

**THE INFLUENCE OF PLAY METHOD ON ACADEMIC PERFORMANCE ON PUPILS IN
PUBLIC PRIMARY SCHOOLS IN OREDO LOCAL GOVERNMENT AREA EDO STATE**

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**UNIVERSITY OF BENIN
BENIN CITY**

JANUARY, 2026.

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**A RESEARCH WRITTEN IN THE INSTITUTE OF EDUCATION, UNIVERSITY OF
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CERTIFICATION

We the undersigned certify that this research work was carried out by **OMUFEREN OCHUKO TESSY** with matriculation number **IED2209181** of the institute of education university of Benin, Benin City Nigeria in partial fulfillment of the requirements for the award of B.Ed degree in early childhood education

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DEDICATION

This study is dedicated to my late Grand mother Mrs. Comfort Ometa whose love, prayer, guidance and encouragement continue to inspire me.

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I give thanks to God for his provisions, strength and inspiration throughout this study and also for the gift of life.

I wish to express my gratitude to my supervisor Dr. (Mrs.) Modupe Aibinunomo for her constant corrections and suggestions and encouragement throughout this project my appreciation also goes to all my lecturers Dr. Kennedy Imasuen (Ag.) Prof (Mrs.) R.O.Olubor, Prof. K. Aluko., Prof. (Mrs.) A.I. Ojeme, Dr. (Mrs.) F.I. Iyamu and Dr W.C.Uwadiae.

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ABSTRACT

This study investigated the influence of play method on the academic performance of pupils in public primary schools in Oredo Local Government Area, Edo State. The study was necessitated by the persistent use of traditional teacher-centred methods in early childhood classrooms, which often limit pupils' active participation and holistic development. Four research questions were raised to guide this study. A descriptive survey research design was adopted for the study. The population comprised 300 teachers in public primary schools in Oredo Local Government Area, from which a sample of 60 teachers were selected using stratified sampling technique. Data were collected using a structured questionnaire titled Influence of Play Method on Academic Performance of Pupils in Public Primary Schools. The instrument used for the collection of data was questionnaire a reliability coefficient of 0.90. was obtained and analysed using mean, standard deviation, and independent t-test at 0.05 level of significance, based on the questions raised and data collected the study revealed that play method significantly enhances pupils' understanding of lessons, participation, and retention, thereby improving academic performance. The study also revealed that school environment significantly influences the effectiveness of play method, with adequate learning space, availability of play materials, and a child-friendly environment enhancing learning outcomes. Based on the findings the study recommended integration of play into the curriculum and provision of play materials.

CHAPTER ONE

INTRODUCTION

Background of the Study

Education has long been recognized as a cornerstone of human development and a critical tool for societal progress. It shapes individual character, promotes intellectual growth, and equips learners with the skills necessary for personal and national advancement. In Nigeria, the educational system is structured to promote holistic development ,cognitive, affective, and psychomotor. However, in many primary schools, particularly in public primary school, the teaching and learning process remains largely teacher centered, often neglecting the natural curiosity and creativity that define childhood learning

The play method of teaching, which involves the use of play as a medium for learning, has gained attention among educators and researchers as an effective means of enhancing pupils' academic performance. Play is an instinctive and voluntary activity that children engage in for enjoyment and recreation, yet it has deep educational value. It builds

cognitive development, improves social interaction, and encourages emotional balance. According to educational theorists such as Jean Piaget and Lev Vygotsky (1896-1980) stated that play is a vital aspect of child development, allowing learners to explore their environment, practice problem-solving, and internalize new knowledge through hands-on experiences

Play is an essential part of a child's development and a natural medium through which learning occurs. In early childhood education, the play method has been recognized as a vital approach to enhancing learning, motivation, and creativity among pupils. Through play, children engage actively with their environment, explore new ideas, and develop social, cognitive, and psychomotor skills that are foundational to academic success. Play is defined as the spontaneous activity of children. It is an activity that is meant for the purpose of recreation or entertainment. Play is also a natural part of child's life with many opportunities to engage in and work with peers. George Benard Shaw said "we do not stop playing because we grow old. We grow old because we stop playing".

Play method according to advance learners' dictionary is to act in a manner such that one has fun and to also engage in activity expressly for the purpose of recreation or entertainment.

In Nigeria, the National Policy on Education emphasizes that child centered learning are importance to activity, based instruction at the primary level. Despite this, many teachers in public schools continue to rely on traditional methods such as rote memorization and verbal instruction. These methods, though structured, often fail to capture pupils' interest or promote meaningful learning outcomes. Studies have shown that when children learn through play, they develop not only cognitive skills but also creativity, cooperation, and critical thinking, all of which are essential for academic success

Play way method can be used both at language and literacy lesson, mathematics /numeracy, science, arts, physical education, during personal development and mutual understanding. Not only in the school environment, it's also used at home, outdoor/school grounds, halls, share learning areas, local areas or places of interest
The effectiveness of the play method can differ significantly depending on school location and school environment. In urban schools, pupils often have access to better

facilities, more instructional materials, and more trained teachers, making it easier for play-based learning to be implemented effectively. Play activities in such environments tend to be more structured, diverse, and well-supported.

In contrast, many rural schools lack adequate space, resources, and learning materials, which may limit the type and quality of play activities pupils can engage in. In some cases, overcrowded classrooms, poor infrastructure, and limited access to educational tools make it difficult for teachers to adopt the play method fully. These differences in location influence how pupils experience play and how effectively it can contribute to their academic performance.

