INFLUENCE OF PRE-SCHOOL TEACHERS’ LEVEL OF MOTIVATION TO USE PLAY AS A MEDIUM OF INSTRUCTION IN MASABA SUB-COUNTY NYAMIRA COUNTY

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MAY 2016
DECLARATION

I declare that this research project work is my original work and has never been presented for an award of masters degree in any institution of learning. It has been complemented by referenced sources duly acknowledged. Where text, data (including spoken words), graphics, pictures or tables have been borrowed from other sources, including the internet, these are specifically accredited and references cited in accordance with anti-plagiarism regulations.

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DEDICATION

This work is dedicated to my wife, Jackline Kemunto and my son Antony who always reminded me that I should complete my studies on time; my mother Teresa Kwamboka, my Sisters Daniel and Jacinta who saw the value of education and supported me unconditionally.
ACKNOWLEDGEMENT

First and foremost I highly express my heartfelt gratitude to Lord Jesus for giving me the strength and opportunity to pursue this course. Sincere appreciation goes to my supervisors, Dr. Catherine Murungi and Dr. Esther Waithaka who guided and encouraged me throughout this work.

I wish to express my sincere appreciation to the University of Kenyatta staff members of ECS for the guidance they have given me on how to identify a research problem, how to write a research proposal and research project work. Their valuable and continuous guidance towards this work are highly appreciated. Finally, I wish to sincerely thank many other people who contributed in many small but significant ways, and whose names I may not have mentioned. You all contributed to the success of this work. God bless you all.
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<td>D E O  : District Education Officer</td>
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<tr>
<td>ECDE : Early Childhood Development and Education</td>
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<td>ECS : Early childhood studies</td>
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<td>ERG : Existence, Relatedness, Growth</td>
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ABSTRACT

The purpose of this study was to establish the influence of pre-school teachers' level of motivation on use of play as a medium of instruction in pre-school children's learning. It aimed at finding out if there is level of motivation that can make teachers to use play as a medium of instruction and participate in children's play activities for children's growth and development. Play is essential for the development of children because it contributes to the cognitive, physical, social, and emotional well-being of children. It offers an ideal opportunity for teachers to engage fully with their children. Despite the benefits derived from play for both children and teachers, time for free play has been markedly reduced for some children. The study was carried out in Masaba north District of Nyamira County Kenya. The district was chosen because it is where the researcher comes from, making data collection convenient in terms of time and money. It is also one of the areas where the problem under study has been encountered. The area of study has pre-schools of the two categories of sponsorship: public, private both in rural and urban areas. Therefore, this qualitative inquiry was aimed at obtain a more in-depth understanding of when and how pre-school teachers get involved to children's play and demonstrate personal practices involving effective participation. As supported through the literature review and as the findings of this descriptive study has shown how teachers should be a model and a demonstrator instead of intervening the play by direct instruction. A survey approach was used through self-administering questionnaires, and analysis was done using Analysis of Variance to test the hypotheses. Data collected was analyzed using frequency distribution tables, bar graphs, pie charts and tables. The key finding was that teachers need certain level of motivation for them to use play as a medium of instruction. There are a number of motivators that can increase the level of teachers' motivation to use play as a medium of instruction and participate in children's play such as good salary, good management and personal convenience.
CHAPTER ONE: INTRODUCTION AND CONTEXTUALISATION OF THE STUDY

1.0 Introduction

In this chapter the researcher presents the background to the study, the statement of the problem, the purpose of the study, research objectives and research questions. The chapter further focuses on the significance of the study, the delimitations and limitations of the study, the assumptions of the study, the theoretical framework, the conceptual framework and finally definition of the operational terms.

1.1 Background to the study

Vygostky (1978) supports this thinking when he asserts that, 'In play a child always behave beyond his average age, above his daily behavior and in play, it is as though he were a bit taller than himself. Fromberg (1990) argues that play is the "ultimate integrator of human experience". He argues, through play, children grow and develop. They find out what the world is like and what they are like. Play serves an important process for promoting children’s learning and development. It enhances the emotional, intellectual, physical, and social skills of the child in ways that cannot be taught through formal classroom instruction. Korkmaz, (2010) stated that playing a game is a way to guide children who have the basic knowledge about the world and this knowledge usher them to the language, creative/art, social science, mathematics and music they learn later. Fromberg and Gullo (1992) observe that, play enhances language development, social competence, creativity, imagination, and thinking skills. Frost (1992) concurred them, arguing that "play is the chief vehicle for the development of imagination and intelligence, language, social skills, and perceptual-motor abilities in young children"; it is not known why children are not given adequate opportunity and time to play.

A great way to participate in children’s play is through deciding on the age appropriate activities, guiding them in various play activities and providing them a safe environment for their play.
Moyles (1994) explains the benefits of adult participation in children’s play activities and social/dramatic play.

(Moyles 1989) argues that teachers help focus the children’s attention and set up challenges, all of which enhance and deepen the child’s experiences through intervention in fantasy. Teachers know more than children and have a far greater range of experiences, this can be used to challenge children and provide problems in play that children would not consider on their own. Children enjoy and feel important when adults engage in their play and want to hear what the teacher suggests and offers for direction in their play (Moyles 1994) observed that participating in play gives teachers opportunities to model different ideas and concepts to enhance children’s play and learning opportunities. This is a very effective way to get across a teaching point that might have been taught earlier.

The teacher during times of play is to observe all the children individually. Observing children’ play is an essential way to assess what skills children know and understand from that, what they have learnt. The teacher is the facilitator of children’s play. The teacher facilitates play by providing appropriate indoor and outdoor play environments, safety, age appropriate environment, activities and materials. Once appropriate environments and materials are in place, regular safety checks and maintenance are needed to ensure that the equipments are sound and safe for continued play. When teachers are not involved in children’s play then the Safety is not assured. Something that is likely to affect children’s proper growth and development. Teachers should closely observe children during play periods not only for assessment purposes, but also to facilitate appropriate social interactions and motor behaviors. It is important that children be the decision-makers during play, choosing what and where to play, choosing roles for each player, and choosing how play will proceed. Occasionally, however, some children will need adult assistance in joining a play group, modifying behavior, or negotiating a disagreement. Careful
observation will help the teacher to decide when to offer assistance and what form of assistance that he should take. If all the above important aspects are not in place, due to low teacher participation in children's play then children's growth and development may be affected.

According to (Sinclair, 2006) the motivation is a set of energetic forces that originate both within as well as beyond an individual's being to initiate work-related behavior. It is not clear if there is a relationship between teachers' motivation and their participation in children's play activities. (Steers, Mowday, & Shapiro, 2004), observes that 'a well motivated teacher is likely to support and improve quality of children’s play by ensuring that, the playground’s play centers are arranged and equipped, children have enough time to play and children are given adequate time for play. Further they assert that, after setting the play stage, well motivated teachers will need to ask, how they can extend quality of children’s play and roles and themes that interest them the most, they will Set the Stage for Play and Time for play. It is not known if teachers’ motivation influences their participation in children splay activities.

In spite of the importance of play in Early childhood, play faces many challenges in Kenya. The growing emphasis on standards, assessment, and accountability in schools has led to a reduction in outdoor and active physical play for children. In many pre-schools and centers, play has been all but eliminated to make room for quieter academic learning. According to (Stipek, 2006), preschools in both private and public school settings have become particularly regimented and adult-directed, with teachers feeling compelled to increase literacy and numeracy instruction at the expense of play time.

1.2 Statement of the Problem

A study by Fromberg (1990), shows that play is an important mediator in the physical, social, cognitive, and language development of young children. Despite the role of play in children's development, many people continue to put more emphasis on academic performance. Therefore
this study was set to find out the level of motivation of teachers to use play as a medium of instructions. Studies done by Uweso (2011) argue that teachers participation promote children’s involvement in play. The same studies have shown that teachers neglect children’s play in an attempt to maximize school time in academic pursuits. To understand the situation studies have focused on factors such as the teachers’ demographics, teacher’s involvement in children’s play but little has been done on the influence of teacher’s motivation and their participation in children’s play. This study was set to establish the level of motivation that influences teachers’ participation in children’s play activities. There are few local studies that are conducted to establish the influence of pre-school teacher’s level of motivation to use play as a medium of instruction

1.3 Purpose of the study

The purpose of the study was, to establish the influence of pre-school teacher’s level of motivation to use play as a medium of instruction. The study determine whether there is an association between teachers’ level of motivation and their participation in children’s play activities.

