these stakeholders are critical in assessing whether the children in question are showing typical and expected reactions when they are playing (Bourgeois *et al*, 2005).

As children play, mediations by instructors may range from helping with creative and critical thinking, probing, readdressing immoral conduct as well as fascinating kids into play items. Learners with varying degrees of learning difficulties should also be fully integrated into play scenarios by their tutors as play progresses.

Learners' programme of study usually is offered rather enhanced based on play as instructors bring about play subjects, give resources, as well as enabling learners magnify their thoughts. Through assisting kids in preparing duties, inspiring kids in dialoguing with their fellows, asking broad-based quizzes, as well as being tangled in play, the instructor prolongs as well as does boost knowledge. For instance, among such duties of an instructor in charge is to develop mastery of the particular competencies as well as facts that young ones are required to cultivate. The moment learners' play starts, teachers swing into action by ensuring there is adequate social interactions and also assisting the children in joining play. It's also necessary that a teacher narrates children's actions during play. Instructor's presence, mediation and proximity to the learners as play progresses enhances the regularity, duration, and intricacy of learners' play, with high degrees of speech and mental aptitudes (McAfee & Leong, 2010).

Research has indicated that there is maximum benefit arising from the incorporation of play and participatory learning. The level of benefit depends on the facilitation which can be most effective if enhanced by a carefully planned classroom environment. The teacher majorly aims at reducing conflict and confusion in order for the children to get constant stretch as well as spacious venues for play. Young ones at this stage are seen as competent people capable of generating information in play arena as long as the instructor's support and interactions with their fellow children is assured. Play is then seen as a vehicle through which play and aesthetic resources, the concepts of age mates coupled with such an outward environment are explored. This methodology to curriculum is geared towards ensuring holistic learner growth with learning experiences arraigned logically. For instance, a class of pupils visiting a train museum alongside their teacher may instead of putting their main focus on the different rail segments, a mere deed of memorization learning, their instructor may deliberately shift that concentration to the duties of the train employees and the crew who include but not limited to the captain, conductors, the engineers and even the passengers. This is in itself a sure means of ensuring that the kids' play accelerates maximum progress and improvement as well as intricate play aligning on props (Elkind, 2004).

Instructors are advised to carefully plan for play among the children applying appropriately their information on development in establishing the relevant time of life as well as stages of the children and even their cultural aspects within the class. Play effectively performs many purposes in enhancing young ones' societal as well as affective progression when they take up fresh duties which demand first-hand interpersonal abilities notwithstanding their fellows' viewpoints. Kids assign duties, exchange venues as well as resources, exhibit diverse stand points, solve stalemates as well as swaying their age mates to adopt given duties (Kostelnik, Whiren, Soderman, & Gregory, 2007). This way, free expression of hard feelings and mental dispositions which otherwise kids find hard to manage is enabled.

An adequately prepared teacher is capable of facilitating turn taking activities among the pre-school children. According to Melis *et al* (2016), the ability to take turns to ensure future benefits is a fundamental and strategic social behavior that expands the range of cooperative behaviors human beings exhibit. However, this requires more complex planning and reasoning skills. This calls for adequate preparedness of the teachers who are charged with the responsibility of imparting knowledge and skills.

Confidence in the pre-school children is another key aspect of learning that depends on the preparedness of the teacher. A well prepared teacher will definitely win the perception the learner on his or her ability to deliver. This in turn boosts the learners' confidence and gives them the urge to learn more and more. According to Almon (2013) a well-organized and prepared teacher can develop confidence in his children by establishing learning goals, staging the lesson appropriately, providing the right support, creating room for the children to work with their peers and offering feedback and reflection focusing more on what learners did well and their progress in general.

Numeracy and manipulative skills among the pre-school children are equally dependent on the preparedness of the teachers. Berk (2014) asserts that a well-trained and skilled teacher is capable of imparting manipulative skills that equip the learners with the ability to handle objects with precision in accordance with speed and control. These skills mainly involve physical activities with the use of hand and body coordination to execute a task. The activities that a prepared teacher can engage his learners in with an aim of developing and improving their manipulative skills include but not limited to throwing, catching, kicking and striking in batting among others.