Similarly, the general school environment also plays a strong role. A supportive, stimulating environment one that offers open spaces, safe playgrounds, interactive classrooms, and child-friendly materials encourages active engagement in play and promotes better learning outcomes. On the other hand, environments that are restrictive, unsafe, or poorly organized reduce children's opportunities to explore, interact, and learn

through play. As a result, pupils in conducive environments often benefit more from play-based approaches compared to those in less supportive settings.

Statement of the Problem

Despite government efforts to improve the quality of primary education, the academic performance of pupils in public primary schools remains unsatisfactory. Many teachers continue to rely on lecture and memorization methods that fail to stimulate children's curiosity or active engagement. Pupils often lose interest in learning, leading to poor understanding, low motivation, and underachievement in core subjects such as English Language, Mathematics, and Basic Science. The neglect of play, based methods, which have been shown to enhance learning outcomes, may be a contributing factor. This study therefore investigates how the play method of teaching influences the academic performance of pupils in public primary schools. This method, though long established, often overlooks the developmental needs of children who learn best through activity and interaction. The inability of many pupils to perform well academically, despite consistent

teaching efforts, raises concerns about the adequacy of traditional instructional methods in Oredo Local Government Area of Edo State, classroom observations and informal discussions with teachers suggest that the learning environment in many public schools is rigid and monotonous. Pupils are frequently subjected to repetitive drills, rote learning, and excessive writing exercises, leaving little room for creativity or exploration. Consequently, many pupils show declining interest in learning, poor retention of knowledge, and underachievement in core subjects such as English Language and Mathematics. The play method, which has been widely recommended in early childhood education, encourages active participation, experimentation, and discovery. It allows children to engage their senses, imagination, and curiosity, key ingredients for deep learning. Despite its proven benefits, many teachers in public primary schools are either unaware of its effectiveness or lack the training to apply it effectively. Some educators perceive play as mere leisure or distraction, rather than as a vital educational tool. Though, good academic foundation at primary school lays a background in the entire educational life of an individual. The way and manner pupils are prepared in primary school influences pupils academic achievements in secondary school. This

study therefore is to investigate the influence of play method on academic performance of student in public primary schools.

Research Questions

1. What is the influence of play method?
2. What is the influence of play method on academic performance of pupils?
3. To what extent does play method influence academic performance of pupils based on school environment?
4. To what extent does play method influence academic performance of pupils based on school location?

Purpose of the Study

The main purpose of this study is to examine the influence of play method on academic performance of pupils in public primary schools in Oredo Local Government Area, Edo State. The specific objective were

- To assess the influence of play method in public primary schools
- To determined the influence of play method on academic performance of pupils
- To determine the influence of play method on academic performance of pupils based on School environment

- To examine the influence of play method on academic performance of pupils based on School location

Significance of the Study

The study is significant because it revealed the level the influence of play method on academic performance of pupils in public primary schools. The findings of the study would benefit the policy makers in the educational sector who formulate appropriate policies that encourage government on how to use play method in school. The findings will help Helps teachers understand the importance of play as a learning tool for effective learning and teaching.

The findings of this study will Encourages parents and school administrators to support the integration of play, based learning to create opportunities for experiential learning, enabling children to relate abstract concepts to real, life experiences.

This study is also beneficial to future researchers and other stakeholders who may have different views regarding influence of play method on academic performance of pupils either in Edo or other states of the country.

Scope and Delimitation of the Study

The scope of this study was influence of play method on academic performance of pupils study in public primary schools in Oredo Local Government Area of Edo State and is delimited to public primary school in Oredo local government area, Edo state

Definition of Terms

Play Method: refers to a teaching strategy that uses games, dramatization, storytelling, songs, and other playful activities as tools for instruction and learning.

Academic Performance: refers to the measurable level of achievement a pupil attains in school subjects, often expressed through test scores, grades, or teacher evaluations

School Location: refers to the geographical setting of the school, which is categorized into two levels for this study:

Urban: refers to schools situated in cities and developed towns with advanced infrastructure and population density)

Rural: refers to schools located in villages or less developed areas characterized by low population density and limited infrastructure

School Environment: refers to the comprehensive physical, social, and academic conditions within a school that influence the teaching and learning process.

CHAPTER TWO

LITERATURE REVIEW

This chapter presents a review of literature under the following sub- headings;

- Concept of Play Methods
- Concept of Academic Performance
- Influence of Play Methods on Academic Performance of Pupils Based on School Location
- Influence of Play Methods on Academic Performance of Pupils Based on School Environment
- Summary of Literature Review

Concept of Play Methods

Play is a fundamental aspect of childhood that has been recognized as a crucial tool for learning and development in early education. According to Ogunlade and Akinsola (2020), play refers to any spontaneous or organized activity that children engage in for enjoyment, exploration, and learning. Play methods in educational contexts involve the

deliberate use of play-based activities as pedagogical strategies to facilitate learning and enhance children's overall development. These methods recognize that children learn best when they are actively engaged in meaningful experiences that connect with their natural curiosity and developmental needs. The concept of play methods has evolved over the years, moving from being viewed as mere entertainment to being recognized as a legitimate and effective approach to teaching and learning in primary education.