1.4 Research objectives

The study was guided by the following objectives;

a) To establish the influence of pre-school teachers’ motivation on medium of instruction.

b) To determine how pre-school teachers motivation influence on medium of instruction.

c) To evaluate the association between teachers’ motivation and their participation in children’s play activities.

d) establish the demographic variables that influence pre-school teachers’ to use play as a medium of instruction and participate in children’s play.
1.5 Research questions

The study was guided by the following questions

a) What level of pre-school teachers’ motivation that can influence them to use play as a medium of instruction?

b) To what extent does pre-school teachers’ motivation influence their use of play as a medium of instruction?

c) To what extent does association between teachers’ motivation and their use play as a medium of instruction and participate in children’s play activities.

d) How does demographic variables that influence pre-school teachers to use play as a medium of instruction and participate in children’s play.

1.6 Significance of the study

Early intervention and prevention practices are greatly needed to facilitate children’s holistic development. Play activities have an important role in helping young children experience later school success. For instance, Play activities have been directly linked with academic achievement (Fantuzzo, McWayne, Perry, & Childs, 2004), associated with social competence, and inversely related with problem behaviors among preschool children Powell, (2010). However, further research is needed in this area to identify ways in which Play can be promoted and increased during the preschool years, particularly with pre-school centres advocating for academic performance in the expense of play opportunity and play activities. Children who are in school where play is not encouraged are at higher risk for negative outcomes such as lower levels of cognitive development, academic achievement, and socio-emotional well-being (Allhusen, 2005). As such, the findings from this study may shed light on a new strategy that can be utilized by preschool program developers and educators to motivate teachers and increase Play opportunities and activities for children in order to improve the academic, behavioral, and social outcomes of at-risk preschool aged children.
1.7.1 Delimitations of the study
The researcher study delimited the study by providing the letter from school, letter from the ministry of interior and coordination of national government, letter from the director of education, and the letter from the national commission for science, technology and innovation,

1.7.2 Limitation of the study.
There were several limitation that the researcher experienced during the study. These were distance of where the respondents were located. The responds withholding the information due to fear of disclosure.

1.8 Assumptions of the Study
All respondents cooperated. There is a certain level of pre-school teachers' motivation that influences them to use play as a medium of instruction. There are a number of Demographic factors that influence the level of pre-school teachers' motivation. Most people value children's cognitive more than other aspects of child growth and development. There are a number of factors responsible for lack of pre-school teachers' motivation and low participation of teachers in children's play.

1.9.1 Theoretical Framework
This study was guided by Abraham Maslow's theory of Intrinsic motivation (1970). Intrinsic motivation is the self-desire to seek out new things and new challenges, to analyze one's capacity, to observe and to gain knowledge. It is driven by an interest or enjoyment in the task itself, and exists within the individual rather than relying on external pressures or a desire for reward. Abraham Maslow (1970) argues that, intrinsic motivation is a natural motivational tendency and is a critical element in cognitive, social, and physical development. Teachers who are intrinsically motivated are more likely to engage in children's play activities and use play as a medium of instruction willingly as well as work to improve their skills, which will improve
children's growth and development. Teachers are likely to be intrinsically motivated if they:
attribute their work results to factors under their own control, that is if they have autonomy,
believe they have the skills to be effective agents in reaching their desired goals of helping
children learn, are interested in mastering the content to be given to children. According to
Maslow the employee has the intrinsic motivation to gain more knowledge.

Abraham Maslow summarized the theory as follows: Human beings have wants and desires
which influence their behavior. Only unsatisfied needs influence behavior, satisfied needs do not.
Frederick Herzberg's supports Abraham's theory by arguing that, two-factor theory
concludes that certain factors in the workplace result in job satisfaction, but if absent, they don't
lead to dissatisfaction but no satisfaction. The factors that motivate people can change over their
lifetime, he argues that, "respect for me as a person" is one of the top motivating factors at any
stage of life. He distinguished between: Motivators; (as, challenging work, recognition,
responsibility) which give positive satisfaction, and Hygiene factors; (as, status, job security,
salary and fringe benefits) that do not motivate if present, but, if absent, result in de-motivation.
Teachers need both motivators and Hygiene factors for them to use play as a medium of
instructions in children's learning. Herzberg concluded that job satisfaction and dissatisfaction
are the products of two separate factors: motivating factors (satisfiers) and hygiene factors
dissatisfies). Some motivating factors (satisfiers) are: Achievement, recognition, works itself,
responsibility, advancement, and growth. Some hygiene factors (dissatisfiers) are: company
policy, supervision, working conditions, interpersonal relations, salary, status, job security, and
personal life. Teachers need motivating factors for them to participate in children's play
activities and use play as a medium of instruction.

Alderfer, expanding on Maslow's hierarchy of needs, created the ERG theory. This theory posits
that there are three groups of core needs - existence, relatedness, and growth, hence the label:
ERG theory. The existence group is concerned with providing our basic material existence requirements. They include the items that Maslow considered to be physiological and safety needs. The second group of needs is those of relatedness - the desire we have for maintaining important personal relationships. These social and status desires require interaction with others if they are to be satisfied, and they align with Maslow's social need and the external component of Maslow's esteem classification. He isolates growth needs as an intrinsic desire for personal development. Maslow's categories are broken down into many different parts and there are a lot of needs. The ERG categories are broader and cover more than just certain areas. As a person grows, the existence, relatedness, and growth for all desires continue to grow. All these needs should be fulfilled to greater wholeness as a human being.

1.9.2 The Conceptual framework

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<thead>
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<th>Independent Variables</th>
<th>Dependent Variables</th>
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<tr>
<td>Pre-school teacher's level of motivation</td>
<td>Pre-school teacher's to use play as a medium of instruction.</td>
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<tr>
<td>Teacher's Demographics</td>
<td>Children's play</td>
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<tr>
<td>Training</td>
<td>Children's holistic Development</td>
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<td>Age</td>
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<td>Experience</td>
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1.10 Definition of operational terms

**Children's play** - Spontaneous, intrinsically motivated activities that children enter into for the sake of enjoyment with no rewards.

**Holistic development** - All round development of the child in all aspects of development. These includes cognitive, physical, social, moral and emotional aspects of development.

**Level of motivation** - This is the rate at which a person is energized and directed towards doing something. In teachers motivation it is the level at which teachers are ready to participate in
children's play, they can have high level or low level of motivation.

**Motivation**- Factors that give direction and energize an individual towards performing an activity. This includes, improved learning environment with adequate learning facilities, proper Remuneration, time allocated for children's play activities.

**Play**-Any pleasurable self-motivated activity designed for enjoyment without considering any end results. Children are naturally playful; they enter into play for enjoyment even without any reward.

**Teachers' demographic variables**-These are socioeconomic characteristic that may determine an individual’s performance.

**Teachers' participation**-The involvement of teachers in children's play activities through scaffolding, provision of play materials, planning for children's play activities, giving children play opportunities and giving guidance to children during play.
CHAPTER TWO: REVIEW OF RELATED LITERATURE

2.0 Introduction.

This chapter involves a review of literature related to the influence of pre-school teachers' level of motivation on use of play as a medium of instruction in Masaba district Nyamira County Kenya.

2.1 Level of pre-school teachers' motivation to use play as a medium of instruction for the holistic development of children

The important process for promoting children’s learning and development. It enhances emotional, intellectual, physical, and social skills of the child in ways that cannot be taught through formal classroom instruction. According to (Korkmaz, 2010; Ünal, 2009), Playing a game is a way to guide children who have the basic knowledge about the world and this knowledge open them a way to the language, creative/ art, social science, mathematics and music they will learn. It is not clear the level of pre-school teachers’ motivation to use play as a medium of instruction in children’s learning.

