

Correlational Analysis Of The Influence Of Play As Scaffolding Learning Activities On Social, Emotional, Physical, And Cognitive Development In Preschool Centres In Oyo Town

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Abstract: *This study investigates the influence of play and scaffolded learning activities on the social, emotional, physical, and cognitive development of preschool children. Employing a correlational analysis design, the research explores the relationships between the time spent in child-directed play, participation in scaffolded activities led by teachers, and developmental progress in various domains. The study aims to identify how play and scaffolded learning, potentially working independently or in conjunction, contribute to a well-rounded preschool experience. The findings will shed light on effective practices for fostering holistic development in young children within preschool centers. Preschool teachers are largely found of restricting active free play time of children and substituting free play time with academic activities. These practices have undermined the holistic development of children especially in Nigeria as preschool children could not match the development and competition with their counterpart in developed countries. Level of awareness of preschool teachers on play precipitated why they restrict free child's play time and limit guidance towards creativity and reflective thinking in children's play. Hence the study investigated Correlational Analysis of the Influence of Play and Scaffolding Learning activities on Social, Emotional, Physical, and Cognitive Development in Preschool in Oyo Town. The study adopted correlational survey research design. The population for the study comprises all preschool teachers in Oyo Town. The sample for the study comprises 100 preschool teachers. A self-designed questionnaire was used for the data collection. Section A reveals the demographic data of the respondents, while section B contains 20 grouped items. The reliability index of the questionnaire was ($\alpha=0.78$). The finding of the study revealed that preschool teacher's awareness of the influence of play and guided activities on the holistic development of children is high ($WA=3.7$) and there is significant relationship between preschool years of teaching experience and awareness of the influence of play and guided activities on children's Physical development ($F_{(4,95)} = 2.52$; $P < 0.05$) among others. It was recommended based on the findings that, although the level of teacher's awareness on the influence of play and guidance activities of children is high, schools should facilitate the implementation of appropriate practices in line with play and guidance activities for the optimal development of preschool children.*

Keywords: Awareness, Play, Guidance activities, Social, Emotional, Physical, Intellectual development

Introduction

In recent years, there's been a surge of research exploring the link between play and how children grow. This growing body of evidence, including studies from evolutionary psychology, anthropology, neuroscience, and education, suggests that play significantly impacts a child's learning and development. Developmental psychologists, particularly those influenced by Vygotsky and his followers, have increasingly focused on play. They believe that play helps children manage their own behavior, making it a crucial factor in developing self-control.

Play is Crucial for Well-Rounded Development and Playing isn't just fun for kids; it's essential for their overall well-being. The United Nations even recognizes play as a fundamental right of every child (United Nations High Commission for Human Rights, 2006). Playful activities stimulate brain development, fostering everything from motor skills and language to social awareness, emotions, creativity, and problem-solving (Coolahan., Fantuzzo., Mendez., & Perrott, 2000). Coolahan et al. (2000) further highlighted the importance of play in learning environments and conceptualized Play as not which only supports social and emotional development but also cognitive growth. It helps children adjust to school, become better learners, and develop problem-solving skills. One of the most significant benefits of play is that it empowers children to be active decision-makers, practicing and mastering new skills. Importantly, social-emotional learning should be integrated with academics, not prioritized at the expense of play (Barnett, 2005). After all, a child's ability to learn thrives when all these aspects are nurtured together (Barnett, 2005).

Children are meant to experience a wide variety of content (art, music, science, math, social relations) because each is important for the development of a complex and integrated brain. Play that links sensory-motor, cognitive, and social-emotional experiences provides an ideal setting for brain development (Well., & Drew 2013). On the same note, Play and unscheduled time that allow for peer interactions are important components of social –emotional learning and also the essential dimensions of play include voluntary, enjoyable, purposeful and spontaneous, creativity using problem solving and thwarting emotional problems (Elis and Arnold, 2006).

Healthy social and emotional development entails children’s ability to form positive attachment, trusting relationships with others, play, communicate, learn, face challenges, and experience and handle a full range of emotions (Bergen, 2004). It is through relationships that young children develop these resilience skills and attributes. Starting from birth, babies are learning who they are by how they are treated. Loving relationships provide young children a sense of comfort, safety and confidence, how to form relationships, communicate emotions, and to deal with challenges (Erickson (In Winnie, 2016). Strong positive relationships also help children develop trust, empathy, compassion and a sense of right and wrong (National Centre for Early Childhood Education, 1993 In Winnie, 2016). Furthermore, Social dramatic play helps children learn to develop dense of imagination and consideration, and concluded that play is an important tool for social and emotional skills development whereby as children play, they learn how to live with others through interaction.