The theoretical foundation of play-based learning can be traced to several pioneering educators and psychologists who emphasized the importance of play in child development. Jean Piaget, a renowned Swiss psychologist, proposed that children construct knowledge through active interaction with their environment, and play serves as the primary medium through which this construction occurs (Akinbobola & Afolabi, 2019). Piaget argued that play allows children to assimilate new experiences into existing cognitive structures while accommodating their understanding to fit new information. Similarly, Lev Vygotsky, a Russian psychologist, emphasized the social nature of learning and introduced the concept of the Zone of Proximal Development, suggesting that play creates opportunities for children to perform beyond their current developmental

level with appropriate guidance (Ezeh & Okeke, 2021). Friedrich Froebel, often called the father of kindergarten, was among the first educators to formally integrate play into the curriculum, believing that play is the highest form of human development in childhood and the foundation for all future learning.

Play methods in primary education can be categorized into several types, each serving different educational purposes and developmental goals. Free play, also known as unstructured play, allows children to choose their activities and explore their environment without direct adult intervention, promoting creativity, decision-making, and independence (Adeleke & Ogunwale, 2022). Guided play involves teachers providing materials and a general framework while allowing children to direct their own learning within those boundaries, striking a balance between child autonomy and educational objectives. Structured play refers to teacher-directed activities with specific learning goals and predetermined outcomes, such as educational games that teach mathematical concepts or literacy skills. Creative play includes activities such as drawing, painting, role-playing, and storytelling, which enhance imagination and self-expression. Physical play encompasses activities that develop motor skills, coordination, and physical fitness,

including outdoor games and movement exercises. Each type of play offers unique benefits and can be strategically employed to address specific learning objectives and developmental needs.

In public primary schools, play methods are applied through various instructional strategies that integrate playful activities with curriculum content. Teachers use educational games to teach subjects such as mathematics, where children might play counting games or sorting activities to understand numerical concepts (Omoruan & Osagie, 2023). Language and literacy development are enhanced through storytelling, puppet shows, and dramatic play, which help children develop vocabulary, comprehension, and communication skills. Science concepts are introduced through hands-on experiments and exploratory play with natural materials, allowing children to observe, question, and discover scientific principles. Social studies content is delivered through role-playing activities where children simulate real-life situations, such as markets or community helpers, to understand social relationships and cultural practices. The application of play methods requires careful planning, appropriate materials, and a conducive learning environment that encourages active participation and exploration.

The importance of play methods in learning extends across multiple developmental domains, providing cognitive, social, emotional, and physical benefits to young learners. Cognitively, play stimulates brain development, enhances problem-solving skills, and promotes critical thinking by presenting children with challenges that require creative solutions (Nwankwo & Eze, 2020). Through play, children develop executive functions such as working memory, cognitive flexibility, and self-regulation, which are essential for academic success. Socially, play teaches children how to interact with peers, share resources, negotiate conflicts, and cooperate toward common goals, thereby building essential social competencies. Emotionally, play provides a safe space for children to express feelings, cope with anxieties, and develop self-confidence as they master new skills and overcome challenges. Play also supports language development as children engage in conversations, learn new vocabulary, and practice communication skills during collaborative activities. Furthermore, play-based learning increases motivation and engagement, making school experiences more enjoyable and meaningful for young children who might otherwise struggle with traditional didactic approaches.

Teachers play a crucial role in successfully implementing play-based learning in primary schools, serving as facilitators, observers, and co-learners rather than mere instructors. Effective implementation requires teachers to understand child development, recognize the educational value of play, and skillfully integrate play activities with curriculum standards (Osadebe & Nwankwo, 2021). Teachers must create stimulating learning environments with diverse materials that invite exploration and creativity. They need to observe children during play to assess learning, identify interests, and determine appropriate interventions or extensions. Additionally, teachers must balance child-initiated activities with structured learning objectives, ensuring that play remains purposeful while preserving its joyful and voluntary nature. However, implementing play methods in Nigerian public primary schools faces several challenges. Many teachers lack adequate training in play-based pedagogy and continue to rely on traditional chalk-and-talk methods (Adeyemi, 2019). Large class sizes, often exceeding fifty pupils per teacher, make it difficult to facilitate and monitor play activities effectively. Insufficient resources, including lack of play materials, inadequate playground facilities, and limited budgets, constrain the quality and variety of play experiences teachers can provide. Furthermore,

pressure to cover examination-focused curricula and societal perceptions that play is unserious or time-wasting create resistance to adopting play-based approaches, despite research evidence supporting their effectiveness .

Concept of Academic Performance

Academic performance refers to the extent to which students achieve educational goals and demonstrate mastery of knowledge, skills, and competencies within a specific period. According to Okoye and Okecha (2022), academic performance is the measurable outcome of a student's educational experience, typically reflected in test scores, examination results, classroom assessments, and overall academic achievement. In primary education, academic performance encompasses not only cognitive achievements in core subjects such as mathematics, English language, and basic science but also the development of foundational skills including literacy, numeracy, critical thinking, and problem-solving abilities. Academic performance serves as an important indicator of the effectiveness of teaching methods, curriculum relevance, and overall educational quality. It also influences students' future educational opportunities, career prospects, and

personal development, making it a critical concern for educators, parents, policymakers, and society at large.

Academic performance in primary schools is measured through various assessment methods designed to evaluate different aspects of student learning and development. Formative assessments, such as classroom observations, oral questions, quizzes, and homework assignments, provide ongoing feedback about student progress and inform instructional adjustments (Ibrahim & Mohammed, 2023). Summative assessments, including end-of-term examinations and standardized tests, evaluate cumulative learning and determine whether students have met specific academic standards. In Nigeria, primary school pupils' academic performance is formally assessed through continuous assessment scores and terminal examinations, with results typically presented as percentages or letter grades. Performance is also measured through teacher-made tests aligned with the curriculum, practical demonstrations of skills, project work, and participation in classroom activities. Beyond numerical scores, academic performance may include qualitative indicators such as student engagement, learning behaviors, creativity, and the ability to apply knowledge in new contexts. The reliability and validity

of these measurement tools significantly affect the accuracy of performance evaluation and subsequent educational decisions.

