

Play Activities Used by Teachers in ECDE Centres in Kericho Sub-County, Kenya.

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Abstract

Play enhances all areas of a child's development socially, emotionally, physically, cognitive, language and literacy skills. In Kericho County, statistics at Kericho District Centre for Early Childhood Education show that 90% of ECDE teachers do not fully utilize play in teaching and learning in ECDE centres. The objective of the study was to assess play activities used by teachers in play in ECDE centres. The study adopted the Piaget's theory (1896-1980) of intellectual development. The study adopted mixed methods approach both qualitative and quantitative techniques. The study was carried out in Kericho Sub-County since minimal research has been done on the utilization of play in early childhood education curriculum in the County. The target population was 161 head teachers and 347 pre-school teachers from which a sample size of 48 head teachers and 104 pre-school teachers were selected using simple random and stratified sampling techniques from every educational zone in the sub-county. Data was collected using questionnaires, interviews and observation and analysed using descriptive statistics. The results were presented using frequency distribution tables, pie charts, and bar graphs. Qualitative data from interviews and observation was analysed in themes and categories identifying similarities and differences that emerged. The study may inform the Kenya Institute of Curriculum Development and the Ministry of Education, Science and Technology to produce relevant instructional materials on play for Early Childhood Education in Kenya. The study concluded that there were different types of play activities available in ECDE centres although not all were utilized. The study recommends that all stake holders need to cooperate to help equip preschools within their locality with enough play materials necessary to promote participation of outdoor activities.

Keywords: play, activities, teaching approach

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