

**IMPACT OF PLAY ACTIVITIES ON ACADEMIC
PERFORMANCE OF PRE-SCHOOL CHILDREN: A
SURVEY OF NGARIAMA LOCATION IN
KIRINYAGA EAST DISTRICT, KENYA**

ANNE MICHERE MUCHIRI

E35S110/00850

**A RESEARCH PROJECT REPORT SUBMITTED IN
PARTIAL FULFILLMENT OF THE
REQUIREMENTS FOR THE AWARD OF DEGREE
OF BACHELOR OF EDUCATION (ARTS) OF MT
KENYA UNIVERSITY.**

OCTOBER, 2012

ABSTRACT

The prime purpose of this study was to collect enough data to find out the impact of learning materials on academic performance of ECD children in Ngariama zone of Kirinyaga county central province and apparently in Kenya. Questionnaires were used as the data collection tools, they contained both closed and open-ended questionnaires. The researcher used survey design method to gather data required. Simple random sampling method was used to select the respondents of which two teachers from each school were given a questionnaire, which they filled in. All questionnaires were gathered from the field, collapsed and analyzed. The researcher used frequency distribution, tables, pie chart and bar graph to present the data. A discussion was made. Conclusions and recommendations were given in light of the data used. The following conclusion was made amongst others on the basis of the findings of the current study. Majority of ECD teachers of Ngariama East zone are female by gender. Teaching Aids help the children to acquire knowledge and skills used in all areas of learning. Teaching aid is imperative to ECD children learning. Teachers used both fitted and movable play materials. Recommendations made were that government of Kenya should provide funds for buying play materials to all ECD centres in Ngariama zone to enhance pre-scholars performance. The parent in the zone should be educated on the importance of learning aids in children and so there should be workshops in pre-schools for parent to come and improvise the materials teachers. All the ECD teachers in the zone should act as role models by participating in play. They should create time to be with children during play. The parent should also motivate their children as well as teachers for successful learning. They should also increase the classrooms and other physical facilities to cater for a large number of pre-school children as well as the teacher for successful learning. The teachers should also motivate children who are also good role models. The teacher should involve parents and the school administration in the improvement of school administration in the improvement of teaching and learning materials. The school administration and management should motivate the teachers by paying the ECDE teachers well, providing lockable cupboards to keep some of the materials. All teachers in the zone should act as a role model in participating in use of learning materials. Curriculum implements. The time allocated for playing in ECD centres should be added to allow children to explore, discover and experiment.