## 2.1 Theoretical Framework

This survey was anchored on 'Social-Cultural Development Theory' (Vygotsky, 1978); which holds that children use play for social growth. The proponent argues that effective child participation is due to the relations between the social and cultural surrounding and the child

himself. Such interfaces are those from external environment like teachers, parents, playmates and siblings as regards their preparedness, experiences, motivation and attitudes. According to Vygotsky, learners are lively allies in such dealings, constructing their own knowledge, experiences, values, attitudes and skills through cognitive, physical and social play. He believes that learners' mastery of social skills in play for classroom participation is influenced by the Zone of Proximal Development (ZPD) as well as scaffold activities which include external support given by the caregiver's/teacher's mediation and preparedness. Social Cultural Development Theory therefore is in total support of the fact that the use of play is one of the classroom teaching strategies among the pre-school children. It emphasizes and advances the social growth and development attributed to play among children.

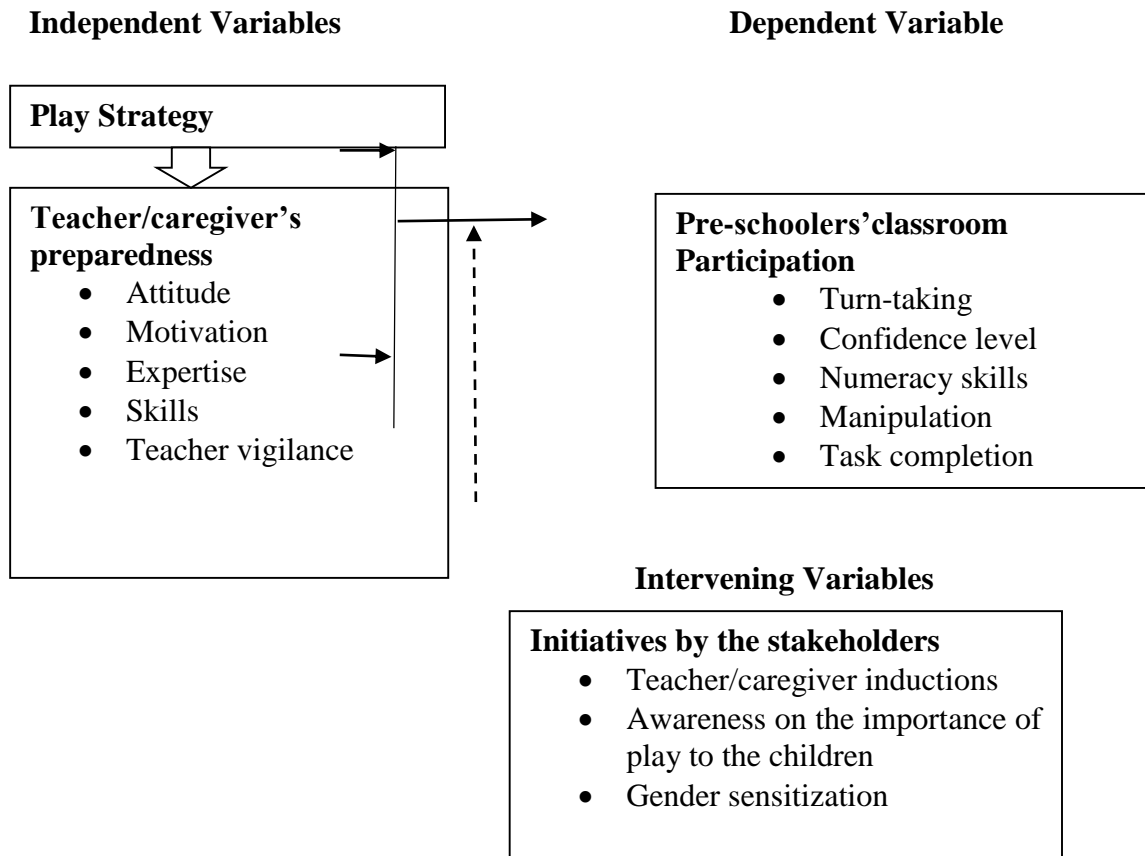
## 2.2 Conceptual Framework

The study was based on the following conceptual framework showing the relationship between play variable of teacher or caregiver preparedness as the independent variable and pre-schoolers' classroom participation as the dependent variable. Mutai (2006) asserts that conceptual framework is a graphical and diagrammatic association amid indicators in the study to enable a quick grasp of the underlying concepts.

