

# **THE PLAY EVERY DAY PROJECT NEEDS ASSESSMENT**

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# Overview

- The *Play Every Day project* ultimately aims to increase parents' awareness about the importance of guided play for children's development, and build parents' capacity for engaging in play.
- Through a series of play experiences, Sesame Workshop will develop play activities that will help parents develop this awareness and engage their children in play in various ways.
- In order to inform the development of the project, needs assessments were to be conducted in each of the implementing countries.
- HSRC conducted the needs assessment in South Africa

# Goals

- to understand the role of play in children's lives;
- to assess parents' understanding of the value of play;
- to learn more about families' access to materials and media, which can support play;
- to examine barriers to play.

# Methodology

## *Research Sites*

- Diepsloot - Afrika Tikken - an NGO that provides education, health and social services to children, youth and their families through centres of excellence in South African townships.
- Protea South and Meadowlands - Cotlands - a non-profit ECD organisation established in 1936 with the aim of addressing the education and social crisis.

## ***Sample***

- Target population - children 3 to 6 years of age;
- Enrolled at ECD programme;
- One parent;
- 85 parent-child pairs were recruited;
- Only two fathers participated.

## *Child and parental demographic information*

<b>GENDER</b>		<b>Frequency</b>	<b>Percent</b>
	<b>Boy</b>	<b>45</b>	<b>53</b>
	<b>Girl</b>	<b>40</b>	<b>47</b>
	<b>Total</b>	<b>85</b>	<b>100.0</b>
<b>AGE</b>		<b>Frequency</b>	<b>Percent</b>
	<b>3</b>	<b>30</b>	<b>35</b>
	<b>4</b>	<b>14</b>	<b>17</b>
	<b>5</b>	<b>29</b>	<b>34</b>
	<b>6</b>	<b>12</b>	<b>14</b>
	<b>Total</b>	<b>85</b>	<b>100.0</b>

## *Adult demographic information*

AGE		Frequency	Percent
	15-20	1	1
	21-30	32	38
	31-40	27	32
	41-50	16	19
	50+	9	11
	Total	85	100.0
GENDER		Frequency	Percent
	male	2	2
	female	83	98
	Total	85	100.0
MARITAL STATUS		Frequency	Percent
	married	19	22
	single	57	67
	Divorced/separated	1	1
	Widowed	4	5
	Other	4	5
	Total	85	100.0

RELATIONSHIP TO CHILD		Frequency	Percent
	Parent	71	84
	Grandparent	10	12
	aunt or uncle	2	2
	other	2	2
	Total	85	100.0
EMPLOYMENT STATUS		Frequency	Percent
	employed full time/part time	21	25
	self-employed	10	12
	Unemployed	54	63
	Total	85	100.0
EDUCATION		Frequency	Percent
	no formal education	3	4
	primary school	28	33
	senior certificate	46	54
	degree/post school diploma	8	9
	Total	85	100.0

## ***Data Collection***

- demographic questionnaire;
- A parental and a child interview protocol;
- Piloted with five parent-child pairs in Diepsloot on 08 August;
- Interviews took place at the three sites:
- (Diepsloot from 10 -12 August);
- Protea South (15 and 17 August); and
- Meadowlands (16 and 18 August).

## *Research site and language*

		<b>Frequency</b>	<b>Percent</b>
	<b>Diepsloot</b>	<b>48</b>	<b>57</b>
	<b>Protea South</b>	<b>14</b>	<b>16</b>
	<b>Meadowlands</b>	<b>23</b>	<b>27</b>
	<b>Total</b>	<b>85</b>	<b>100.0</b>
		<b>Frequency</b>	<b>Percent</b>
	<b>English</b>	<b>37</b>	<b>44</b>
	<b>Zulu</b>	<b>14</b>	<b>16</b>
	<b>Sepedi</b>	<b>5</b>	<b>6</b>
	<b>English &amp; African Language</b>	<b>29</b>	<b>34</b>
	<b>Total</b>	<b>85</b>	<b>100.0</b>

# Results & Implications for Programming

## *1. Access to materials and media to support play*

*Frequency and percentages of toys and learning material ownership*

	<b>Frequency</b>	<b>Percent</b>
<b>Children's books</b>	53	62
<b>Art and craft materials</b>	60	71
<b>Other play or learning materials</b>	25	30