Multiple factors influence academic performance in primary education, reflecting the complex interplay between individual characteristics, instructional practices, and environmental conditions. Teaching methods represent one of the most significant factors, as the strategies teachers employ directly impact how effectively students grasp and retain information (Ugwu & Eze, 2021). Innovative and student-centered approaches, such as play-based learning, cooperative learning, and inquiry-based instruction, tend to produce better outcomes than passive, teacher-dominated methods. The school environment, including classroom conditions, availability of learning resources, library facilities, and technological tools, affects students' ability to engage with learning materials and develop essential skills. Teacher quality, measured by qualifications, experience, pedagogical knowledge, and commitment, significantly influences instructional effectiveness and student achievement. Student-related factors, including prior knowledge, learning styles, motivation, attendance, and attitude toward school, also determine academic success. Home background variables such as parental education,

socioeconomic status, family support, and home learning environment contribute substantially to performance differences among pupils. Additionally, peer relationships, classroom management, curriculum appropriateness, and school leadership all play important roles in shaping academic outcomes.

The relationship between play-based learning and academic performance has been extensively explored in educational research, with substantial evidence suggesting positive associations. Play-based learning enhances academic performance by making abstract concepts concrete and meaningful, thereby improving comprehension and retention (Okoro & Chukwu, 2020). When children engage in play activities related to academic content, they develop deeper understanding through active manipulation, experimentation, and discovery rather than passive reception of information. For instance, mathematical concepts such as counting, sorting, patterns, and spatial relationships are more effectively learned through manipulative play than through rote memorization. Language and literacy skills flourish in play-rich environments where children engage in storytelling, dramatic play, and symbolic representation, which build vocabulary, narrative skills, and phonological awareness. Research has demonstrated that play-based

approaches improve not only academic achievement but also learning dispositions such as curiosity, persistence, and self-efficacy, which are critical for long-term educational success. Furthermore, play reduces anxiety and creates positive associations with learning, making school more enjoyable and increasing student motivation and engagement.

Recent studies from both Nigerian and international contexts provide empirical support for the positive influence of play methods on academic performance. Adamu and Bashir (2022) conducted a study in Kaduna State, Nigeria, examining the effect of play-based learning on pupils' performance in basic science. Their findings revealed that pupils exposed to play-based instructional methods scored significantly higher on achievement tests compared to those taught using conventional lecture methods. The researchers concluded that play-based learning enhances conceptual understanding and practical application of scientific knowledge. Similarly, Eze and Nwankwo (2023) investigated the impact of structured play on mathematics performance among primary three pupils in Enugu State. Their results showed that pupils who participated in mathematics games and manipulative activities demonstrated improved problem-solving skills and higher test scores than their counterparts in traditional classrooms. Internationally, Parker and

Thomsen (2019) conducted a meta-analysis of play-based interventions across several countries and found consistent positive effects on literacy, numeracy, and social-emotional development, with effect sizes ranging from moderate to large depending on implementation quality.

Further evidence comes from longitudinal research that tracks the long-term effects of play-based early education. A study by Weisberg and colleagues (2020) in the United States examined children who attended play-based kindergarten programs and found that they not only performed better academically in elementary school but also exhibited stronger executive function skills and better behavioral regulation. In the African context, Mwangi and Kimani (2021) explored play-based learning in Kenyan primary schools and reported significant improvements in both academic performance and social competence among participating pupils. Okeke and Agu (2024) recently investigated the effectiveness of guided play in teaching English language skills to primary two pupils in Anambra State, Nigeria. Their findings indicated that pupils exposed to guided play activities showed marked improvement in vocabulary acquisition, reading comprehension, and oral communication compared to control groups. These studies collectively demonstrate that

when properly implemented, play methods contribute positively to various aspects of academic performance across different subjects, age groups, and geographical contexts. However, the magnitude of impact varies depending on factors such as the type of play employed, teacher training, resource availability, and implementation fidelity.

Influence of Play Methods on Academic Performance of Pupils Based on School Location

School location refers to the geographical setting where an educational institution is situated, typically categorized into urban, rural, and semi-urban areas. Urban schools are located in cities and towns with high population density, developed infrastructure, and greater access to resources and services (Okoro & Nwachukwu, 2022). Rural schools are found in remote or countryside areas characterized by lower population density, limited infrastructure, and often inadequate access to educational resources and qualified personnel. Semi-urban schools occupy an intermediate position, located in developing towns or suburban areas that exhibit characteristics of both urban and rural settings. School location significantly influences educational inputs, processes, and outcomes, as it determines the availability of resources, quality of facilities, teacher qualifications,

parental involvement, and exposure to educational opportunities. Understanding how location affects the implementation and effectiveness of teaching methods, including play-based approaches, is essential for developing context-appropriate interventions and addressing educational inequalities.