Young children are naturally curious and providing them with high-quality materials is important to the learning and development process. Toys that encourage children’s imagination help them know that the world is a diverse and wonderful place. While children may clamber for the “toy of the moment” don’t let the hype sway decisions made. Jumping ropes, jacks, bean bags, balls, blocks and swings continue to be favorites of children everywhere (Elis &Arnold, 2000). Through play experiences, children learn about play experiences, children learn about themselves, their environment, and the people in their lives, experiment with different ways to solve problems; develop body control; practice social skills; and express their creativity hence they gain confidence as they choose toys and materials that are of particular interest to them. An environment that encourages children to make their own choices helps them feel safe, valued, adventurous, competent, and confident to take the initiative (Elis &Arnold, 2000).

In play, the major role of the teacher is to ensure that enough time is allocated and playing materials are provided to all children (Elis, 2000). There has to be enough space for all children to play freely and the teacher should never force any child to an activity if they do not wish to. Instead, he or she should provide simulative environment where children can have genuine play choices and maintain play to an acceptable standards. According to Schwartman (2008) children play what they know and build on from what is known to unknown. If what they know is stereotyped and biased, it would be reflected in their play. In Preschool, adults are referred to as teachers. They have a very important role to play in children play activities. They need to be aware of the value of all activities in the children’s aspect of development. Therefore, they need to play and prepare for the play activities thoroughly.

Schwartman (2008) maintains that the teacher should ensure safety of materials such that they do not harm the children as they play. Also, teachers should communicate and collaborate with parents concerning children’s play. The teacher should lay a guideline which instructs the children of how to play. By doing this, children at times imitate their teacher’s words and actions which help them develop their social and emotional skills. Njoki (2007) adds that the major role of the teacher during play is to ensure that enough materials for play are provided for the entire group, to ensure that there is enough space for the children and that they have enough time schedule for the play activity. Teacher interventions during play take on many possibilities from assisting with problem solving, questioning, redirecting undesired behaviors, and enticing children into play themes.

Dillons, (2006) noted that the curriculum content for young children is play while the teacher’s role is to introduce play themes, provide materials and help children expand on their ideas. By helping children when planning roles, encouraging children to talk to peers, posing openended questions, and becoming involved in play, the teacher extends and enhances learning (McAfee &Leong, 2010). The teacher also might provide scaffolding to support children’s learning and development by asking, “Why does the baby need to see the doctor?” or “How do you think the doctor can help the baby?” This not only provides the child with an opportunity to use expressive language but also provides an opportunity for the child to think and formulate an answer (Bodrova & Leong, 2007).The Social and Emotional Skills Developed During Children Play The development of social and emotional health of a child is essential to his appropriate behavior, understanding of life and transition to adulthood (Fisher, 1992). Social emotional development helps shape a child into what he will become later in life by teaching proper reactions to emotional matters. Social skills are all about a child’s ability to co-operate and play with others, paying attention to adults and teachers, and making reasonable transitions from activity to activity (Mahindu, 2011). Emotional development is the process of learning how to understand and control emotions. Healthy social and emotional skills developed allows children to develop relationships, master the ability to

initiate, discover play and learn, develop persistence and attention, self-regulate their behavior and develop emotional range (Zins, 2004).

Hence appropriate play materials, unrestricted play time, knowledge and awareness of caregivers on the influence of play add value to play. Children should therefore be provided with playing materials coupled with maximum time of guidance and supervision to redirect children play in to bring about the development of certain resilience skill and optimize their holistic development.