*Cross-tabulation - Child age & Do you have children's books at home?*

			3	4	5	6	
<b>Do you have children's books at home?</b>	<b>no</b>	<b>Count</b>	18	6	7	1	32
		<b>%</b>	60%	43%	24%	8%	38%
	<b>yes</b>	<b>Count</b>	12	8	22	11	53
		<b>%</b>	40%	57%	76%	92%	62%
<b>Total</b>		<b>Count</b>	30	14	29	12	85

*Cross-tabulation - Child age & Do you have art and craft materials at home*

<b>Do you have art and craft materials at home?</b>	<b>no</b>	<b>Count</b>	13	6	6	0	25
		<b>%</b>	43%	43%	21%	0.0%	29%
	<b>yes</b>	<b>Count</b>	17	8	23	12	60
		<b>%</b>	57%	57%	79%	100.0%	71%
<b>Total</b>		<b>Count</b>	30	14	29	12	85

## Media Device Ownership

	Frequency	Percent
<b>A TV that is in working order</b>	<b>70</b>	<b>82</b>
<b>Children's books that are in working order</b>	<b>53</b>	<b>62</b>
<b>A radio that is in working order</b>	<b>47</b>	<b>55</b>
<b>A smartphone that is in working order</b>	<b>46</b>	<b>54</b>
<b>A DVD player that is in working order</b>	<b>45</b>	<b>53</b>
<b>A tablet that is in working order</b>	<b>18</b>	<b>21</b>

## Device usage – Parents

	TV	DVD	Radio	Smart- phone	Tablet	Children's Books
<b>every day</b>	<b>52 (61%)</b>	<b>7 (8%)</b>	<b>28 (33%)</b>	<b>35 (41%)</b>	<b>6 (7%)</b>	<b>22 (26%)</b>
<b>3-5 times a week</b>	<b>13 (15%)</b>	<b>8 (9%)</b>	<b>8 (10%)</b>	<b>3 (4%)</b>	<b>3 (4%)</b>	<b>12 (14%)</b>
<b>1-2 times a week</b>	<b>2 (3%)</b>	<b>19 (23%)</b>	<b>6 (7%)</b>	<b>5 (6%)</b>	<b>3 (4%)</b>	<b>8 (9%)</b>
<b>1-2 times a month</b>	<b>-</b>	<b>6 (7%)</b>	<b>2 (2%)</b>	<b>-</b>	<b>-</b>	<b>3 (4%)</b>
<b>less than 1-2 times a month</b>	<b>1 (1%)</b>	<b>2 (2%)</b>	<b>2 (2%)</b>	<b>-</b>	<b>1 (1%)</b>	<b>1 (1%)</b>
<b>Never</b>	<b>17 (20%)</b>	<b>43 (51%)</b>	<b>39 (46%)</b>	<b>42 (49%)</b>	<b>72 (84%)</b>	<b>39 (46%)</b>
<b>Total</b>	<b>85</b>	<b>85</b>	<b>85</b>	<b>85</b>	<b>85</b>	<b>85</b>

## Device usage - children

	<b>TV</b>	<b>DVD</b>	<b>Radio</b>	<b>Smart- phone</b>	<b>Tablet</b>	<b>Children's Books</b>
<b>every day</b>	<b>49 (58%)</b>	<b>5 (6%)</b>	<b>16 (19%)</b>	<b>28 (33%)</b>	<b>10 (12%)</b>	<b>29 (34%)</b>
<b>3-5 times a week</b>	<b>7 (8%)</b>	<b>7 (8%)</b>	<b>5 (6%)</b>	<b>5 (6%)</b>	<b>2 (2%)</b>	<b>11 (13%)</b>
<b>1-2 times a week</b>	<b>11 (13%)</b>	<b>13 (15%)</b>	<b>6 (7%)</b>	<b>9 (11%)</b>	<b>2 (2%)</b>	<b>9 (11%)</b>
<b>1-2 times a month</b>	<b>1 (1%)</b>	<b>7 (8%)</b>	<b>1 (1%)</b>	<b>-</b>	<b>-</b>	<b>1 (1%)</b>
<b>less than 1-2 times a month</b>	<b>1 (1%)</b>	<b>2 (2%)</b>	<b>-</b>	<b>-</b>	<b>2 (2%)</b>	<b>1 (1%)</b>
<b>Never</b>	<b>16 (19%)</b>	<b>51 (60%)</b>	<b>57 (67%)</b>	<b>43 (51%)</b>	<b>69 (81%)</b>	<b>34 (40%)</b>
<b>Total</b>	<b>85</b>	<b>85</b>	<b>85</b>	<b>85</b>	<b>85</b>	<b>85</b>

