

IMPACT OF PLAY ON SOCIAL DEVELOPMENT OF PRE-SCHOOLERS.

A CASE STUDY OF LAVINGTON CITY COUNCIL PRE-SCHOOL, NAIROBI COUNTY.

BY

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RESEARCH PROJECT IN PARTIAL FULFILLMENT FOR THE A WARD OF THE

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DECLARATION

I do affirm that this research project is my original work and has not been submitted to any university or any institution of higher learning for the award of a degree.

Signature: *Rmalla.* Date: *20.6.2011.*

Name: Karani Rosemary Nasireku.

The research report has been submitted for examination with my approval as a supervisor.

Signature: *Timothy W. Maonga* Date: *20/6/2011*

Name: Mr. Timothy W. Maonga.

LECTURER.

ABSTRACT

The study investigated impact of play on social development of pre –schoolers in Lavington pre-school. The objectives that guided the research were: to establish the relationship between play and children's social development; to determine the impact of play materials on children's social development; to find out how time spent on play activities promote children's social development; to identify the types of play that promote children's social development and to recommend the importance of play on children's social development. Findings of other researchers through literature review revealed the types of play that promote children's social development. According to Gross [1999,2001] play is an opportunity for children to practice the required social skills. Vygotsky (1978) found that through co-operative play children are able to interact with peers, they try new songs and rhythms, use new words on their colleagues and correct one another. Theresa and Caplan (1983) agreed that through play, children take turns, co-operate, share their feelings, ideas and play materials; they also resolve conflicts, borrow and lend play things. Samples for the study represented the entire population since they were few. Therefore the populations under study were: two female teachers and thirty children, of whom were fifteen boys and fifteen girls. Research instruments used were: questionnaires for teachers, interview schedule for children and observation checklist for both the teachers and the researcher. Data collected was analyzed by use of tables, graphs, a pie chart, frequency and percentages.

Types of plays in Lavington pre-school were: hide and seek, sand pit plays, tyre racing, singing games, ball games, climbing frames and sliding. Different social interactions were observed, this included: throwing, scoring, kicking, dodging, hiding and seeking, filling and emptying tins, co-operating, racing, counting, taking turns, sharing, jumping, clapping and dancing.