Play enhances language development, social competence, creativity, imagination, and thinking skills. According to Fromberg and Gullo (1992), “play is the chief vehicle for the development of imagination and intelligence, language, social skills, and perceptual-motor abilities in infants and young children”. It is therefore important to note that children who do not interact through play are likely to encounter language problems. Play is most common during childhood when children's knowledge of self, comprehension of verbal and non-verbal communication, and understanding of the physical and social worlds are expanding dramatically, (Garvey 1977). It is not known the level of pre-school teachers’ motivation to use play as a medium of instruction and participate in children’s play activities.
Fromberg (1990), argues that play is the "ultimate integrator of human experience". This means that when children play, they draw upon their past experiences-things they have done, seen others do, read about, or seen on television-and they use these experiences to build games, play scenarios, and engage in activities. This study seeks to find out the level of pre-school teachers’ motivation to use play as a medium of instructions for children’s learning.

Children use fine and gross motor skills in their play; they react to each other socially. They think about what they are doing or are going to do. They use language to talk to each other or to themselves and they very often respond emotionally to the play activity. The integration of these different types of behaviors is key to the cognitive development of young children (Piaget1962). Because children's play draws upon all of these behaviors, it is a very effective vehicle for learning. The negative of the above is likely to take place as children are not given opportunity for play under the guidance of teachers.

Children's play has many opportunities for learning but, there is no guarantee that children will learn all they need to know through play. Providing opportunities for children to choose among well-planned, varied learning activities enhances the probability that they will learn through play (Morrison, 2000; Zigler, Singer, &Bishop- Josef, 2004). The influence of play on children's developing cognitive capacities, including the skills has been emphasized by both (Piaget 1962 and Vygotsky 1978).

Heathcote (1984), supported this by saying that, this help focus the children’s attention and set up challenges, all of which enhance and deepen the child’s experiences through intervention in fantasy. This study therefore seeks to establish the level of pre-school teachers’ motivation to participate in children’s play and use play as medium of instruction. The pre-school years, are marked by significant changes in height, muscle strength, and body mass and proportion that allow children to move in coordinated and complex ways. According to (Casby, 2003; Payne
&Isaacs, 2008, 2008; Williams, 2008), motor coordination and play do not simply emerge in all children as part of maturation; meaning that healthy physical development is not a sure thing. The environment and the people within it play a major role in determining whether or not children will acquire important motor skills and maintain physical health.

(Piek, 2008, Casby 2003, Williams, 2008), observed that young children’s motor development is a powerful predictor of cognitive abilities in the elementary years. Early gross motor abilities have been associated with several cognitive processes that are fundamental for academic learning: processing speed and memory. According to (Gabbard, 1998; Rakison, & Woodward, 2008), movement facilitates the development of new connections (synapses) among brain cells and the overall organization of the brain. In schools teachers are expected to provide adequate play materials for children’s play using their fine and gross motor skills and fully participate in children’s play. Preschool motor play requires a great deal of communication with peers under the guidance of teachers. Children use more words and complex sentences during play than they do in other types of classroom activities (Cohen &Uhry, 2007; Fekonja, MarjanovicUmek, &Kranjc, 2005). The sheer practice of language in play is likely to promote communicative competence. When children move, according to this perspective, they act out with their bodies the structure and meaning of words and sentences. The relationship between language and physical action can be strengthened, from this view, when teachers overlay words and phrases across children’s activities.

Studies on movement and cognition suggest several ways that teachers can maximize the intellectual benefits of play. They can provide play experiences that encourage children to solve problems with their bodies. They should encourage children to reflect on their own physical behavior by asking them to move across the playground. According to (Cohen &Uhry, 2007; Fekonja, Marjanovic Umek, &Kranjc, 2005), Simple movement games may stimulate the frontal
lobe of the brain, which is responsible for self-regulation: This is important for cognitive development of children. It is important to include motor play experiences in preschools to promote physical health. Low physical activity level in the early years predicts later health problems. Sedentary preschoolers are more likely to become obese in childhood and later as adults. (Hassan, 2005), observed that adult obesity is linked to diabetes, heart disease, and other medical conditions, sedentary behavior may impact young children's health too. (Saakslahti, 2004), claims that, preschool-age children who exhibit low levels of play activity are found already to have greater health risk factors, such as higher triglycerides, cholesterol levels, blood pressure, and body mass index.

Professionals, especially teachers should strive to have their schools and centers recognized nationally by providing playground to increase daily play activities for children for their health. It is important to include motor play experiences in preschools to promote physical health. Low physical activity level in the early years predicts later health problems. Sedentary preschoolers are more likely to become obese in childhood and later as adults. (Hassan, 2005), observed that obesity is linked to diabetes, heart disease, and other medical conditions, sedentary behavior may impact young children's health. (Saakslahti, 2004), claims that, preschool-age children who exhibit low levels of play activity are found already to have greater health risk factors, such as higher triglycerides, cholesterol levels, blood pressure, and body mass index. It is therefore important for children to be given adequate opportunity for play to prevent them from these health problems.

2.2 Importance of pre-school teacher's participation in children's play

Teachers need to show children they care for them by participating in their play activities and by using play they should enhance children’s learning and emotional well-being. According to KIE (2002), early childhood teacher is the facilitator of play. The teacher facilitates play by providing
appropriate play environments. He should ensure safety of children. Age and developmental levels must be carefully considered in the design and selection of materials. Once appropriate environments and materials are in place, regular safety checks and maintenance are needed to ensure that the equipment is sound and safe for continued play. According to Creswell (2005), the teacher in a child’s play during the early years can be useful in laying a solid foundation for the child. As a conclusion, rather than discussing whether a teacher should participate or not, meaningful discussion must be developed regarding what degree of participation is necessary as well as how and under what conditions this participation should be placed. As it is supported through the literature review and as the finding of this case study shows that teachers should be a model and a demonstrator instead of intervening the play by direct instruction. To give ideas about how teachers can be a model is discussed in this study at length.

These ideas can assist teachers in integrating play in the teaching process for the betterment of the children at cognitive, emotional and social level. Teachers need to foster productive play through providing enough time, creating safe indoor and outdoor environment. They also need to build new experiences to extend and enrich ideas for play as well as observing children before intervention. Teachers must be careful not to be too intrusive in children’s play to help them to develop their inventiveness and creativity skills. (Higgins 1994 and Kreitner 1995) observed that teachers facilitate play by working with children to develop rules for safe play activities. Discussion about the appropriate use of materials, the safe number of participants on each piece of equipment, taking turns, sharing, and cleaning up provides the children with information to begin their play activities. Teachers’ use of play as a medium of instruction and participating in children’s play need to be ongoing because some children may need frequent reminders about rules. As facilitators of children's play, teachers should closely observe children during play periods not only for assessment purposes, but also to facilitate appropriate social interactions and motor behaviors. Children will need teacher assistance in joining a play group, modifying
behavior, or negotiating a disagreement. Careful observation will help the teacher to decide when to offer assistance and what form that assistance should take.

2.3 An association between teachers' motivation and their participation in children's play activities.

Motivation is "a set of energetic forces that originate both within as well as beyond an individual's being, to initiate work-related behaviour and to determine its form, direction, intensity, and duration". According to Bastick (2000), Motivation is viewed as such an energetic force that energizes and direct a person to work.

This goes in line with 'Adams' (1963) equity theory of motivation, which calls for a fair balance to be struck between teachers' inputs (hard work, skill levels, tolerance, and enthusiasm) and their outputs (salary, benefits, and intangibles such as recognition). According to the theory, a fair balance serves to ensure a strong and productive relationship between teachers' motivation and their overall participation in children's activities. The study was carried out to establish the influence of pre-school teachers' level of motivation to use play as a medium of instruction and participate in children's play activities.