*Parent and child - smartphone and tablet activity*

<b>PARENTS – SMARTPHONE ACTIVITY</b>						
	<b>Downloaded videos</b>	<b>Streamed videos</b>	<b>Games</b>	<b>Text messages</b>	<b>Social Media</b>	<b>Apps</b>
<b>every day</b>	<b>5 (6%)</b>	<b>2 (2%)</b>	<b>13 (15%)</b>	<b>27 (32%)</b>	<b>9 (11%)</b>	<b>-</b>
<b>3-5 times a week</b>	<b>2 (2%)</b>	<b>1 (1%)</b>	<b>5 (6%)</b>	<b>3 (4%)</b>	<b>2 (2%)</b>	<b>-</b>
<b>1-2 times a week</b>	<b>11 (13%)</b>	<b>7 (8%)</b>	<b>7 (8%)</b>	<b>5 (6%)</b>	<b>3 (4%)</b>	<b>4 (5%)</b>
<b>1-2 times a month</b>	<b>3 (4%)</b>	<b>5 (6%)</b>	<b>-</b>	<b>4 (5%)</b>	<b>1 (1%)</b>	<b>2 (2%)</b>
<b>less than 1-2 times a month</b>	<b>2 (2%)</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>1 (1%)</b>	<b>1 (1%)</b>
<b>Never</b>	<b>62 (73%)</b>	<b>70 (82%)</b>	<b>60 (71%)</b>	<b>46 (54%)</b>	<b>69 (81%)</b>	<b>78 (92%)</b>
<b>PARENTS – TABLET ACTIVITY</b>						
<b>every day</b>		<b>2 (2%)</b>	<b>2 (2%)</b>	<b>7 (8%)</b>	<b>1 (1%)</b>	
<b>3-5 times a week</b>	<b>2 (2%)</b>	<b>2 (2%)</b>	<b>1 (1%)</b>	<b>2 (2%)</b>	<b>1 (1%)</b>	
<b>1-2 times a week</b>	<b>4 (5%)</b>	<b>1 (1%)</b>	<b>4 (5%)</b>		<b>2 (2%)</b>	<b>1 (1%)</b>
<b>1-2 times a month</b>		<b>1 (1%)</b>				<b>2 (2%)</b>
<b>less than 1-2 times a month</b>						
<b>Never</b>	<b>79 (93%)</b>	<b>79 (93%)</b>	<b>78 (92%)</b>	<b>76 (89%)</b>	<b>81 (95%)</b>	<b>82 (97%)</b>

### CHILD – SMARTPHONE ACTIVITY

<b>every day</b>	<b>6 (7%)</b>	<b>3 (4%)</b>	<b>27 (32%)</b>	<b>2 (2%)</b>	<b>-</b>	<b>1 (1%)</b>
<b>3-5 times a week</b>	<b>2 (2%)</b>	<b>3 (4%)</b>	<b>5 (6%)</b>	<b>-</b>	<b>-</b>	<b>-</b>
<b>1-2 times a week</b>	<b>5 (6%)</b>	<b>6 (7%)</b>	<b>7 (8%)</b>	<b>-</b>	<b>-</b>	<b>1 (1%)</b>
<b>1-2 times a month</b>	<b>4 (5%)</b>	<b>2 (2%)</b>	<b>1 (1%)</b>	<b>1 (1%)</b>	<b>-</b>	<b>-</b>
<b>less than 1-2 times a month</b>	<b>1 (1%)</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>2 (2%)</b>
<b>Never</b>	<b>67 (79%)</b>	<b>71 (84%)</b>	<b>45 (53%)</b>	<b>82 (97%)</b>	<b>85 (100%)</b>	<b>81 (95%)</b>