There is considerable research which is indicative, relating children's play and aspects of their learning and development. This evidence includes work in evolutionary and developmental psychology, anthropology, neuroscience and educational studies. However, while researchers in these fields as reported by Mahoney et al; have hypothesised about how play might enhance child outcomes, much of this evidence merely establishes associations rather than firm, causal relationships. There is little or no conclusive evidence regarding possible explanatory mechanisms. Play is a cherished part of childhood that offers children important developmental benefits and parents the opportunity to fully engage with their children. Despite the benefits derived from play for both children and parents, time for free play has been markedly reduced for some children. It has been reported that a varied number of factors have reduced play, including a hurried lifestyle, changes in family structure, and increased attention to academics and enrichment activities at the expense of recess or free child-centered play. This report noted deficiencies on the level at which pediatricians advocate for children in terms of helping families, school systems, and communities consider how best to ensure that play is protected as they seek the balance in children's lives to create the optimal development. As we strive to create the optimal developmental milieu for children, it remains imperative that play be included along with academic and social-enrichment opportunities and that safe environments be made available to all children. Findings of some studies concerning play indicated lack of play for children is closely associated with anxiety, depression, suicidal tendencies, feeling of helplessness and obesity. Also, there is a close relationship between play and cognitive and physical development. Most of these researches have not been carried out in Ibadan Metropolis to establish the relationship between play and social and emotional development. Hence the study investigated preschool teachers awareness of the influence of play and guidance activities on the holistic development of children in Oyo state.

Research Question

Research Question 1: To what extent are preschool teachers aware of the influence of play and scaffolding learning activities on the physical development of children?

Research Question 2: To what extent are preschool teachers aware of the influence of play and scaffolding learning activities on the Intellectual development of children?

Research Question 3: To what extent are preschool teachers aware of the influence of play and scaffolding learning activities on the Social development of children?

Research Question 4: To what extent are preschool teachers aware of the influence of play and scaffolding learning activities on the Emotional development of children?

Research Hypotheses

H_{01a}: There is no significant relationship between preschool teachers educational attainment and awareness of the influence of play as scaffolding learning activities on children's Physical development

H_{01b}: There is no significant relationship between preschool teachers educational attainment and awareness of the influence of play as scaffolding learning activities on children's Intellectual development

H_{01c}: There is no significant relationship between preschool teachers educational attainment and awareness of the influence of play as scaffolding learning activities on children's Social development

H_{01d}: There is no significant relationship between preschool teachers educational attainment and awareness of the influence of play as scaffolding learning activities on children's Social development

Methodology

The study adopted correlational survey research design. The population for the study comprises all preschool teachers in Oyo town. Multi stage sampling technique was adopted for the study. Stratified random sampling was adopted to divide the local governments in Oyo town into four. Simple random sampling technique was used to select five preschools centres in each of the local governments which amount to 20 preschools, the justification for the choice of sampling technique is to give equal chance of being selected to all

the preschool teachers in each schools selected . Simple random sampling technique was used to select five preschool teachers from each of the schools selected. The justification for this is to give equal chance of being selected to all the preschool teachers in each school selected. Hence, a total of 20 schools was randomly and 100 preschool teachers participated in the study. A self-designed questionnaire was used for the data collection. Section A reveals the demographic characteristics of the respondents, while section B contains 20 items which are grouped into 4 sub-sections. The questionnaire was rated on a 4 point scale of SA, A, D, SD. The questionnaire was validated and tested for reliability. The correlation coefficient of the questionnaire was calculated using Cronbach Alpha technique and the reliability index was ($\alpha=0.78$).

RESULTS

Research Question 1: To what extent are preschool teachers aware of the influence of play and scaffolding learning activities on the physical development of children?

Table 1 showing the extent of preschool teacher’s awareness of the influence of play and scaffolding learning activities on the physical development of children

A	PHYSICAL DEVELOPMENT	SA	A	D	SD	Mean	SD
1	Active play is a form of exercise for young children when properly guided	76 (76)	22 (22)	2 (2)	0	3.73	0.49
2	Running, jumping, tumbling and climbing help develop muscle and bone health.	80 (80)	20 (20)	0	0	3.85	0.36
3	Play helps the optimal development children’s stamina, motor skills, coordination and balance when properly guided	70 (70)	28 (28)	2 (2)	0	3.72	0.57
4	Play makes children healthier, sleep better and more alert	84 (84)	10 (10)	6 (6)	0	3.84	0.37
5	Children who engage in play are less prone to obesity, cardiovascular diseases and common illnesses.	75 (75)	20 (20)	2 (2)	3 (3)	3.85	0.36

WA= 3.8 (95%) Highly Aware

The table above revealed that the extent of preschool teacher’s awareness of the influence of play and scaffolding learning activities on the physical development of children is high (W.A=3.8). By implication, preschool teachers are aware that active play is a form of exercise for young children when properly guided ($\pi=3.73$), also that running, jumping, tumbling and climbing help develop muscle and bone health ($\pi=3.85$). Furthermore, preschool teachers are aware that play helps the optimal development children’s stamina, motor skills, coordination and balance when properly guided ($\pi=3.72$), also that Play makes children healthier, sleep better and more alert ($\pi=3.84$), Children who engage in play are less prone to obesity, cardiovascular diseases and common illnesses ($\pi=3.85$).