2.4 Demographic factors influencing teachers' active participation in children's Play activities.

Creating conditions that motivate pre-primary teachers to initiate positive interactions with children and a physical environment that is conducive both to teachers' work and children's development is essential. To create these conditions, pre-primary centre parents and communities who sponsor about 70% of the pre-primary centers in Kenya (Republic of Kenya, 1998) need to participate to address what Herzberg, Mausner, &Snyderman (1959) termed 'hygiene' factors. According to them physical working conditions, salary, benefits, job security, and interpersonal relations are essential factors for teachers' motivation. Teachers with such conditions are likely
to be highly motivated and ready to participate in children’s play activities. This study seeks to establish the level of pre-school teachers’ motivation to play in children’s learning.

The teachers whose ‘hygiene’ needs are satisfied are likely to show great responsiveness, give encouragement to children and use less negative disciplinary techniques encouraging children be involved in free and active play activities. This has been demonstrated by (Howes, Smith & Clanlinsky 1995; Love, Ryre & Faddis, 1992; and Essa, 2003), who have reported that preschool teachers whose ‘hygiene’ needs are satisfied, become warm, sensitive and nurturing. This is the high level of motivation required for high level of performance. As a result, children will develop positive emotional adjustments, cognitive, language and social skills during their play activities. Through this children are likely to display fewer behavioral problems and became socially competent. This will enhance the amount of teacher interaction with children which will benefit them especially during play activities.

These positive child outcomes clearly demonstrate the need to motivate teachers. The key factors influencing pre-primary teacher motivation therefore needed to be established in order to guide Early Childhood Development Teachers’ Motivation in Kenyan communities in areas where they need to concentrate their efforts.

According to (Ngome, 2002, Waithaka, 2003 and Makoti, 2005). Most preschool teachers work in “unhealthy psychological work environment”, including unclear terms and conditions of service, low irregular salary. Lacking the necessary facilities, equipment and materials to promote teacher motivation and holistic development of children contribute to teachers less involvement and participation in children’s play. According to Ngome (2002), most public centers which support unfriendly work conditions characterized by, rough and slippery playground, small congested playground, poorly constructed play equipments and lack of adequate play materials are likely not to motivate teachers, hence low participation in children’s
play. In school settings, different types of play promote children’s learning and development across different domains (Ranz- Smith, 2007).

This makes most of them not interested and aware of children’s needs, do not know when and how to match play materials and activities with children’s interests, and do not know when to provide children with new materials, props, or ideas to move children’s play toward a more challenging and satisfying level. Early childhood teachers are expected to set up appropriate, stimulating environment for young children but when not well motivated, teachers decide to stand back and may not follow up with guidance, scaffolding, or supportive, responsive interactions with the children as they play (Bredekamp & Rosegrant, 1992; Kontos, 1999).

Ashiabi (2007) suggests that teachers have to observe what children are doing, support their efforts, and participate thoughtfully in order to promote additional learning.

2.5. Summary of the literature review

The study serves an important process for promoting children’s learning and development. It enhances emotional, intellectual, physical, and social skills of the child in ways that cannot be taught through formal classroom instruction. The study was done to establish the level of preschool teacher’s motivation to use play as a medium of instruction and participate in children’s play activities. Playing a game is a way to guide children who have the basic knowledge about the world and this enables them to understand the world around them. It has shown the importance of teachers’ motivation to their participation in children’s play. Why teachers are not involved in children’s play activities is what this study seeks to establish. Teachers have been proved to be important in scaffolding children’s play and guiding them during play.

Well motivated teachers are likely to participate fully in children’s play activities. They are likely to be fully involved in planning age appropriate activities for children, organize on their sharing of play, turn taking and the direction to follow during play for safety. It is not clear the
level of pre-school teachers’ motivation to use play as a medium of instruction in children’s learning. When children are not given enough time and opportunities to play they are likely to have health problems, reasons. Why teachers do not use play as a medium of instruction and participate in children’s play activities should be established and solution sort. It is not clear if lacking the necessary facilities, equipment and materials to promote children’s play, influence the level of teachers’ motivation to use play as a medium of instruction for children’s learning for children’s holistic development.
CHAPTER THREE: RESEARCH DESIGN AND METHODOLOGY

3.0 Introduction

In this chapter, the procedures used in conducting the study are presented. They include research design, location of the study, variables, target population, sample and sampling techniques. Also presented are research instruments, validity and reliability of instruments, data collection and data analysis procedures.

3.1 Research Design

The study employed the descriptive research design. This design was appropriate since it involved methods that provided qualitative and quantitative data on factors that influence pre-school teachers' motivation to use play as a medium of instruction. The independent variables included the pre-school teachers' motivation, teachers' demographic factors such as age, the experience, education level and teachers' training. The use of descriptive design allowed the researcher to get in-depth information for the study.

3.2 The study Variables

The study used the following variables:

3.2.1 Independent Variables

The independent variables for this study were pre-school teachers' level of motivation to use play as a medium of instruction and the teachers' demographic characteristics that included age, experience, the education level and teachers' training.

3.2.2 Dependent Variables

The dependent variables for this study were teachers' use of play as a medium of instruction and their participation in children's play that included teachers' actual involvement in play, provision of play opportunities and play materials.
3.3 Location of the Study.

The research was carried out in Masaba north District of Nyamira County Nyanza Province, Kenya. The district has varied economic potential and ecological zones, that is, Rigoma, Gesima and Gachuba zones with diverse residential areas ranging from upper middle class to informal settlements, high potential rural areas – comprising Mochenwa and Girango zones, moderately low agricultural potential zone of Bocharia. Masaba north District was purposefully sampled because it is one of the convenient rural districts for the researcher.

3.4 Target Population

The study targeted all the pre-school centres in Masaba north district Nyamira county. There were 93 public pre-school centres and 36 private pre-school centres. The number of teachers in both public and private schools is 844 and 324 respectively. Forty five percent (520) were categorized as rural and Fifty five percent (648) as urban. There were 1168 pre-school head teachers in both public and private schools.

3.5 Sampling Procedure and Sample Size

The study employed stratified sampling method to achieve the desired sample sizes from various sub-sets in the population. The population was stratified into public, private, rural and urban preschools. From the target population of one hundred and twenty nine (N=129) pre-schools in Masaba north district, Nyamira county, a random sample of (10%) pre-schools from each category was selected using the simple sampling procedure. This sample size was ideal for the researcher to be able collect data from a small sample for convenience and reduction of research costs.

To distribute the random sample to all categories of preschools, a sample fraction (f) was calculated to give the probability of any categories of preschools being selected for the sample. The sample was defined by the equation f=random sample/N, that is, 13/129 = 0.101.
The number of preschools in each category was multiplied by the sample fraction \((f = 0.101)\) to obtain the sample size for every strata. The study sampling frame is as shown in Table 3.1.

### Table 3.1 Sampling Grid.

<table>
<thead>
<tr>
<th>Pre-school category</th>
<th>Target pop.</th>
<th>Pre-school No. of H/T</th>
<th>No. of Teachers</th>
<th>No. of Preschoolers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Public</td>
<td>93</td>
<td>9</td>
<td>9</td>
<td>25</td>
</tr>
<tr>
<td></td>
<td>15</td>
<td>15</td>
<td>15</td>
<td>15</td>
</tr>
<tr>
<td>Rural</td>
<td>98</td>
<td>10</td>
<td>10</td>
<td>13</td>
</tr>
<tr>
<td></td>
<td>38</td>
<td>38</td>
<td>18</td>
<td>23</td>
</tr>
<tr>
<td>Urban</td>
<td>31</td>
<td>3</td>
<td>3</td>
<td>23</td>
</tr>
<tr>
<td></td>
<td>12</td>
<td>12</td>
<td>32</td>
<td>27</td>
</tr>
<tr>
<td>Total</td>
<td>258</td>
<td>26</td>
<td>26</td>
<td>72</td>
</tr>
<tr>
<td></td>
<td>100</td>
<td>100</td>
<td>100</td>
<td>100</td>
</tr>
</tbody>
</table>

Simple random sampling procedure using the lottery technique was used to get the sample size in every strata of the population as shown in Table 3.5. Preschools in each stratum were given a number on small pieces of paper which were then folded, put in a container, mixed thoroughly and randomly picked one by one until the sample for each stratum was covered (See table). This method had the benefit of yielding research data that was generalized to the larger population.