### CHILD – TABLET ACTIVITY

<b>every day</b>	<b>1 (1%)</b>	<b>1 (1%)</b>	<b>9 (11%)</b>	<b>-</b>	<b>-</b>	<b>1 (1%)</b>
<b>3-5 times a week</b>	<b>3 (4%)</b>	<b>3 (4%)</b>	<b>2 (2%)</b>	<b>-</b>	<b>-</b>	<b>-</b>
<b>1-2 times a week</b>	<b>4 (5%)</b>	<b>2 (2%)</b>	<b>2 (2%)</b>	<b>-</b>	<b>1 (1%)</b>	<b>-</b>
<b>1-2 times a month</b>	<b>-</b>	<b>-</b>	<b>1 (1%)</b>	<b>-</b>	<b>-</b>	<b>-</b>
<b>less than 1-2 times a month</b>	<b>-</b>	<b>-</b>	<b>1 (1%)</b>	<b>1 (1%)</b>	<b>-</b>	<b>-</b>
<b>Never</b>	<b>77 (91%)</b>	<b>79 (93%)</b>	<b>70 (82%)</b>	<b>84 (99%)</b>	<b>84 (99%)</b>	<b>84 (99%)</b>

## Implications

*the majority of children do not have toys or other learning materials;*

- *Project should promote adaption of natural low-cost items available in the living environment;*
- *The most widely owned media device was a TV and the least owned was a tablet;*
- *Most of the parents who own a tablet, never use it to watch downloaded or streamed movies;*
- *TV, DVD, and smartphone would be the most ideal avenue through which video content could be consumed;*
- *Content should be distributed in the form of pre-loaded files and DVD's.*

## 2.

## *The role of play in children's lives*

88% of parents claim their child likes to engage in physical play;

- 42% also reported that their child likes to play with toys;
  - *She runs around, jumps, play with toys and she sings a lot*
  - *He plays the touch game with his siblings and sometimes with friends*
  - *Sipho has a ball so he plays soccer with his friend all the time until I call him*
  - *She talks to her doll like a mother, all the time she is on the bed with it*
- Favourite indoor play objects
- Toys - 43%;
- Playing games on phones - 18%;
- Watching TV - 27%.

## Safety of indoor play location

66 responses (Yes - 91%)

### Reasons for safety/non-safety

- Safe - small living area makes it possible to keep an eye on the child;
- Not safe – small living area increases possibility of domestic accidents.
  - *Yes it is safe inside near the door but when he is outside near the door it is not safe as he can get out of the gate and there are cars passing by and he might get hurt*
  - *Yes because the stove is far up and all the dangerous things are up on the walls and not near here*
  - *It's safe because I am there all the time so she cannot burn herself*
  - *It is not safe because he can fall off the bed.*

## Favourite/common outdoor play activities

- Running around and playing with toys - 98%;
- Most popular outdoor playing location was the yard - 93% for those who had a yard.
  - *She plays in the yard where there is a gate*
  - *He plays in our small yard*
  - *We have a yard in front of the house that's where she plays*
  - *Inside the gate in our yard*

## Safety of the outdoor location

Yes - 82%.

### Reason for safety/non-safety

- the yard is fenced with a locked gate, or that the child could be watched over while playing.
  - *It is very safe and other kids play there as well*
  - *Yes it is because I am always looking at her to make sure she is safe and does not go on the street*
  - *It's generally safe there are no cars*
  - *It is a safe place because I am always there*
  - *Yes our yard is safe*

## *Types of play*

	<b>Often</b>	<b>Sometimes</b>	<b>Once in a while</b>	<b>Never</b>
<b>Play with dolls or cuddly toys?</b>	<b>59%</b>	<b>27%</b>	<b>3%</b>	<b>11%</b>
<b>Play with toy sets like kitchen or doctor sets?</b>	<b>53%</b>	<b>24%</b>	<b>2%</b>	<b>20%</b>
<b>Pretend one thing is something else?</b>	<b>48%</b>	<b>31%</b>	<b>5%</b>	<b>17%</b>
<b>Make up a story?</b>	<b>45%</b>	<b>27%</b>	<b>5%</b>	<b>23%</b>
<b>Pretend they're someplace else?</b>	<b>43%</b>	<b>27%</b>	<b>-</b>	<b>30%</b>
<b>Play with blocks or things they can build with?</b>	<b>39%</b>	<b>25%</b>	<b>5%</b>	<b>31%</b>
<b>Pretend to be someone else?</b>	<b>37%</b>	<b>38%</b>	<b>1%</b>	<b>24%</b>