School location affects multiple dimensions of the teaching and learning process, creating disparities in educational quality and outcomes between urban and rural settings. Access to learning materials and resources varies considerably, with urban schools typically having better-stocked libraries, more abundant teaching aids, and greater availability of play materials such as puzzles, building blocks, educational games, and art supplies (Ajayi & Ogunlade, 2021). Rural schools often struggle with inadequate or outdated materials, limiting teachers' ability to implement diverse instructional strategies including play-based methods. The availability of qualified and experienced teachers differs significantly by location, as urban schools tend to attract and retain better-trained educators who possess knowledge of modern pedagogical approaches, while rural schools frequently face teacher shortages and rely on less-qualified or inexperienced staff. Infrastructure and facilities, including classroom space, playground equipment, electricity,

water supply, and technological resources, are generally superior in urban schools, providing more conducive environments for varied learning activities. Parental involvement and community support also differ, with urban parents often having higher education levels and greater capacity to support play-based learning at home, whereas rural parents may have limited literacy and fewer resources to extend learning beyond school. Additionally, urban schools benefit from proximity to educational support services, professional development opportunities, and educational innovations, while rural schools often operate in relative isolation from such resources.

Comparing urban and rural schools regarding the effectiveness of play-based learning reveals important contextual considerations. In urban schools, where resources are more abundant and teachers are generally better trained, play-based methods can be implemented with greater variety and sophistication (Chukwu & Eze, 2023). Teachers in urban settings have access to commercial educational materials, can attend workshops on innovative pedagogy, and receive more supervisory support for implementing play-based approaches. However, urban schools also face challenges such as overcrowded classrooms, excessive focus on examination preparation due to competitive pressures,

and limited outdoor space for physical play activities. Despite these constraints, studies suggest that urban pupils often benefit more from play-based interventions because of better implementation quality and complementary resources. In rural schools, the scarcity of commercial play materials necessitates greater creativity and use of locally available resources such as stones for counting, natural objects for science exploration, and traditional games for physical education. While this resourcefulness can be effective, the overall quality and consistency of play-based instruction tend to be lower in rural settings due to teacher capacity gaps and material constraints. Nevertheless, some research indicates that well-designed, context-appropriate play interventions can be highly effective in rural schools, particularly when they incorporate culturally relevant content and local materials.

Several studies have examined how school location influences the relationship between play methods and pupils' academic performance, revealing complex patterns. Adewale and Olaniyan (2020) conducted research across urban and rural primary schools in Ondo State, Nigeria, investigating the impact of play-based mathematics instruction. Their findings showed that while both urban and rural pupils benefited from play-based

approaches, the magnitude of improvement was significantly greater in urban schools, which the researchers attributed to better resource availability and teacher preparedness. However, they also noted that rural pupils showed substantial gains when provided with appropriate training and materials, suggesting that location-based disparities are largely resource-driven rather than intrinsic. Okonkwo (2022) examined the implementation of guided play in literacy instruction across different school locations in Rivers State and found that urban-rural differences in effectiveness diminished considerably when rural teachers received targeted training and contextually appropriate materials. This finding suggests that the location effect can be moderated through deliberate capacity building and resource provision.

International research provides additional insights into location-based variations in play-based learning outcomes. Maseko and Nkambule (2021), studying South African primary schools, found that rural schools implementing play-based curriculum modifications achieved academic gains comparable to urban schools, challenging assumptions about inevitable urban advantage. The key success factors they identified included teacher commitment, community involvement, and adaptation of play activities to local contexts

and available resources. Similarly, Boakye-Yiadom and colleagues (2023) investigated Ghanaian schools and reported that location effects on the efficacy of play methods were mediated by school leadership and teacher attitude rather than location per se. Schools in both urban and rural areas with supportive leadership and teacher buy-in achieved positive outcomes from play-based approaches. Egbule and Okobia (2021) studied primary schools in Delta State, Nigeria, and discovered that semi-urban schools sometimes outperformed urban schools in implementing play-based methods because they combined reasonable resource availability with less examination pressure and more flexible attitudes toward innovative pedagogy. These findings collectively suggest that while school location influences the implementation and effectiveness of play methods through resource and capacity differences, these effects are not deterministic and can be addressed through appropriate interventions and support systems.

Influence of Play Methods on Academic Performance of Pupils Based on School Environment

School environment encompasses both the physical and psychological conditions within which teaching and learning occur, representing a critical factor in educational effectiveness. According to Udoh and Akpan (2022), the physical school environment includes tangible elements such as classroom infrastructure, furniture, lighting, ventilation, sanitation facilities, playground space, instructional materials, and aesthetic features of the school compound. The psychological school environment, often termed school climate, refers to the quality of relationships, emotional atmosphere, teacher attitudes, disciplinary approaches, peer interactions, and overall sense of safety and belonging that students experience. Together, these environmental dimensions create the context within which educational activities unfold and significantly influence teaching effectiveness and learning outcomes. A positive school environment supports student engagement, motivation, and achievement, while a negative environment can hinder learning regardless of the quality of curriculum or instructional methods employed. Understanding the environmental factors that facilitate or constrain the effectiveness of play-based learning is essential for creating optimal conditions for this pedagogical approach.

The physical aspects of the school environment play a crucial role in facilitating effective implementation of play-based learning methods. Adequate classroom space is fundamental, as play activities often require room for movement, group work, and use of diverse materials (Obi & Okoye, 2023). Cramped classrooms with fixed furniture arrangements limit the types of play that can be incorporated into lessons. The availability and quality of play materials, including manipulatives, games, art supplies, construction toys, and scientific equipment, directly determine the range and quality of play-based activities teachers can employ. Well-equipped schools with dedicated play areas, both indoor and outdoor, provide greater opportunities for varied play experiences that support different learning objectives. Playground facilities that include safe, age-appropriate equipment enable physical play that develops motor skills and provides necessary movement breaks that enhance concentration and learning. Environmental factors such as adequate lighting, proper ventilation, and comfortable temperature contribute to student alertness and engagement during play activities. The aesthetic quality of the environment, including colorful displays, student work exhibitions, and organized learning centers, creates a stimulating atmosphere that invites exploration and

creativity. Schools with libraries, computer laboratories, and science rooms expand the possibilities for enriched play-based learning experiences that integrate multiple resources and learning modalities.