One HT and one teacher from every preschool in the sample categories (a total of 34) were selected for the study. A total of 1148 preschoolers (182(16%) in private, 392(34%) in public, 310(27%) in urban and 264(23%) in rural preschools) were involved in the study.

### 3.6 Research Instruments

The study employed two self completion questionnaires to solicit data from the head teachers and teachers. Both questionnaires consisted of structured closed- and open-ended questions that were developed from the objectives of the study. The structured closed items were accompanied by appropriate but limited options from which the respondents would select the responses to describe different phenomenon of the study. The open-ended questions allowed the respondent to give details freely without any prompting. The questionnaire was selected based on its quality...
of ensuring anonymity and hence the respondent’s willingness to freely provide responses. The questionnaires were self constructed based on the study objectives and the questions.

An observation checklist was used for direct observation of the teachers’ participation in children’s play activities to ascertain the level of motivation for teachers to use play as a medium of instruction in children’s learning. It consisted of a structured guideline using the Likert type rating scale with 4 responses - excellent, good, satisfactory and unsatisfactory - which helped observe and qualitatively and quantitatively describe Motivation and demographic factors that enhance teachers use of play as a medium of instruction in children’s learning. The two instruments were appropriate to the study because, as Verma&Mallick (1999) posit, the results from one form of data helped to inform and refine the other data so that the conclusions drawn were meaningful, precise and representative.

3.7 Validity and Reliability of Research Instruments

3.7.1 Validity
In this study, piloting of the instruments in two purposively sampled preschools that were not in the study was used to validate them and to determine their accuracy, clarity and suitability. Piloting of the instruments helped check how far the measuring instruments were a representative of the full content of the concept being studied. Based on the analysis of the piloting, modification and removal of ambiguous items such as questions, inaccurate responses and indicated weaknesses was done to attract appropriate responses from the respondents.

3.7.2 Reliability
The reliability of the HeadTeachers’ and teachers’ questionnaires and the researcher’s observation checklist was established through the test-retest procedure. The scores were then correlated using Pearson’s Product Moment Correlation Coefficient as an estimate of reliability. A correlation coefficient of positive 0.75 was obtained from the HTs questionnaires, 0.80 and 0.85 from the observation checklist. This implied that the items in the instruments correlated
highly among themselves hence consistently. A reliable measure is one with a small error. The procedure helped in modifying and removing a few ambiguous responses and hence produced revised instruments used in the actual study.

3.8 Data Collection Procedures

Data collection started by acquiring a permission letter from the Graduate School at Kenyatta University, the Permanent Secretary to the Ministry of Higher Education, Science and Technology, introduction letters from the County Commissioner and the County Education Director, the Director Masaba north Sub County and other relevant authorities, to access the pre-schools for information.

3.9 Data Analysis Techniques

The researcher used questionnaires to collect primary data. The researcher dropped the questionnaires and collected them at a later date. The researchers sorted and cleaned the questionnaires. The data was coded and the results were interpreted. The data was coded in SPSS, version 20. The tables and charts were used to represent the findings.

3.10 Ethical and logical considerations

The Ethical considerations that were used are the following;

3.10.1 Ethical considerations

The ethical considerations taken into account in this study included ensuring that the study remained original in content and design. Other peoples' data was credited with care to avoid plagiarism. The researcher had to seek the consent of teachers to participate or withdraw, they were given due respect and their anonymity was highly kept also their information remained confidential,

3.10.2 Logistical considerations

Permission to carry out the research was sought from the relevant authorities such as, the
Graduate School at Kenyatta University, the Permanent Secretary to the Ministry of Higher Education, Science and Technology, Nyamira County commissioner Education County Director, the Education Director Masaba north Sub County and other relevant authorities who need to be notified, before commencing any data collection. Informed consent to carry out the study in the pre-schools was sought from the head teachers and preschool administrators. In data collection, the respondents were guided with an aim of seeking their volunteerism in the study. Emphasizes was made on confidentiality given by the respondents. The research tools did not require the names of the respondents or their pre-schools to be indicated.
CHAPTER FOUR: DATA ANALYSIS RESULTS AND DISCUSSIONS

4.1 Introduction

In this chapter the research findings are presented in three sections. The first section deals with questionnaire return and observation rate. The second section presents the demographic background information of the respondents while the third presents the research findings, discussions and interpretations. In the presentation, each research objective and question is examined and discussed in relation to the result findings.

The main sections presented include;

i. The level of pre-school teachers’ motivation to use play as a medium of instruction.

ii. The extents to which pre-school teachers’ participate in children’s play activities.

iii. The association between teachers’ motivation and their use of play as a medium of instruction and participate in children’s play activities.

iv. The demographic variables that influence pre-school teachers’ use of play as a medium of instruction and participate in children’s play.

4.2 General and Demographic information.

4.2.1 Questionnaire Return Rate

The researcher used two questionnaires, one for the preschool head teachers (HTs) and the other for the teachers. The study had sampled out 26 out of 129 preschools categorized as private, public, urban and rural. The 26 HTs and 26 teachers from each category were targeted to use the questionnaires. The questionnaire return rate revealed that 23 out of 26 HTs, (88%) returned their questionnaires. These included (85%) private, (90%) public, (100%) urban and (82%) rural preschools. This reveals that a total of (12%) HTs-(18%) private and (22%) rural- did not return the questionnaires. Out of 26 preschool teachers in the study sample (same categories and numbers as for HTs), (85%) returned the questionnaires-(70%) private, (90%) public, (100%) urban and (80%) rural preschools. (15%) - (30%) private and (22%) rural- did not return the
questionnaires because they served as both the HTs and teachers in their preschools and responded to the questionnaire for HTs only.

4.2.2 Preschoolers Observed in play Activities
Using the remarks column in the observation checklist, the researcher noted down the number of children who were actively involved in different play activities in the centres' and those who benefited from teachers' use of play as a medium of instruction and their participation in children's play activities. Observation involved (85%) preschools with an enrolment of (67%) Pre-scholars. The number of preschoolers observed in play activities is as summarized below.

Table 4.1 Showing number of pre-scholars observed in play activities.

<table>
<thead>
<tr>
<th>Category</th>
<th>No. of pre-schools</th>
<th>No. of children observed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Private</td>
<td>8</td>
<td>142</td>
</tr>
<tr>
<td>Public</td>
<td>10</td>
<td>95</td>
</tr>
<tr>
<td>Urban</td>
<td>6</td>
<td>112</td>
</tr>
<tr>
<td>Rural</td>
<td>9</td>
<td>116</td>
</tr>
<tr>
<td>Total</td>
<td>33</td>
<td>465</td>
</tr>
</tbody>
</table>

4.2.3 Pre-school Teachers' Establishment

Pre-school HTs were asked to indicate the number of teachers in their institutions who use play as a medium of instruction.
Table 4.2 Pre-school Teachers’ Establishment

<table>
<thead>
<tr>
<th>Category</th>
<th>Male</th>
<th>Female</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Private</td>
<td>4</td>
<td>7</td>
<td>11</td>
</tr>
<tr>
<td>Public</td>
<td>14</td>
<td>11</td>
<td>25</td>
</tr>
<tr>
<td>Urban</td>
<td>2</td>
<td>4</td>
<td>6</td>
</tr>
<tr>
<td>Rural</td>
<td>4</td>
<td>6</td>
<td>10</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>24</strong></td>
<td><strong>28</strong></td>
<td><strong>52</strong></td>
</tr>
</tbody>
</table>

The data revealed that (54%) female teachers used play as a medium of instruction while (46%) male teachers used play as a medium of instruction. This implies that more female than male teachers used play as a medium of instruction and were involved in ensuring children are actively involved in play activities. This is based on the fact that women are nurturers and the people who are best suited for raising young children (Berk, 2002)

4.3 Findings of the Study.

The findings of the study involved a systematic descriptive analysis of the opinions, views and experiences elicited from the questionnaires filled by preschool HTs and teachers, the interview to the teachers and the researcher’s observation checklist. The analysis helped to answer the research questions and conveyed the meaning of the research.