The teachers' preparedness in the use of play as a classroom teaching strategy is in no doubt as important as the curriculum itself. This preparedness of teachers entails a number of things. According to a study by Izumi-Taylor (2014), the attitude of the ECDE teachers towards the use of play in imparting basic skills and knowledge among the pre-school children is vital and plays a key role in their social, mental and physical development. In Sweden, ECDE teachers have been trained to fully embrace and integrate play in almost every aspect of teaching and learning among their kindergartens. According to them, kindergarten children play with what they have already learnt and children can learn aspects related to learning and learn in play (Goldstein, 2016). Although it has been

reported that majority of ECDE teachers agree that their attitude towards play as one of the strategies of facilitating teaching and learning among pre-school children is generally positive and good, it is also important to point out that some of these ECDE teachers have not embraced play and are struggling to accept that its importance in the delivery of ECDE curriculum is inevitable (Cave & Mulloy, 2015). In Kenya, poor attitude of ECDE teachers in embracing the use of play among pre-school children is attributed to several factors such as lack of academic qualifications where many ECDE teachers are mere form four leavers, poor environment and management of ECDE centres. This makes it exceedingly difficult for them to interpret the objectives and apply relevant curriculum methodology apart from not effectively selecting and using instructional resources (Cave & Mulloy, 2015)

In countries where ECDE teachers are well remunerated and motivated, their performance in most cases is outstanding. There is a general consensus that workers with feelings of resentment and exhaustion may have a low productivity or people's level of motivation effects on job's performance. A teacher is the engine that drives the acquisition of knowledge and skills in pre-school children, his expertise and skills are as important as the delivery of the curriculum. Some specialists in play activities have constantly stated that in order for these pre-school children to continue gaining more knowledge and skills, the teacher's role of provision of guidance or giving direct instructions to specify the specific learning outcomes and objectives must be upheld at all cost (Lillemyr & Fredrick, 2013). The level of ECDE teachers' performance connects to their motivation, capacity and work conditions (Leithwood, 2016). According to the study of Thoonen (2011), the ECDE centre's levels welfare working conditions, understanding and cooperation can motivate the ECDE teachers to improve their teaching activities, embrace play and maximize their skills for the benefit of the children under their care. Motivation of teachers encourages them to embrace new materials and skills, giving them room to experiment new things as they are assured of the support of their managers.



**Figure 1: Conceptual Framework**

**Researcher, 2018**

### 3. Research Methodology

The study adopted a mixed methodology. This is an emergent methodology that encompasses both qualitative and quantitative approaches to generate information out of multiple sources within a single investigation (Creswell & Clark, 2011). The investigators found descriptive survey as the most suitable design for the research. This design basically aims at finding out the who, what, where and how of a phenomenon of a study (Cooper, 2006). Serem & Boit (2013) assert that descriptive survey design should

be the most appropriate in gathering first-hand information in a relatively big populace under observation.

Since there are only 27 public pre-primary institutions in Bunyala sub-county, all of them were selected for the study using purposive sampling technique. The table below summarizes the target population of the survey in Bunyala Sub-county.

**Table 1: Target Population**

<b>Target Population of Bunyala Sub-county</b>	
Pubic ECDE Institutions	27
Head teachers	27
Teachers of Public ECDEs	81
Public ECDE Learners	3312

**Source: Researcher 2018**

To obtain the desired teacher and learner samples in the study, both purposive and random sampling techniques were used. Heads of public primary schools in which the ECDE institutions are situated were sampled using purposive sampling technique. This involved a purposeful targeting of the persons of benefit to the study (Kombo & Tromp, 2006). They were selected as the managers of these pre-primary institutions. Out of the 27 head teachers, 25 were selected as the other 2 head teachers were selected for pilot study. Teachers and learners on the other hand were selected through random sampling techniques. Names of both teachers and learners were put into gender

strata and equal numbers were randomly picked from each stratum to include in the study. This addressed gender bias. In ECDE centres where all the teachers were of the same gender, teachers were randomly picked. In each school, 2 teachers and 4 learners were picked. Sampling 10 to 20 % of the reachable populace is normal although this range changes with the size of the population under study in which case the principle was applied as is in line with Mugenda & Mugenda (2003). All the 27 heads were used since it would be of no meaning to sample such a small populace.