The psychological dimensions of school environment significantly affect how play methods influence academic performance. Teacher attitudes toward play-based learning critically determine implementation quality and effectiveness (Eze & Uzochukwu, 2021). When teachers view play as a legitimate and valuable teaching approach, they invest time and creativity in designing meaningful play activities aligned with learning objectives. Conversely, teachers who perceive play as frivolous or unserious implement it halfheartedly or not at all, reducing its potential benefits. The overall classroom atmosphere, characterized by warmth, support, and encouragement, enhances the effectiveness of play-based learning by making students feel safe to take risks, make mistakes, and learn through experimentation. Positive peer relationships foster collaborative play, which research shows is particularly beneficial for social learning and development of communication skills. Classroom management approaches that balance structure with flexibility allow teachers to maintain order while permitting the controlled

freedom that characterizes effective play-based learning. School cultures that value creativity, inquiry, and student voice create environments where play methods thrive, while authoritarian or rigid school climates suppress the spontaneity and exploration essential to play-based pedagogy.

Empirical research demonstrates strong connections between school environment and the effectiveness of play methods in enhancing academic performance. Nwosu and Chukwu (2020) investigated primary schools in Abia State, Nigeria, examining how environmental factors moderated the relationship between play-based instruction and mathematics achievement. Their findings revealed that schools with conducive environments, characterized by adequate space, available materials, and supportive teacher attitudes, showed significantly stronger positive effects of play methods on pupil performance compared to schools with poor environmental conditions. The researchers concluded that environmental quality serves as an important moderating variable that amplifies or diminishes the impact of instructional methods. Similarly, Okeke and Eze (2022) studied literacy development in primary schools across Edo State and found that psychological climate variables, particularly teacher warmth and peer cooperation,

significantly enhanced the effectiveness of play-based literacy activities. Pupils in classrooms with positive emotional climates demonstrated greater engagement in play activities and achieved higher literacy scores than those in less supportive environments, even when similar play methods were employed.

International evidence corroborates the importance of environmental factors in play-based learning effectiveness. Maxwell and colleagues (2018) conducted research in the United Kingdom examining how physical classroom characteristics influenced children's responses to play-based instruction. They found that classroom density, noise levels, and disorganization negatively affected the quality of play interactions and learning outcomes, while spacious, well-organized environments promoted sustained engagement and deeper learning during play activities. Zosh and colleagues (2022) synthesized research on learning through play and concluded that environmental factors, including material availability, adult guidance quality, and social climate, are critical determinants of whether play translates into meaningful learning gains. Amuda and Yusuf (2024) recently investigated the role of school environment in play-based learning implementation in Kwara State, Nigeria. Their study revealed that environmental improvements, including

provision of play materials and teacher training on creating conducive learning atmospheres, significantly enhanced both implementation quality and academic outcomes associated with play methods. These findings underscore the importance of environmental considerations in efforts to promote effective play-based learning in primary schools.

Summary of Literature Reviewed

The reviewed literature establishes that play methods represent a theoretically grounded and empirically supported approach to primary education that can significantly enhance pupils' academic performance. The concept of play methods, rooted in the developmental theories of Piaget, Vygotsky, and Froebel, encompasses various types of play activities that serve educational purposes while maintaining the joyful and voluntary nature that characterizes children's play. These methods offer multiple benefits across cognitive, social, emotional, and physical domains, making learning more engaging and meaningful for young children. However, implementation in Nigerian public primary schools faces

challenges including inadequate teacher training, insufficient resources, large class sizes, and societal perceptions that undervalue play as a legitimate pedagogical approach. Despite these obstacles, evidence suggests that when properly implemented with appropriate support, play methods can effectively improve academic achievement in various subjects.

The literature on academic performance highlights that achievement in primary school is multifaceted, encompassing not only test scores but also broader competencies and learning dispositions. Multiple factors influence academic performance, including teaching methods, which research consistently identifies as significant determinants of student achievement. The relationship between play-based learning and academic performance has been established through numerous studies showing that play enhances understanding, retention, motivation, and the development of skills essential for academic success. Recent research from Nigerian contexts, including studies in Kaduna, Enugu, Anambra, and other states, provides localized evidence supporting the effectiveness of play methods, though these studies also reveal implementation challenges specific to Nigerian public schools. International research reinforces these findings while offering

insights into best practices and factors that determine implementation success across diverse contexts.

The influence of school location on the effectiveness of play methods reveals important equity considerations. Urban schools typically enjoy advantages in resource availability, teacher quality, and infrastructure that facilitate more comprehensive implementation of play-based approaches. Rural schools face constraints that can limit the variety and quality of play-based activities, though research indicates that these constraints can be overcome through appropriate training, resource provision, and adaptation of play activities to local contexts. The evidence suggests that location-based disparities in play method effectiveness are largely attributable to resource and capacity differences rather than inherent characteristics of urban or rural children. Semi-urban schools may occupy a favorable middle position, combining reasonable resources with less pressure and more flexibility in pedagogical approaches. The location factor underscores the need for context-sensitive implementation strategies that address specific challenges faced by schools in different geographical settings.