Research Question 2: To what extent are preschool teachers aware of the influence of play and play and scaffolding learning activities on the Intellectual development of children?

Table 2 showing the extent of preschool teacher’s awareness of the influence of play and scaffolding learning activities on the Intellectual development of children

B	INTELLECTUAL DEVELOPMENT	SA	A	D	SD	Mean	SD
1	Guiding children during play enhance their creative thinking ability	65 (65)	28 (28)	7 (7)	0	3.58	0.62
2	Play acting is a good example of a play that encourages artistry	71 (71)	20 (20)	6 (6)	3 (3)	3.71	0.46
3	Guiding children during competitive games help develop problem-solving skills	63 (63)	30 (30)	7 (7)	0	3.56	0.62
4	teamwork and tactical planning is developed when children are guided during play activities	67 (67)	30 (30)	0	3 (3)	3.67	0.47
5	Guided activities during play encourages creative imagination	67 (67)	31 (31)	2 (2)	0	3.65	0.52

WA= 3.6 (90%) Highly Aware

The table above revealed that the extent of preschool teacher’s awareness of the influence of play and scaffolding learning activities on the Intellectual development of children is high (WA=3.6). By implication, preschool teachers are aware that guiding children during play enhance

their creative thinking ability ($\pi=3.58$), also that Play acting is a good example of a play that encourages artistry ($\pi=3.71$). Furthermore, preschool teachers are aware that guiding children during competitive games help develop problem-solving skills ($\pi=3.56$), then teamwork and tactical planning is developed when children are guided during play activities ($\pi=3.67$) also that Guided activities during play encourages creative imagination ($\pi=3.65$).

Research Question 3: To what extent are preschool teachers aware of the influence of play and scaffolding learning activities on the Social development of children?

Table 3 showing the extent of preschool teacher’s awareness of the influence of play and scaffolding learning activities on the Social development of children

C	SOCIAL DEVELOPMENT	SA	A	D	SD	Mean	SD
1	Active playtime with other kids gives children chance to interact and socialise with their peers	70 (70)	23 (23)	4 (4)	3 (3)	3.77	0.42
2	Through play, children learn a lot of social and interpersonal skills	80 (80)	7 (7)	5 (5)	5 (5)	3.83	0.38
3	By sharing toys, children learn the value of give and take.	63 (63)	27	5 (5)	5 (5)	3.73	0.45
4	Winning in games tells them how to value perseverance and hard work while losing will give them a lesson on resilience and appreciation of others.	60 (60)	31 (31)	6 (6)	3 (3)	3.68	0.46
5	Guiding children on how to resolve conflicts through peaceful and positive means make them strong and empathetic	73 (73)	27 (27)	0	0	3.73	0.45
WA= 3.7 (92.5%) Highly Aware							

The table above revealed that showing the extent of preschool teacher’s awareness of the influence of play and scaffolding learning activities on the Social development of children is high (WA=3.7). By implication, preschool teachers are aware that, Active playtime with other kids gives children chance to interact and socialise with their peers ($\pi=3.77$), also that through play, children learn a lot of social and interpersonal skills ($\pi=3.83$). Furthermore, preschool teachers are aware that, by sharing toys, children learn the value of give and take ($\pi=3.73$), also that winning in games tells them how to value perseverance and hard work while losing will give them a lesson on resilience and appreciation of others ($\pi=3.68$) and that guiding children on how to resolve conflicts through peaceful and positive means make them strong and empathetic ($\pi=3.73$).

Research Question 4: To what extent are preschool teachers aware of the influence of play and scaffolding learning activities on the Emotional development of children?