## Child's morning routine

- Playing with toys, or with siblings - 30%;
  - Watching TV - 20%;
  - Getting ready by brushing teeth, getting dressed, and then eating breakfast - 50%
- 
- *I bath, put Vaseline on, wear clothes*
  - *I eat porridge and bread and put on my clothes*
  - *I wash myself and eat then I go to school*
  - *I like watching TV*
  - *I play with my brother and sister*

## Playgroup routine

Playing at the playgroup - 81%;

Story-telling and learning – 19%;

- Playing with friends - 47%;
- Playing with toys - 34%;
- Boys engage more in physical group play than the girls;
- Girls' physical-based group play tended to be confined to skipping.
  - *I play with the toys*
  - *I play skipping with my friends*
  - *We draw on the board with my friends*
  - *I play with Thato, we do skipping*
  - *I like story telling*
  - *I like learning school*

## After-school and evening routine

- Washing, eating and then going to sleep - 46%;
  - Watching TV - 19%;
  - Playing games on the phone - 23%;
  - Playing with friends before going to bed – 9%.
- 
- *I eat my supper*
  - *I wash and put on my pyjamas*
  - *I play with my doll and my cars also*
  - *I eat and play with my toys*
  - *I watch Generations (soap opera)*
  - *I leave the phone alone, wash and sleep*
  - *I play with my friend Nhlanhla*

## Child's play preference

Toys - 63%;

- Girls tend to play with dolls, while the toy of choice for boys tend to be cars, and bicycles;
- Boys also tend to play sporting games (17%) with the most popular being soccer;
- The group play preferences of girls were either skipping rope or playing a clapping game with their hands, which is accompanied by singing (16%);
- The remaining 4% prefer playing games on phones or TV games.

**Prefer to play outside - 73%;**

**The younger children were more likely to play inside than the older children;**

- **Girls also reported playing more inside than boys;**
- **Outdoor play locations were usually in the yard, in the next door neighbour's yard, playground, or in the street;**
- **The older boys were more likely to play further from home than the girls;**
- **The majority (93%) like to play with others, either siblings or friends;**
- **Only 7 % like to play alone.**

## Favourite indoor play activities/routine

Playing with toys - 47%;

Learning materials - 23%;

- Sibling - 19%;
- Watching TV - 11%;
- Inside the house, the bed is the favourite place to play.

## Favourite outdoor activity

- For boys was playing with toys - 42%;
- Playing soccer - 37%;
- For girls was skipping - 59%;
- Both boys and girls also enjoyed running around playing the touch game.

## Play partners

- Friends - 65%;
- Siblings - 30%;
- Parents and grandparents - 5%.

## Main reasons for favouring friends

- *I like to play with my friends because we can both catch the ball and it bounces*
- *Nomfundo (friend) we play with our dolls and that is nice*
- *My friends we talk and have fun*

## Parents as play partners

Most children (76%) stated that parents played with them

In 80% of these, mothers tend to be play partners;

- Parents were generally more likely to engage in play that involved physical contact with boys than girls;
- In most cases (92%), playing takes place after school and on weekends;
  - *My mother and I we play touch*
  - *I play ball with my father*
  - *We play hide and seek and she runs after me*
  - *We play with my dolls*
  - *We play when I come from school and on weekends*
  - *When he come home from work*
  - *I like her because she plays with me*
  - *Yes, it is beautiful, it makes me happy*

## Siblings as play partners

Of the children, 25% (12 boys and 9 girls) had no siblings;

Of those children with siblings, 23% reported to engage with them in either physical play, or playing with toys;

- *With my brother we play ball; with my sister we play with the dolls*
- *We jump around and play soccer*
- *We play with action figure toys*
- *We play touch*

## Grand-parents as play partners

- Less than 10% play with their grandparents;
- Grandmothers were more likely than grandfathers;
- They were also more likely to engage in non-physical play inside the house with the younger children.
  - *She sings to me and teach me to sing*
  - *We play with dolls and teddy bear*
  - *We play with my cars and she plays catch with the ball.*

## Implications

*Project should make provision for dedicated safe outdoor play areas;*

- *Develop activities that can be pursued outdoors;*
- *In addition to individual-based activities, it should also focus on developing group-based play activities;*
- *Focus on activities that are likely to stimulate children's imagination when it came to engaging in pretend play;*
- *Ensure that the activities and everyday objects that could be used to engage the children in play do not jeopardize their safety.*