School environment emerges from the literature as a critical moderating factor that influences how play methods affect academic performance. Both physical environmental elements, such as space, materials, facilities, and classroom conditions, and psychological environmental factors, including teacher attitudes, classroom climate, peer relationships, and management approaches, significantly affect the quality of play-based learning experiences and their educational outcomes. Research demonstrates that positive environments amplify the benefits of play methods, while poor environmental conditions can severely constrain their effectiveness. This finding highlights the importance of holistic interventions that address environmental factors alongside instructional methods to achieve optimal educational outcomes. Creating conducive learning environments requires attention to infrastructure development, resource provision, teacher professional development, and cultivation of positive school cultures that value play-based approaches. Despite the substantial body of research on play methods and academic performance, several gaps remain in the literature, particularly concerning the specific context of this study. First, there is limited research specifically focused on Oredo Local Government Area of Edo State, making it difficult to understand the unique contextual factors that

may influence play-based learning in this locality. Most existing Nigerian studies are concentrated in other states or regions, and findings may not be directly applicable due to differences in resource availability, administrative support, cultural factors, and implementation contexts. Second, while numerous studies examine play methods generally, fewer studies systematically investigate how school location and school environment specifically moderate the relationship between play methods and academic performance in public primary schools, particularly using comparative approaches that allow for identification of location-specific and environment-specific patterns. Third, much of the existing research focuses on specific subjects or isolated interventions rather than examining the broader implementation and effectiveness of play methods across the curriculum in typical public school contexts. Fourth, there is limited research examining teachers' perspectives, challenges, and needs regarding play-based learning implementation in resource-constrained Nigerian public primary schools, information that is crucial for developing practical and sustainable interventions.

This study aims to address these gaps by investigating the influence of play methods on academic performance of pupils in public primary schools specifically in Oredo Local

Government Area, while systematically examining how school location and school environment affect this relationship. By focusing on this particular locality, the research will generate context-specific evidence that can inform policy and practice at the local level while contributing to the broader knowledge base on play-based learning in Nigerian primary education. The study will provide insights into the current state of play method implementation, identify location-specific and environment-specific factors that facilitate or constrain effectiveness, and offer recommendations for improving the use of play methods to enhance academic performance in diverse school contexts. Through this focused investigation, the research contributes to addressing the knowledge gaps identified in the literature and supports evidence-based decision-making for educational improvement in Oredo Local Government Area and similar contexts across Nigeria.

CHAPTER THREE

RESEARCH METHODOLOGY

This chapter describes the methodology of this study under the following sub-headings:

- Research design
- Population of the Study
- Sample and Sampling Techniques
- Research Instrument
- Validity of the Instrument
- Reliability of the Instrument
- Method of Data Collection
- Method of Data Analysis

Research Design

The study adopted a descriptive survey research design to investigate the influence of play method on academic performance of pupils in public primary schools in Oredo

Local Government Area. This design was considered appropriate for this study to structured instruments that can be easily administered and analyzed statistically, thereby enhancing the objectivity and generalizability of the findings within the study area.

Population of the Study

The population of this study comprised 300 teachers' public primary schools in Oredo Local Government Area of Edo State.

The sample for this study was 20% of the teachers (300) which was used to elicit information about parental care on pupils in public primary schools. They were selected using stratified sampling methods which gave a total of sixty (60) teachers.

Research Instrument

The instrument used for the collection of data was questionnaire. This questionnaire was tagged "Influence of Play Method on Academic Performance of Pupils in Public Primary Schools. It was divided into two parts: Section A and B.

Section A sought the personal data information of the respondents. Section B was on the influence of play method academic performance of public primary school pupils in Oredo Local Government, Edo State. It was scored using four points:

Very High	-----	(VH)	4
High	-----	(H)	3
Very Low	-----	(VL)	2
Low	-----	(L)	1

Validity of the Instrument

The validity of the instruments were determined by the researcher supervisor and other supervisor in the institute of education, University of Benin. Their suggestions and corrections were used to produce the final draft of the instrument that was finally administered.

Reliability of the instrument

The reliability of the instrument was carried out using Test Retest method within an interval of three weeks. Ten copies of the questionnaire were administered to public primary school teachers who were not part of the sample used for the study. After two weeks, the researcher went back and administered the same instrument on the same teachers to check if the two results correlated.

Therefore, the Pearson Product Moment Coefficients (Pearsum) was used to determine their level of reliability. A correlation coefficient of 0.90 was obtained which showed that the instrument was reliable.

Method of Data Collection

The research instrument was administered with the permission of year heads in the selected schools. A total of 60 copies of the questionnaire were administered to the respondents and retrieved immediately.

Method of Data Analysis

Data collected will be inputted into the computer and analyzed using the SPSS: mean and standard deviation will be employed to analyze the data. While the mean is used to determine the degree of responses, the standard deviation is used to determine the extent at which the respondents' responses cluster or deviate around the mean. The mean rating of 2.50 is used for decision point such that only items less than 2.50 is regarded as disagree while mean rating equals or above 2.50 is regarded as agree.

CHAPTER FOUR

PRESENTATION OF RESULTS AND DISCUSSION OF FINDINGS

This chapter discussed the analysis of data, presentation of results and discussion of the findings.