**Table 2: Sample Size and Frame**

<b>Target Population in Bunyala Sub-county</b>	<b>Procedure of Sampling</b>	<b>Sample size in Bunyala Sub-county</b>
Heads of the public pre-schools	$100/100*27$	25
Public pre-primary school teachers	$61/100*81$	50
Public pre-unit learners	$10/100*1002$	100
<b>Total</b>		<b>175</b>

**Source: Researcher 2018**

The survey employed direct administration of questionnaire namely: Questionnaire for Heads of Institutions (QFHOI) and Questionnaires for Teachers (QFT). The (QFHOI) was administered to 25 heads of public primary schools within which these pre-schools are. Both questionnaires contained open ended and structured questions. The objective of the study was catered for the in the questionnaires. The research instruments were pre-tested in two of the public pre-primary institutions which were not included in the actual

study. Construct validity was employed where short and straight forward questions were used. Questionnaires were made simple and easier to understand by using short and simple sentences. They were arranged from simpler to challenging questions.

The researchers employed test re-test method in gauging the reliability of the instruments. The instruments were administered to selected respondents and re-administered after some period of time to gauge consistency with which

the questions were answered. The instruments were piloted in two pre-primary institutions and after a period of one week, the same instruments were re-administered in the same institutions. The instruments were considered reliable after reasonable consistency was realised. In this study, a Cronbach Alpha correlation co-efficient of 0.7 was taken to be good degree of consistency of the tool (Roscor, 2003). This is established by representing multiple constructions adequately, and pursuing and presenting them well (Lincoln & Guba, 2003). The researcher made this research credible by carrying out inquiry tactfully and in an amiable manner that reduced dissonance from the respondents. Additionally, he had his findings sanctioned by the constructors of the compound truths under study.

The quantitative data collected was analysed using descriptive statistics viz mean and standard deviation by help of the Statistical Package for Social Sciences (SPSS

**Table 3: Influence of teacher Preparedness on Classroom Participation**

<b>Statement</b>	<b>N</b>	<b>Mean</b>	<b>Std. Deviation</b>
Teacher interventions during play take on many possibilities from assisting with problem-solving, questioning, redirecting undesired behaviours, and enticing children into play themes.	170	4.13	.614
Teachers are prepared to teach play skills to children who have difficulty entering into a play scenario thus promoting their participation in classroom	170	4.05	.838
Teachers help children when planning roles, encouraging children to talk to peers, posing open ended questions, and becoming involved in play thus extending and enhancing learning.	170	3.98	.614
Teachers help in selection and improvising play materials for children to facilitate the play sessions thus ensuring that everyone participates thus promoting learning	170	3.95	.734
<b>Mean</b>	170	4.03	0.700

**Source: Field Data, 2019**

The findings on Table 3 show that the respondents strongly agreed with the statements that teacher interventions during play take on many possibilities from assisting with problem solving, questioning, redirecting undesired behaviours, and enticing children into play themes (Mean 4.13) and that teachers are prepared to teach play skills to children who have difficulty entering into a play scenario thus promoting their participation in classroom (Mean 4.05). It was also found that the respondents agreed with the statements that teachers help children when planning roles, encouraging children to talk to peers, posing open ended questions, and becoming involved in play thus extending and enhancing learning (Mean 3.98) and that teachers help in selection and improvising play materials for children to facilitate the play sessions thus ensuring that everyone participates thus promoting learning (Mean 3.95). The findings are

supported by Mweru's (2012) study on the teachers' influence on children's selection and use of play materials which found that teachers encourage children to work, discuss and solve problems in groups. They too use games, music, artwork, films, books, charts and other instructional resources to teach basic skills and enforce learning in totality.