### 3. *Parents' understanding of the value of play*

#### Goals

- Education - to escape poverty;
- Enhanced career prospects; earning money; being successful; being happy, and being independent.
  - *I want him to have a good education*
  - *I want her to be educated and successful*
  - *She must grow up, go to school, she must learn something for her future.*
  - *She must be educated, not be like me*
  - *She must learn so that she does not depend on someone*
  - *I want her to finish school*

## Anticipated challenges

Lack of financial resources - 71%;

Poorly resourced schools in their community and the lack of resources in the community - 10%;

- Peer pressure;
- None - 13%;
- Growing up without a father.
  - *I'm not employed, so financial problems will hinder her*
  - *Schools might be a challenge, because they don't have resources like good books*
  - *We are also staying in a shack and no one is employed*
  - *I think maybe money because we are both not working*
  - *I will not have money for university*
  - *She will have pressure through puberty*
  - *Everything is fine, but he will grow up without a father*

## Required skills for future success

Academic - 36%;

Social skills - 32%;

• Parents conceive success not only in professional, but also in social, and relational terms;

• One parent regarded play as a skill needed for future success;

• 9% were not sure of the skills needed for future success.

- *He will have to do maths and science*
- *She needs to respect others and work hard.*
- *She has to learn how to take care of herself, and to read and write.*
- *She must learn to respect other people*
- *She has to lean science*

## Time spent with child

Entire day - 35%;

Evenings, and on weekends – 16%;

Mornings - 8%;

- Afternoons - 27%;
- Weekends - 11%.

## Parent perceptions of play

- Perception of play as important - 83%;
  - *It refreshes the mind and it helps a child to learn*
  - *If the child does not play, there is something wrong with the child  
Children are learning through playing.*
  - *When they play they learn to speak other languages*
  - *When they play their mind becomes fresh*

## Studying as more important than play – 87%

- *School work is more important than playing.*
- *Studying is more important than play. Play is more important than doing chores*

- Through play children either learn to relate to others - 46%;
- They learn language and communication skills - 39%.

### *When play with parents, they learn:*

- literacy and numeracy - 53%;
- Language and communication skills – 36%;
- Literacy, numeracy, and also language – 11%.

### *When playing with their peers, they learn:*

- Language skills and interpersonal relationships - 72%.
- Most of the parents (67%) added that their parents never played with them.

## *Role of mothers and fathers as play partners*

	Mothers			Fathers		
	Yes	No	Maybe	Yes	No	Maybe
<b>provide a safe space for child to play</b>	<b>100%</b>	<b>-</b>	<b>-</b>	<b>97%</b>	<b>3%</b>	<b>-</b>
<b>provide things for the child to play with</b>	<b>100%</b>	<b>-</b>	<b>-</b>	<b>94%</b>	<b>5%</b>	<b>1%</b>
<b>supervise/watch the child when s/he is playing</b>	<b>99%</b>	<b>-</b>	<b>1%</b>	<b>96%</b>	<b>4%</b>	<b>-</b>
<b>encourage the child to play</b>	<b>99%</b>	<b>-</b>	<b>1%</b>	<b>93%</b>	<b>4%</b>	<b>3%</b>
<b>Play with the child</b>	<b>97%</b>	<b>-</b>	<b>3%</b>	<b>96%</b>	<b>3%</b>	<b>1%</b>

## *Role of siblings and grandparents as play partners*

	Siblings			Grandparents		
	Yes	No	Maybe	Yes	No	Maybe
<b>Play with the child</b>	<b>92%</b>	<b>3%</b>	<b>5%</b>	<b>92%</b>	<b>3%</b>	<b>5%</b>
<b>supervise/watch the child when s/he is playing</b>	<b>92%</b>	<b>4%</b>	<b>4%</b>	<b>90%</b>	<b>5%</b>	<b>5%</b>
<b>encourage the child to play</b>	<b>91%</b>	<b>4%</b>	<b>5%</b>	<b>92%</b>	<b>5%</b>	<b>3%</b>
<b>provide a safe space for child to play</b>	<b>86%</b>	<b>11%</b>	<b>3%</b>	<b>90%</b>	<b>5%</b>	<b>5%</b>
<b>provide things for the child to play with</b>	<b>74%</b>	<b>20%</b>	<b>6%</b>	<b>81%</b>	<b>13%</b>	<b>6%</b>