4.4 Level of pre-school teacher’s motivation to use play as a medium of instruction

The study purposed to establish the level of pre-school teacher’s motivation that can influence them to use play as a medium of instruction. Pre-school Head Teachers, teachers and the researcher provided the information elicited from the different strata (categories) of preschools under study. This was measured using teachers’ frequency of use of play as a medium of instruction and participation in childrens’ play activities.
Table 4.3 Showing teacher’s participation in children’s plays activities.

<table>
<thead>
<tr>
<th>Category</th>
<th>Numbers of centres involved in play activities</th>
<th>Percentage %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Private</td>
<td>8</td>
<td>31</td>
</tr>
<tr>
<td>Public</td>
<td>6</td>
<td>23</td>
</tr>
<tr>
<td>Urban</td>
<td>5</td>
<td>19</td>
</tr>
<tr>
<td>Rural</td>
<td>7</td>
<td>27</td>
</tr>
<tr>
<td>Total</td>
<td>26</td>
<td>100</td>
</tr>
</tbody>
</table>

Table 4.6 revealed that out of 26 preschools under study (31%) of private pre-school centres teachers use play as a medium of instruction and participate in play activities. (23%) of Public pre-school centres teachers use play as a medium of instruction in the same time participate in children’s’ play activities. (19%) of Urban pre-school centres teachers use play as a medium of instruction and participate in children’s play activities while (27%) of Rural pre-school centres teachers use play as a medium of instruction and participate in children’s’ play activities.

4.5 Influence of pre-school teachers’ level of motivation on use of play as a medium of instruction

The study findings confirmed the assumption that all the preschools (100%) under study belief that there is a level of motivation of pre-school teachers to use play as a medium of instruction and participate in children’s play activities. In response to the question on the influence of pre-school teachers level of motivation to use play as a medium of instruction? HTs and teachers were required to indicate whether there is a level of pre-school teachers to use play as a medium of instruction participate in children’s play activities. The responses from HTs and teachers are tabulated in table below.
Table 4.4 Showing the influence of pre-school teachers’ motivation to use play as a medium of instruction and participate in children’s play activities?

<table>
<thead>
<tr>
<th>Influence of teachers level of motivation to use play as a medium of instruction.</th>
<th>Number of respondents</th>
<th>Percentage %</th>
</tr>
</thead>
<tbody>
<tr>
<td>They provide care and safety of children during play.</td>
<td>18</td>
<td>35</td>
</tr>
<tr>
<td>They promote children’s learning and emotional well being</td>
<td>11</td>
<td>21</td>
</tr>
<tr>
<td>They facilitate children’s play by providing appropriate play environment</td>
<td>6</td>
<td>12</td>
</tr>
<tr>
<td>They model and demonstrate play activities to children</td>
<td>10</td>
<td>19</td>
</tr>
<tr>
<td>Helps to develop rules for children’s safe play activities.</td>
<td>7</td>
<td>13</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>52</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

From Table 4.4 teachers provide care and safety of children during play. (35%) of the 52 respondents, (21%) of the respondents observes that teachers promote children’s learning and emotional well being. (12%) observed that teachers facilitate children’s play by providing appropriate play environment (19%) stated that teachers model and demonstrate play activities and (13%) reported teachers .Helps to develop rules for children’s’ safe play activities.

4.6 The association between teachers’ motivation and their use of play as a medium of instruction and participate in children’s play activities

In this question, the researcher wanted to establish the kind of motivation required for the teachers to use play as a medium of instruction. The responses are summarized in the table below.
Table 4.5 Showing teachers motivators to use play as a medium of instruction.

<table>
<thead>
<tr>
<th>Motivation</th>
<th>Frequency</th>
<th>Percentages %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Salary</td>
<td>14</td>
<td>27</td>
</tr>
<tr>
<td>Good management</td>
<td>11</td>
<td>21</td>
</tr>
<tr>
<td>Personal convenience</td>
<td>8</td>
<td>15</td>
</tr>
<tr>
<td>Work load</td>
<td>7</td>
<td>14</td>
</tr>
<tr>
<td>Other benefits</td>
<td>9</td>
<td>17</td>
</tr>
<tr>
<td>No response</td>
<td>3</td>
<td>6</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>52</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

The study found that 27% of the respondents regard salary as the main motivator of pre-school teachers. The amount of salary and increments received motivates teachers, this was received from 14 centres out of the 52 sampled centres. Those who cited salary as a motivator were happy about being paid on time and during the school holiday. The prioritized teacher motivators therefore, were consistent with the ranked levels. A part from salary, other motivator cited includes, school feeding programme from which they got a share of the food.

Personal convenience and manageable workload respectively were found to motivate teachers to use play as a medium of instruction. These included being near home, being near a town and living in an area where basic necessities are affordable.

Some findings of this study concur with others done in Kenya on factors influencing teacher’s motivation. According to Ndani (2010), working near home and relationships with pupils and other teachers motivates teachers to use play as a medium of instruction. Her findings are in
harmony with the personal convenience and interpersonal relationships discussed above. While her study is limited to satisfaction of teachers to help pupils learn better, this study was more on teachers' level of motivation to use play as a medium of instruction and participate in children's play activities. For effective performance of teachers, they require good motivators cited above. Further, Waithaka (2003) observed that, good learning atmosphere, management and salary paid on time to be satisfier of preschool teachers. In addition to the above, this study identified community recognition for good work, manageable workload and other benefits as motivators of preschool teachers.

The same information is represented in the pie chart below.

The pie chart showing teachers' motivators
4.7 The demographic characteristics that influence pre-school teachers' to use play as a medium of instruction and participate in children's play

In this question, the researcher wanted to establish the kind of motivation required for the teachers to use play as a medium of instruction. The responses are summarized in table

Table 4.6 Showing demographic factors influencing teachers to use play as a medium of instruction.

<table>
<thead>
<tr>
<th>Effects</th>
<th>Responses</th>
<th>Percentages %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Age</td>
<td>13</td>
<td>29</td>
</tr>
<tr>
<td>Years of teaching experience</td>
<td>7</td>
<td>16</td>
</tr>
<tr>
<td>Level of qualification</td>
<td>10</td>
<td>22</td>
</tr>
<tr>
<td>Gender</td>
<td>6</td>
<td>13</td>
</tr>
<tr>
<td>Type of training</td>
<td>9</td>
<td>20</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>45</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

The study revealed that various demographic characteristic influence teachers to use play as a medium of instruction. It was found that (29%) of the respondents gave age of teachers as the demographic characteristics that influence teachers to use play as a medium of instruction and participate in children’s play activities. The (22%) of the respondents gave the level of teachers’ qualification as the demographic character influencing their participation. The type of training was given by (20%) of the respondents. The years of teaching was given by (16%) respondents while gender was given by (13%) as one of the demographic characteristics that influence teachers to use play as a medium of instruction and participate in children’s play activities.
CHAPTER FIVE: SUMMARY OF THE FINDINGS, CONCLUSIONS, STUDY RECOMMENDATIONS AND SUGGESTIONS FOR FURTHER RESEARCH

5.0 Introduction

This chapter presents the summary of the study findings, conclusions, recommendations and Suggestions for further research. They are based on the research objectives and questions.

5.1 Summary of the Findings

The finding of the study revealed that (35%) of the private pre-schools allowed children to participate in a variety of structured and unstructured activities and use play as a medium of instruction, (22%) of the public pre-schools allowed children to participate in a variety of structured and unstructured activities and use play as a medium of instruction (17%) of the rural pre-schools allowed children to participate in a variety of structured and unstructured activities and use play as a medium of instruction, while (26%) of the rural pre-schools allowed children to participate in a variety of structured and unstructured activities and use play as a medium of instruction. From the data collected it revealed the following as the motivator for teachers to use play as a medium of instruction. (27%) gave good salary as one of the motivators of pre-school teachers (21%) gave good management (15%) gave personal convenience and 7 (14%) gave reduced workload as motivators of pre-school teachers.

