

**INFLUENCE OF PLAY ON THE PHYSICAL DEVELOPMENT OF PRESCHOOL
CHILDREN IN DAGORETTI DIVISION, NAIROBI, KENYA.**

BY;

NYABANYEKA VERA

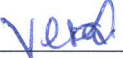
**A research project submitted in partial fulfillment of the requirement for the award of
degree of the Bachelor of Education (Early Childhood Education)**

UNIVERSITY OF NAIROBI

AUGUST, 2012

DECLARATION

This research project is my original work and has not been submitted for examination in any other university.

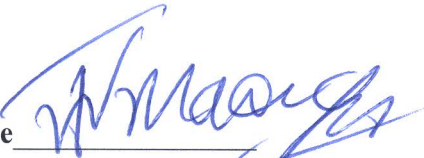
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Date 10th August, 2012

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E45/23876/2008

This research project has been submitted for examination with my approval as the University supervisor.

Signature 

Date 10/8/2012

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ABSTRACT

The study was undertaken to create an understanding of the interplay between play activities and children's physical development in 3-7 years old in preschools in Dagoretti Division, Nairobi County.

The influence of play in a child's physical development is determined by the attitude of both the parents and teachers. The researcher selected four public schools and six private schools, in Dagoretti Division. The teachers randomly selected thirty children. Data collection was done through the use of questionnaires filled by Head teachers and pre-school teachers, interviews schedules were conducted to the parents and also the researcher used observation schedule to check on the physical development of children. The three tools were used to assist the researcher to carry out her study. Data collected was analyzed using bar graphs, tables and pie charts.

The findings of the study indicated that there was a difference in performance of children exposed to play in connection with physical development. From these findings it is clear that play is not a waste of time but an important learning experience for the child because it allows the child to exercise all his physical, emotional and social quality both at home and in school. It was also found that play contribute positively to development of both fine and gross motor skills unlike the children who were not exposed to play. The study recommended that these issues could be improved through teachers and parents laying greater emphasis on play activities and provision of time and a rich playing environment by adults.