## *Parental attitudes towards play*

	<b>strongly agree</b>	<b>somewhat agree</b>	<b>Neutral</b>	<b>somewhat disagree</b>	<b>strongly disagree</b>
<b>Children learn language when they play</b>	<b>94%</b>	<b>6%</b>	<b>-</b>	<b>-</b>	<b>-</b>
<b>Children learn imagination and creativity when they play</b>	<b>94%</b>	<b>6%</b>	<b>-</b>	<b>-</b>	<b>-</b>
<b>Playing together helps me bond with my child</b>	<b>94%</b>	<b>2%</b>	<b>-</b>	<b>1%</b>	<b>2%</b>
<b>I enjoy playing with my child</b>	<b>93%</b>	<b>7%</b>	<b>-</b>	<b>-</b>	<b>-</b>
<b>Children learn social skills when they play</b>	<b>89%</b>	<b>11%</b>	<b>-</b>	<b>-</b>	<b>-</b>
<b>Children learn important skills when adults guide them in play</b>	<b>83%</b>	<b>9%</b>	<b>4%</b>	<b>-</b>	<b>4%</b>
<b>Children learn problem solving when they play</b>	<b>82%</b>	<b>8%</b>	<b>3%</b>	<b>1%</b>	<b>6%</b>
<b>Children learn self-regulation when they play</b>	<b>80%</b>	<b>8%</b>	<b>4%</b>	<b>-</b>	<b>8%</b>
<b>Adults should play with young children often</b>	<b>80%</b>	<b>13%</b>	<b>-</b>	<b>4%</b>	<b>3%</b>
<b>Studying is more important than playing</b>	<b>74%</b>	<b>11%</b>	<b>2%</b>	<b>2%</b>	<b>11%</b>
<b>Playing keeps children busy and out of the way</b>	<b>74%</b>	<b>8%</b>	<b>2%</b>	<b>1%</b>	<b>14%</b>

## Parental attitudes towards play

<b>I ask my child lots of questions when I play with him/her</b>	<b>70.2%</b>	<b>13.1%</b>	<b>4.8%</b>	<b>6%</b>	<b>6%</b>
<b>Children should play with other children -learn important skills when adults don't interfere.</b>	<b>53.6%</b>	<b>11.9%</b>	<b>3.6%</b>	<b>1.2%</b>	<b>29.8%</b>
<b>There are more important things for the child to do than play</b>	<b>38.1%</b>	<b>11.9%</b>	<b>3.6%</b>	<b>6%</b>	<b>40.5%</b>
<b>My child has enough toys and objects to play with</b>	<b>29.8%</b>	<b>21.4%</b>	<b>4.8%</b>	<b>3.6%</b>	<b>40.5%</b>
<b>Adults don't need to play with children - can play on their own</b>	<b>19%</b>	<b>6%</b>	<b>4.8%</b>	<b>6%</b>	<b>64.3%</b>
<b>Playing feels like a waste of time for my child</b>	<b>4.8%</b>	<b>1.2%</b>	<b>-</b>	<b>3.6%</b>	<b>90.5%</b>
<b>I don't have time to play with my child</b>	<b>4.8%</b>	<b>-</b>	<b>3.6%</b>	<b>8.3%</b>	<b>83.3%</b>
<b>I don't really know how to play with my child</b>	<b>2.4%</b>	<b>1.2%</b>	<b>1.2%</b>	<b>7.1%</b>	<b>88.1%</b>

## Implications

*Project should incorporate resources for parents to help them exploit the benefits that play have;*

*Provision of parent workshops;*

- The importance of balancing home and work schedules;*
- Engaging child in unstructured;*
- Establish parental peer support programmes;*
- The importance of qualitatively meaningful play that is characterised by warmth and sensitivity;*
- Project should seek to counter misconceptions, e.g. learning through play and formal education as mutually exclusive.*
- Should also seek to reinforce positive perceptions*
- adults should play with children often; and that children learn problem-solving and self-regulation when they play*

## 4. Barriers to play

Parental tiredness or lack of time (87%)

Ignorance and lack of education (13%)

- *There is not enough time because they are coming from work*
- *They are busy because they are working*
- *Sometimes they come home tired after work, but a parent should make time for their kids*
- *They say they don't have time because they work*
- *Some of them are not educated and are ignorant*

## Implications

- Address these misconceptions on the importance of parents playing with their children;
- Promote activities that emphasize the the quality of the play interaction and that are not physically demanding.

**THANK YOU!**