Table 4 showing the extent of preschool teacher’s awareness of the influence of play and scaffolding learning activities on the Emotional development of children

D	EMOTIONAL DEVELOPMENT	SA	A	D	SD	Mean	SD
1	Children through play develop lifelong friendship and relationships	60 (60)	30 (30)	9 (9)	1 (1)	3.70	0.46
2	Friends and playtime help build confidence, sense of belonging and community connection	63 (63)	27 (27)	5 (5)	5 (5)	3.73	0.45
3	Their games and activities give a sense of accomplishment and experience	64 (64)	26 (26)	7 (7)	3 (3)	3.74	0.44
4	Confident kids do better in school and in life.	75 (75)	15	8 (8)	2 (2)	3.85	0.36
5	Loving relationships provide children with a sense of safety	75 (75)	15 (15)	5 (5)	5 (5)	3.85	0.36
WA= 3.8 (95%) Highly Aware							

The table above revealed that the extent of preschool teacher’s awareness of the influence of play and scaffolding learning activities on the Emotional development of children is high (WA=3.8). By implication, preschool teachers are aware that, Children through play develop lifelong friendship and relationships ($\pi=3.70$), also that Friends and playtime help build confidence, sense of belonging and community connection ($\pi=3.73$). Furthermore, preschool teachers are aware that children games and activities give a sense of accomplishment and experience ($\pi=.74$) also that, Confident kids do better in school and in life ($\pi=3.85$) and lastly that loving relationships provide children with a sense of safety ($\pi=3.85$).

Hypotheses Testing

H_{01a}: There is no significant relationship between preschool teachers educational

attainment and awareness of the influence of play as scaffolding learning activities on children’s Physical development

Table 5 Summary of ANOVA showing the Relationship between preschool teachers educational attainment and awareness of the influence of play as scaffolding learning activities on children’s Physical development

Education Qualification	N	Mean	Standard Deviation	Df	F	Sig.	Remark
O’level	6	38.33	2.58	4,95	0.80	0.53	Not Significant
N.C.E	19	36.16	4.26				
B.Ed/Equivalent	43	37.19	2.89				
Postgraduate	26	37.70	3.62				
No indication	6	36.66	2.58				
Total	100	37.16	3.34				

Table above shows that there is no significant relationship between preschool teachers educational attainment and awareness of the influence of play as scaffolding learning activities on children’s Physical development ($F_{(4,95)} = 0.80$; $P > 0.05$). Therefore, hypothesis 1a will not be rejected.

H_{01b}: There is no significant relationship between preschool teachers educational attainment and awareness of the influence of play as scaffolding learning activities on children’s Intellectual development

Table 6 Summary of ANOVA showing the Relationship between preschool teachers educational attainment and awareness of the influence of play as scaffolding learning activities on children’s Intellectual development

Education Qualification	N	Mean	Standard Deviation	Df	F	Sig.	Remark
O’level	6	18.83	2.58	4,95	0.13	0.97	Not Significant
N.C.E	19	17.95	4.26				
B.Ed/Equivalent	43	18.14	2.89				
Postgraduate	26	18.40	3.62				
No indication	6	18.00	2.58				
Total	100	37.16	3.34				

Table above shows that there is no significant relationship between preschool teachers educational attainment and awareness of the influence of play as scaffolding learning activities on children’s Physical development ($F_{(4,95)} = 0.13$; $P > 0.05$). Therefore, hypothesis 1b will not be rejected.

H_{01c}: There is no significant relationship between preschool teachers educational attainment and awareness of the influence of play as scaffolding learning activities on children’s Social development

Table 7 Summary of ANOVA showing the Relationship between preschool teachers educational attainment and awareness of the influence of play as scaffolding learning activities on children’s Social development

Education Qualification	N	Mean	Standard Deviation	Df	F	Sig.	Remark
O’level	6	19.70	0.52	5,95	0.9	0.41	Not Significant
N.C.E	19	18.47	1.98				
B.Ed/Equivalent	43	18.91	1.44				
Postgraduate	26	18.65	1.94				
No indication	6	18.00	1.55				
Total	100	18.75	1.60				

Table above shows that there is no significant relationship between preschool teachers educational qualification and awareness of the influence of play as scaffolding learning activities on children’s social development ($F_{(4,95)} = 0.9$; $P > 0.05$). Therefore, hypothesis 1c will not be rejected.

H_{01d}: There is no significant relationship between preschool teachers educational attainment and awareness of the influence of play as scaffolding learning activities on children’s Emotional development

Table 8 Summary of ANOVA showing the Relationship between preschool teachers educational attainment and awareness of the influence of play as scaffolding learning activities on children’s Emotional development

Education Qualification	N	Mean	Standard Deviation	Df	F	Sig.	Remark
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O'level	6	19.33	1.03	4,95	0.9	0.43	Not Significant
N.C.E	19	18.26	2.03				
B.Ed/Equivalent	43	19.00	1.48				
Postgraduate	26	19.04	1.64				
No indication	6	18.66	1.03				
Total	100	18.87	1.60				

Table above shows that there is no significant relationship between preschool teachers educational qualification and awareness of the influence of play as scaffolding learning activities on children's Physical development ($F_{(4,95)} = 0.9$; $P > 0.05$). Therefore, hypothesis 1d will not be rejected.