According to the research findings most respondents believed that adults’ play with children is as important as children’s play with their peers. Adults could help children engage in play that children could not do on their own. Teacher supported play is an important part of developmentally appropriate practice.

The third objectives examined the association between teachers’ motivation and their use of play as a medium of instruction and participate in children’s play activities? Teachers have a key role in fostering play, especially when they involve in supportive and appropriate ways in children’s
play. Research has described various teacher roles in supporting children’s play. The study has shown which roles have positive and negative effects on play. It has categorized these roles under different terms. Teachers have facilitative roles that have positive effect on children’s play. They have supportive roles and constructive roles. Besides teachers’ roles, they also provide interaction which encourages children’s play. Pre-schools who paid well are greatly motivated and are ready to facilitate support children’s learning activities. Teachers differed in the responses about the influence of good management in motivating them use play as a medium of instruction and in participating in children’s play activities. Other factors, such as personal convenience, teachers work load and other benefits teachers get are some of the factors that influence teachers to use play as a medium of instruction and participate in children’s play activities. It is evident from the study that teachers in pre-schools where teachers are provided with adequate motivators participate fully in children’s play and general learning activities.

5.2 Conclusions

From the study it can be concluded that Play serves an important process for promoting children’s learning and development. It enhances emotional, intellectual, physical, and social skills of the child in ways that cannot be taught through formal classroom instruction. Playing a game is a way to guide children who have the basic knowledge about the world and this knowledge open them a way to the language, creative/art, social science, mathematics and music they will learn. It is essential to create conditions that motivate pre-primary teachers to initiate positive interactions with children and a physical environment that is conducive both to teachers’ work and children’s development. Motivating teachers is important since most less motivated teachers may not spare adequate time to draft appropriate plans for children’s play activities, plan adequate play space, developmentally-appropriate play equipment and materials, proper surfacing of playgrounds, regular maintenance inspection or play areas and equipment and, activated supervision of children while at play. Preschool teachers whose ‘hygiene’ needs
are satisfied, become warm, sensitive and nurturing. This high level of motivation is required for a high level of performance.

Various demographic characteristics also play a great role in determining teachers' level of motivation, they include the age of the teacher, gender, and the teachers' level of qualification, years of teaching experience and the type of training a teacher went through. As a result, children will develop positive emotional adjustments, cognitive, language and social skills during their play activities. Through this children are likely to display fewer behavioral problems and become socially competent. This will enhance the amount of teacher interaction with children which will benefit them especially during play activities. Based on the results of this study, it can be concluded that despite the many challenges that constrain pre-school teachers' motivation to use play as a medium of instruction and participate in children's play activities, children continue to play because preschool teachers have some effort in participating in children's play activities and using play as a medium of instruction. A close relationship exists between teachers' level of motivation and their use of play as a medium of instruction and their participation in children's play activities.

5.3 Recommendations of the study

The study recommended that teachers have facilitative roles that have a positive effect on children's play, they have supportive roles and constructive roles. Besides teachers' roles, they also provide interaction which encourages children's play. Pre-schools who paid well are greatly motivated and are ready to facilitate support children's learning activities. Teachers differed in the responses about the influence of good management in motivating them use play as a medium of instruction and in participating in children's play activities. Other factors, such as personal convenience, teachers' work load and other benefits teachers get are some of the factors that influence teachers to use play as a medium of instruction and participate in children's play.
activities. It is evident from the study that teachers in pre-schools where teachers are provided with adequate motivators participate fully in children’s play and general learning activities.

5.4 Suggestions for Further Research

The researcher makes the following suggestions for further research. There is need for the same study to be replicated on a larger sample either in the same division, district or other parts of the country. The study can cover the demographic factors and their influence on teacher’s participation on preschool children play activities.
References


Appendix i: Questionnaire for Head Teachers

Kindly assist in filling the questionnaire. The information you will give will be used purely for academic purposes and will be treated in confidence and will not be used for publicity. Your name will not be mentioned in the report.

SECTION A: Background Information of the Head Teacher.

Instructions: Put a tick a close or a description appropriately.

1. Gender: Male ( ) Female ( )

2. What is your highest academic qualification?
   Certificate ( ) Diploma ( ) Bachelors Degree ( )
   Any other ( specify) __________________________

3. Age Bracket 18-25 Years [ ] 26-35 Years [ ] 36-45 Years [ ]
   46-55 Years [ ] Above 55 Years [ ]

4. How long have you been in the Headships?
   less than two years ( ) 2-5 yrs ( ) 6-10 yrs ( )
   11-15 yrs ( ) Over 15 years ( )

5. For how long have you been in your current school? __________________________

6. Indicate the category to which your school belongs
   a) Public [ ] b) Private [ ]

7. Where is your school located? Urban [ ] Rural [ ]

8. What is the number of your teachers? Male [ ] Female [ ]
Appendix ii: Questionnaire For the Teachers

Kindly assist in filling the questionnaire. The information you will give will be used purely for academic purposes and will be treated in confidence and will not be used for publicity. Your name will not be mentioned in the report.

SECTION A: Background Information of the Teacher.

Instructions: Put a tick a close or a description appropriately.

1. Gender: Male ( ) Female ( )

2. What is your highest academic qualification?
   Certificate( ) Diploma( ) Bachelors Degree ( )
   Any other ( specify)

3. Age Bracket 18-25 Years [ ] 26-35 Years [ ] 36-45 Years [ ]
   46-55 Years [ ] Above 55 Years [ ]

4. How long have you been in the teaching profession?
   less than two years ( ) 2-5 yrs ( ) 6-10 yrs ( )
   11-15 yrs ( ) Over 15 years ( )

5. For how long have you taught in your current school?

6. Indicate the category to which your school belongs
   a)Public [ ]  b) Private [ ]
SECTION B: SOCIO-ECONOMIC FACTORS INFLUENCING MOTIVATION

7. Do you use play as a medium of instruction in children’s learning? [ ] Yes [ ] No
8. How often do you use play as a medium of instruction? [ ] once [ ] regularly
9. Are children given enough opportunity for play? [ ] Yes [ ] No
10. Do all pre-school teachers use play as a medium of instruction? [ ] Yes [ ] No
11. How always are pre-school teachers involved in children’s play? [ ] Once [ ] Regularly
12. Do you have both mobile and fixed play materials for children’s play? [ ] Yes [ ] No
13. Do parents support you in any way in promoting children’s play? [ ] Yes [ ] No
14. Do you think that you receive less salary as compared to the work you do? [ ] Yes [ ] No
15. Are you satisfied with your job as a teacher? Yes [ ] No [ ]

Briefly explain your answer?

SECTION C: DEMOGRAPHIC FACTORS INFLUENCING TEACHERS MOTIVATION AND THEIR PARTICIPATION IN CHILDREN’S PLAY.

17. Does your age affect your active participation in children’s play activities? [ ] Yes [ ] No
18. Does your gender influence your ability to participate in children’s play activities? [ ] Yes [ ] No
19. Do you have enough experience in children’s play activities? [ ] Yes [ ] No
20. Does your level of training affect your ability to participate in children’s play activities in any way? [ ] Yes [ ] No
Appendix iii: Interview schedule for the Teachers.

The information you will give will be used purely for academic purposes and will be treated in confidence and will not be used for publicity. Your name will not be mentioned in the report.

1. For how long have you served in this school?
2. Is there time allocated for children's play activities?
3. Are children given adequate opportunity for play in your school?
4. Does your school have enough playground for children's play? Yes [ ] No [ ] If no where do they play? Briefly explain.
5. Are there ways you are motivated for you to participate in children's play? Yes [ ] No [ ] Give some of the ways.
6. How does teacher training and development affect their motivation and participation in children's play?
7. How does reward system affect your motivation and participation in children's play?
8. How does work environment affect your motivation and participation in children's play...
9. How does remuneration affect your motivation and participation in children's play?
10. What would you recommend to be done by the following categories of people in improving teacher motivation and participation in children's play?