## 4. Results and Discussion

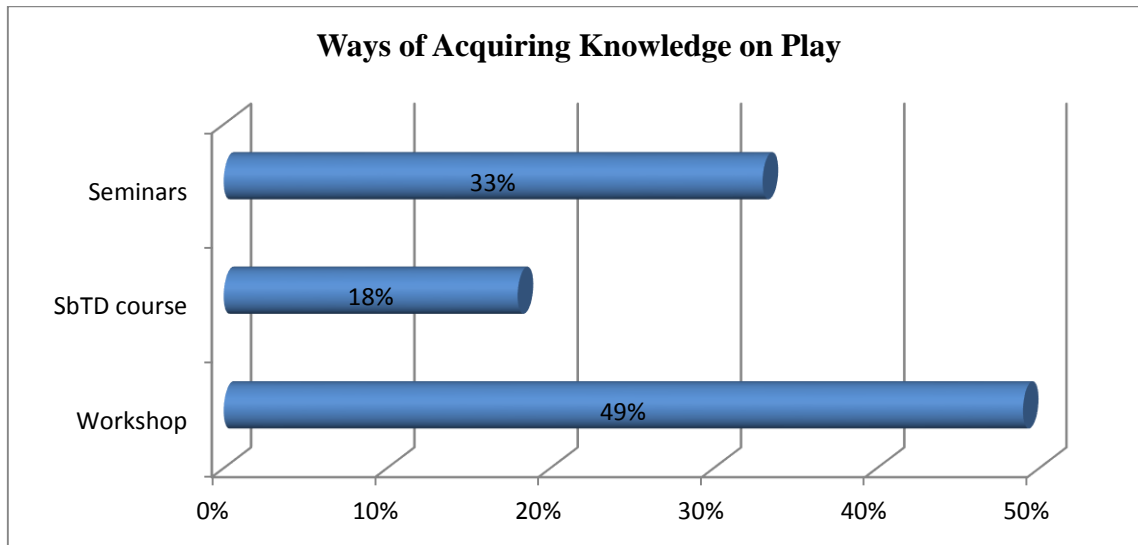
### 4.1 Influence of Teacher Preparedness on Classroom Participation

In establishing the influence of teacher preparedness on classroom participation, the participants were required to show the degree to which they concurred to every sentiment listed in regard to their centres. The findings were as presented in Table 3 below.

supported by Mweru's (2012) study on the teachers' influence on children's selection and use of play materials which found that teachers encourage children to work, discuss and solve problems in groups. They too use games, music, artwork, films, books, charts and other instructional resources to teach basic skills and enforce learning in totality.

### 4.2 Ways of Acquiring Additional Professional Knowledge on Play

Pre-unit teacher respondents who had acquired additional professional knowledge on play were required to state how they acquired the knowledge. Their responses were as given in Figure 2 below.



**Figure 2: Ways of Acquiring Additional Professional Knowledge on Play**

**Source: Field Data, 2019**

Figure 2 above shows the main ways through which pre-unit teachers were acquiring additional professional knowledge on play as a strategy on classroom participation. From the findings, many of those pre-unit teachers who had acquired additional knowledge on play 10(49%) had done so through workshops. Among them, 7(33%) acquired it through seminars. Only 3(18%) had acquired their knowledge through SbTD course.

In an effort to gauge the association amid the research indicators, the investigator employed inferential statistics viz correlation and regression analysis. Correlation analysis purposely catered for the association amid the research indicators. This showed the direction and strength of the associations. On the other hand, regression analysis was done to show the strength of the independent variables in explaining the dependent variables i.e. what percentage of performance was explained by indicators like material requirement, manufacturing resource, enterprise resource and time in regard to their planning.

### Inferential Statistics

**Table 3: Correlation Analysis**

		Correlations			
		Classroom Participation	Type of play	of material used	Teacher preparedness
<b>Classroom Participation</b>	Pearson Correlation	1	.828**	.106	.304**
	Sig. (2-tailed)		.000	.000	.000
	N	170	170	170	170
<b>Type of play</b>	Pearson Correlation	.828**	1	.399**	.396**
	Sig. (2-tailed)	.000		.000	.000
	N	170	170	170	170
<b>Type of play material used</b>	Pearson Correlation	.106	.399**	1	.786**
	Sig. (2-tailed)	.000	.000		.000
	N	170	170	170	170
<b>Teacher preparedness</b>	Pearson Correlation	.304**	.396**	.786**	1
	Sig. (2-tailed)	.000	.000	.000	
	N	170	170	170	170

**\*\*.** Correlation is significant at the 0.01 level (2-tailed).

**Source: Field Data, 2019**

The findings from correlation analysis on Table 4 above show that classroom participation in Bunyala sub-county

is positively associated with type of play with  $r = 0.838$  and  $p$  value of 0.000, an indication that it is statistically



significant with p value less than 0.05 (< 0.05). This implies that with relevant types of play, pre-schoolers perform well thus registering good learning results. This is echoed by Rhoades (2011) whose study revealed that appropriate play types were significantly associated to higher classroom participation through impacting positively on the learners' socio-emotional, cognitive, linguistic skills and abilities.

The findings further show that there is a positive correlation between classroom participation and type of play materials used with  $r = 0.106$  and a p value of 0.000 (statistically significant). Thus, play materials and pre-schoolers' learning outcomes are strongly associated. Basically this means that play materials have a strong positive association with learners' classroom participation thus improving the later in the study area, These outcomes are supported by Momoh (2007) in his survey on the impact of instructional resources on learners' educational performances in WASC assessment in Kwara State, Central Nigeria.