Discussion

In play, the major role of the teacher is to ensure that enough time is allocated and playing materials are provided to all children (Elis, 2000). There has to be enough space for all children to play freely and the teacher should never force any child to an activity if they do not wish to. Instead, he or she should provide simulative environment where children can have genuine play choices and maintain play to an acceptable standards. Schwartman (2008) adds that children play what they know and build on from what is known to unknown. If what they know is stereotyped and biased, it would be reflected in their play. In Preschool, adults are referred to as teachers. They have a very important role to play in children play activities. They need to be aware of the value of all activities in the children's aspect of development. Therefore, they need to play and prepare for the play activities thoroughly.

Schwartman (2008) maintains that the teacher should ensure safety of materials such that they do not harm the children as they play. He should also communicate and collaborate with parents concerning children's play. The teacher should lay a guideline which instructs the children of how to play. By doing this, children at times imitate their teacher's words and actions which help them develop their social and emotional skills. Njoki (2007) adds that the major role of the teacher during play is to ensure that enough materials for play are provided for the entire group, to ensure that there is enough space for the children and that they have enough time schedule for the play activity. Teacher interventions during play take on many possibilities from assisting with problem solving, questioning, redirecting undesired behaviors, and enticing children into play themes. Curriculum content for young children is play while the teacher's role is to introduce play themes, provide materials and help children expand on their ideas (Ashiab, 2007). By helping children when planning roles, encouraging children to talk to peers, posing open-ended questions, and becoming involved in play, the teacher extends and enhances learning (McAfee & Leong, 2010). The teacher also might provide scaffolding to support children's learning and development by asking, "Why does the baby need to see the doctor?" or "How do you think the doctor can help the baby?" This not only provides the child with an opportunity to use expressive language but also provides an opportunity for the child to think and formulate an answer (Bodrova & Leong, 2007). The Social and Emotional Skills Developed During Children Play The development of social and emotional health of a child is essential to his appropriate behavior, understanding of life and transition to adulthood (Fisher, 1992). Social emotional development helps shape a child into what he will become later in life by teaching proper reactions to emotional matters. Social skills are all about a child's ability to co-operate and play with others, paying attention to adults and teachers, and making reasonable transitions from activity to activity (Mahindu, 2011). Emotional development is the process of learning how to understand and control emotions. Healthy social and emotional skills developed allows children to develop relationships, master the ability to initiate, discover play and learn, develop persistence and attention, self-regulate their behavior and develop emotional range (Zins, 2004).

Conclusion

It was concluded based on the literature reviewed and findings that as children develop, they need to be guided and monitored to understand roles and be able to control their general behaviour. Children first learn social skills by watching how parents, family members, peers and caregivers behave with each other. Children copy what others do and what they say as they interact with each other. The researcher concluded that the teachers' presence during children's play was very important as it influenced the children social skills and emotional development by providing guidance on difficulty pays as well as providing security. Furthermore, as children play, they learn to follow instructions, directions, cooperate, take turns and share. Play helps young children understand their own emotions, feel proud of what they can do, and develop a sense of who they are. Hence the knowledge of the significance of play on the holistic development of children is very important as it ensures the optimal learning and development of children at this stage and lay a good precedence for their later development.

Recommendation

- i. Although the level of teacher's awareness on the influence of play and guidance activities of children is high, schools should facilitate the implementation of appropriate practices in line with play and guidance activities for the optimal development of preschool children.

- ii. Provision of more manipulative for preschool children to explore as this would not only develop the r problem solving, creative and reflective thinking skill but also enhance their physical development (fine motor skill development)
- iii. Provision of child friendly and child sized Running, jumping, tumbling and climbing equipment's help children's develop muscle and bone health which is significant to their physical wellbeing.
- iv. Activities in the pre-school timetable should not be so centred on intellectual development in the classroom alone hence the time table should be flexible to accommodate and to expose the children to more play.
- v. The pre-school teachers should always be near the children during play so as to positively the children and also protect them from dangerous play.

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