School management:________________________________________________________

Teachers:_______________________________________________________________

Parent:__________________________________________________________________

Community________________________________________________________________
<table>
<thead>
<tr>
<th>Variables observed</th>
<th>Excellent</th>
<th>Good</th>
<th>Satisfactory</th>
<th>Unsatisfactory</th>
</tr>
</thead>
<tbody>
<tr>
<td>Time allocation for children’s play</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Availability of fixed play materials</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Availability of mobile play materials</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teachers’ participation in children’s play activities</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Number of times teacher use play as a medium of instruction</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teachers’ involvement in children’s plays activities</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Rate of interest of children to play activities</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teachers’ rate of interest to children’s play activities</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Dear Madam/Sir,

RE: REQUEST FOR DATA COLLECTION

I am a post graduate student pursuing a Master of Education Degree (M.Ed) in EARLY CHILDHOOD STUDIES at Kenyatta University. I am required to submit as part of my research work assessment, a project on - PRE-SCHOOLTEACHERS’ MOTIVATION ON PARTICIPATION IN CHILDREN’S PLAY. To achieve this, you have been selected to participate in the study. I kindly request you to fill the attached questionnaire to generate data required for this study. This information will be used purely for academic purposes and will be treated in confidence and will not be used for publicity. Your name will not be mentioned in the report.

Your assistance and cooperation will be highly appreciated.

Thank you in advance.

Yours faithfully,

Chrisanto Omwenga Manyara

Kenyatta University
FROM: Dean, Graduate School
TO: Chrisanto Manyara Omwenga
C/o Early Childhood Studies.

SUBJECT: APPROVAL OF RESEARCH PROPOSAL

This is to inform you that Graduate School Board, at its meeting of 17th June, 2015, approved your Research Proposal for the M.Ed Degree Entitled, "Influence of Pre-School Teachers' Level of Motivation on Use of Play as a Medium of Instruction in Masaba Sub-County Nyamira County."

You may now proceed with data collection, subject to clearance with the Permanent Secretary, Ministry of Higher Education, Science and Technology.

As you embark on your data collection, please note that you will be required to submit to Graduate School completed Supervision Tracking forms per semester. The form has been developed to replace the progress report forms. The supervision Tracking Forms are available at the University's website under Graduate School webpage downloads.

Thank you.

SILVERIA THIONG'O
FOR: DEAN, GRADUATE SCHOOL

cc. Chairman, Department of Early Childhood Studies.

Supervisors:

1. Dr. Catherine Murungi
   C/o Department of Early Childhood Studies
   Kenyatta University

2. Dr. Esther Waithaka
   C/o Department of Early Childhood Studies
   Kenyatta University
RE: RESEARCH AUTHORIZATION – CHRISANTO OMWENGA MANYARA

Reference is made to letter Ref.No.NACOSTI/P/15/11147468 of 19th September, 2015 from the Director General/CEO, National Commission for Science, Technology and Innovation, Nairobi authorizing Chrisanto Omwenga Manyara to carry out research on “Influence of pre-school teachers level of motivation on use of play as a medium of instruction” in Masaba North Sub-County.

This is to inform you that the planned research will be conducted in Masaba North Sub-County up to the period ending 17th September, 2016.

Kindly accord him the necessary assistance.

JOSEPHINE A.A. ONUNGA
COUNTY COMMISSIONER
NYAMIRA

Copy to:
National Commission for Science, Technology and Innovation
P.O Box 30623
NAIROBI

County Director of Education
P.O Box 4
NYAMIRA
The Principal Secretary,
Higher Education, Science & Technology,
P.O. Box 30040,
NAIROBI

Dear Sir/Madam,

RE: RESEARCH AUTHORIZATION CHRISANTO OMWENGA MANYARA– REG. NO. E55/OL/22527/2010

I write to introduce Mr. Chrisanto Omwenga Manyara who is a Postgraduate Student of this University. He is registered for M.Ed degree programme in the Department Early Childhood Studies.

Mr. Manyara intends to conduct research for a M.Ed. Proposal entitled, “Influence of Pre-School Teacher’s Level Of Motivation on Use of Play as A Medium of Instruction in Masaba Sub-County Nyamira County”.

Any assistance given will be highly appreciated.

Yours faithfully,

MRS. LUCY N. MBAABU
FOR: DEAN, GRADUATE SCHOOL
MINISTRY OF EDUCATION

Telegram: “EDUCATION”, Nyamira
Telephone: (058) 6144224

COUNTY DIRECTOR OF EDUCATION
NYAMIRA COUNTY
P.O. BOX 745
NYAMIRA

When replying please quote
NCEO/1/25/221
REF. ..................................................

DATE: ..............................................
29TH OCTOBER, 2015

TO WHOM IT MAY CONCERN

RE: AUTHORITY TO CONDUCT RESEARCH BY CHRISANTO OMWENGA
MANYARA:

The above named person is a student at KENYATTA UNIVERSITY. He has been given authority by the National Commission for Science, Technology and innovation to conduct Research on "Influence of Pre-School teachers level of motivation on use of play as a medium of Instruction in Masaba Sub County Nyamira County."

The research will commence immediately and end on 17th September, 2016.

Please accord him your assistance.

PATRICK N. NDUBI
FOR: COUNTY DIRECTOR OF EDUCATION
NYAMIRA COUNTY.
NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY AND INNOVATION

Telephone: +254-20-2213471, 2261346, 310571, 2219420
Fax: +254-20-318245, 318249
Email: secretary@nacosti.go.ke
Website: www.nacosti.go.ke
When replying please quote

Ref No. Date:

NACOSTI/P/15/1114/7468 18th September, 2015

Chrisanto Omwenga Manyara
Kenyatta University
P.O. Box 43844-00100
NAIROBI.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on “Influence of preschool teachers level of motivation on use of play as a medium of instruction in Masaba Sub County Nyamira County” I am pleased to inform you that you have been authorized to undertake research in Nyamira County for a period ending 17th September, 2016.

You are advised to report to the County Commissioner and the County Director of Education, Nyamira County before embarking on the research project.

On completion of the research, you are expected to submit two hard copies and one soft copy in pdf of the research report/thesis to our office.

DR. S. K. LANGAT, OGW
FOR: DIRECTOR GENERAL/CEO

Copy to:

The County Commissioner
Nyamira County.

The County Director of Education
Nyamira County.
THIS IS TO CERTIFY THAT:
MR. CHRISANTO OMWENGA MANYARA
of KENYATTA UNIVERSITY, 75-40202
KEROKA, has been permitted to conduct
research in Nyamira County

Permit No: NACOSTI/P/15/1114/7468
Date Of Issue: 17th September, 2015
Fee Received: Ksh 1,000

on the topic: INFLUENCE OF
PRESCHOOL TEACHERS LEVEL OF
MOTIVATION ON USE OF PLAY AS A
MEDIUM OF INSTRUCTION IN MASABA
SUBCOUNTY NYAMIRA COUNTY

for the period ending:
17th September, 2016

Director General
National Commission for Science,
Technology & Innovation

KENYATTA UNIVERSITY LIBRARY
CONDITIONS

1. You must report to the County Commissioner and the County Education Officer of the area before embarking on your research. Failure to do that may lead to the cancellation of your permit.
2. Government Officers will not be interviewed without prior appointment.
3. No questionnaire will be used unless it has been approved.
4. Excavation, filming and collection of biological specimens are subject to further permission from the relevant Government Ministries.
5. You are required to submit at least two (2) hard copies and one (1) soft copy of your final report.
6. The Government of Kenya reserves the right to modify the conditions of this permit including its cancellation without notice.

RESEARCH CLEARANCE PERMIT

Serial No. A

CONDITIONS: see back page