The findings finally revealed that classroom participation had a positive relationship with teacher preparedness with  $r = 0.304$  and p value of 0.000. The results hence imply that teacher preparedness qualities in Bunyala sub-county have positive impact on pre-schoolers' classroom participation.

These findings are in line with Dahlberg (2007) in his study on teacher qualities and commitment to duty who revealed that teacher qualities or basically preparedness is strongly related to learners' classroom participation.

The p values obtained are therefore indications that there were significant positive relationships between the variables studied.

### Regression Analysis

Regression analysis was conducted in a bid to gauge the extent to which the variables studied impacted on the classroom participation among children in pre-school. The independent variables studied included: type of play, type of play materials used and teacher preparedness while the dependent variable was classroom participation under this model;

$$Y = B_0 + B_1X_1 + B_2X_2 + B_3X_3 + e$$

$B_0$  = constant

$B_1, B_2, B_3$  = regression coefficients

Y = Classroom participation

$X_1$  = Type of play

$X_2$  = Type of play materials used

$X_3$  = Teacher preparedness

e = Error term

**Table 4: Model Summary**

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.895 <sup>a</sup>	.802	.798	.596

a. Predictors: (Constant), Teacher preparedness, Type of play, Type of play material used

**Source: Field Data, 2019**

The findings on Table 5 above show that, R Square was 0.802 and R was 0.895 at 0.05 level of significance. The coefficient of determination indicates that 80.2% of the variations on classroom performance can be explained by type of play, type of play materials used and teacher preparedness. The remaining 19.8% can be explained by

other variables which were not studied such as play time, frequency of play and interest of players. It can therefore be deduced from the R square and adjusted R values that above average variation between the study variables can be explained by the model. Further Analysis of Variation (ANOVA) was done as presented on Table 6.

**Table 5: ANOVA**

ANOVA <sup>a</sup>						
Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	239.065	3	79.688	223.987	.000 <sup>b</sup>
	Residual	59.058	166	.356		
	Total	298.124	169			

a. Dependent Variable: Classroom Participation

b. Predictors: (Constant), Teacher preparedness, Type of play, Type of play material used

Source: Field Data, 2019

The outcomes on Table 6 indicate the significance of F statistics as 0.000, which is less than 0.05 and the value of F (223.987) being significant at 0.05 confidence level. The ANOVA test outcomes presented in Table 6 show that the regression model adopted in this study made it possible to

predict the relationship between pre-schoolers' play and classroom participation.

Table 7 below presents the beta coefficients of all independent variables versus the dependent variable.

**Table 6: Coefficients**

Coefficients <sup>a</sup>					
Model	Unstandardized Coefficients			t	Sig.
	B	Std. Error	Beta		
1	(Constant)	.603	.187	3.228	.002
	Type of play	1.153	.049	23.564	.000
	Type of play material used	.502	.051	9.815	.000
	Teacher preparedness	.378	.055	6.823	.000

a. Dependent Variable: Classroom Participation

Source: Field Data, 2019

The regression model is written as: Classroom participation = 1.153\* type of play +0.502\* type of play material + 0.378\* teacher preparedness.

The Beta Coefficients in the regression show that all the variables tested: type of play, type of play material used and teacher preparedness have positive relationship with classroom participation. All the variables test therefore were statistically significant with p-values less than 0.05; the outcomes that are supported by Petrakos and Venkatesh (2014) who found that the provision of play materials and its implementation together with the levels of teachers' preparedness have incredible positive impact on learners' classroom participation.

## 5. Conclusion and Recommendations

The study concluded that teachers in Bunyala sub-county were not adequately armed with the necessary skills on play. The research also revealed that majority of them had

general training on ECD matters but very minimal additional professional knowledge on play.

In summary, the study concluded that play is a very important component of classroom participation among the pre-schoolers and that with the right nature of teacher preparedness in regard to attitudes, motivation and expertise in place, pre-schoolers are guaranteed active and effective classroom participation thus boosting their academic performance all factors held constant.

The study recommended that in order for play to be more instrumental and helpful in facilitating classroom participation, the pre-unit teachers should be equipped with the necessary knowledge on play.

The study too recommended that seminars, workshops and other insights on play should be organised for these teachers to gain more skills on how to handle play among pre-schoolers

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