Presentation of Results

Demographic Characteristics of Respondents

Table 1: Frequency Distribution of Respondents by Gender

Gender	Frequency	Percentage
Male	24	41.4
Female	34	58.6
Total	58	100.0

Table 1 shows the distribution of respondents by gender. The data in this table shows that 34 respondents representing 58.6% of the sample were females while 24 respondents representing 41.4% of the sample were males

Table 1: Frequency Distribution of Respondents by Teaching Experience

Gender	Frequency	Percentage
<10Years	31	53.4
10-20years	18	31.0
21years above	9	15.5
Total	58	100.0

Table 2 shows distribution of responses on the teaching experience of respondents. The data in this table reveals that 31 respondents representing 53.4% had less than 10 years teaching experience. This is followed by 18 respondents representing 31% who had teaching experience of 10-20 years while 9 respondents representing the least group had > 21 years teaching experience.

Research Questions One

What is the influence of play method on early childhood learning?

Table 3: Descriptive Statistic of the Influence of Play Method on Early Childhood Learning

Items	Mean	Std. Deviation	Remarks
Play method enhances pupils' understanding of classroom lessons	3.55	.50	Agree
Play activities should be included in the school timetable	3.52	.50	Agree
Teachers should integrate play into lesson plans to improve pupils' engagement	3.10	.30	Agree
Lack of play materials and teaching aids limits the use of play method	3.53	.50	Agree
Schools should provide adequate instructional materials and play equipment	3.43	.49	Agree
Teachers should receive training and workshops on play-based teaching	3.36	.48	Agree

Table 3 shows the influence of play method on early childhood learning with mean rating ranging from 3.10 to 3.55 which are above a criterion mean of 2.50. Judging from the mean, it showed that play enhances pupils understanding of classroom lesson, lack of play materials and teaching aids limits play method, play activities should be included in the school timetable, schools should provide adequate instructional materials and play equipment, teachers should receive training and workshops on play-based teaching, play activities should integrate play into lesson plan.

Research Questions Two

What is the influence of play method on academic performance of pupils?

Table 4: Descriptive Statistic of the Influence of Play Method on Academic Performance of Pupils

Items	Mean	Std. Deviation	Remarks
Play method influences academic performance of pupils	3.40	.49	Agree
Teaching			
Using play in teaching increases pupils' participation and attention in class	3.48	.50	Agree
Pupils remember lessons better when play is used	3.52	.50	Agree

Table 4 shows the influence of play method on academic performance of pupils with mean rating ranging from 3.40 to 3.52 which are above a criterion mean of 2.50. Judging from the mean, it showed that Pupils remember lessons better when play is used, using play in teaching increases pupils' participation and attention in class and play method influences academic performance of pupils.

S/N	Items	Mean	Std. Dev	Remarks
1	Play method influences academic performances	2.92	0.81	Agree
2	Availability of adequate learning space	3.05	0.78	Agree
3	Overcrowded classrooms reduce effectiveness	2.88	0.84	Agree
4	Availability of play materials improves performance...	3.13	0.83	Agree
5	Supportive, child-friendly environment encourages play	3.20	0.76	Agree

Table 5 presents the descriptive statistics on the extent to which play method influences pupils' academic performance based on school environment. The mean scores ranged from 2.88 to 3.20, all of which are above the criterion mean of 2.50, indicating agreement among respondents. The results show that teachers agreed that the school environment plays a significant role in determining how effective play method is in improving pupils' academic performance. Respondents acknowledged that adequate learning space, availability of play materials, and a child-friendly school environment enhance the effectiveness of play-based learning.

However, issues such as overcrowded classrooms were also identified as factors that reduce the effectiveness of play method, suggesting that environmental limitations can hinder the successful implementation of play-based teaching.

Hypothesis

There is no significant difference in the extent of influence of play on academic performance based on school location

Table 5: Independent T-test of the Difference in the Extent of Influence of Play on Academic Performance Based on School Location

	Location	N	Mean	Std. Deviation	t	p	Remarks
Extent of Influence of Play on	Rural	26	17.73	.83	2.785	.007	Significant
Academic Performance	Urban	32	16.63	1.88			

Table 5 showed an independent sample t-test conducted to compare the mean score extent of play on academic performance based on school location. The data on the table indicate, the mean scores for rural (*Mean*=17.73, *SD*= .83) and rural (*Mean*=16.64, *SD*= 1.88); $t(56), p= 0.007$. Since the p value of 0.007, is less than alpha value of 0.05. Therefore, the null hypothesis, which states that “there is no significant difference in the extent of influence of play on academic performance based on school location”, is rejected. By implication, “there is significant difference in the extent of influence of play on academic performance based on school location”.

Discussion of Findings

The purpose of this study was to examine the influence of play method on early childhood learning and academic performance of pupils, as well as to determine whether school location influences the extent to which play affects academic performance. The discussion of findings is presented in line with the research questions and hypothesis that guided the study.

Findings from Research Question One revealed that play method has a strong positive influence on early childhood learning. The results showed that respondents agreed that play enhances pupils' understanding of classroom lessons, promotes engagement, and improves learning experiences. The high mean scores recorded for items such as inclusion of play activities in school timetables, integration of play into lesson plans, and provision of instructional materials indicate that teachers recognize play as an effective teaching strategy in early childhood education.

The study also found that lack of play materials and teaching aids limits the effective use of play method in schools. This implies that while teachers acknowledge the importance

of play-based learning, inadequate resources remain a major barrier to its implementation. Additionally, respondents agreed that teachers require training and workshops on play-based teaching, suggesting that professional development is necessary for effective utilization of play methods.

These findings support the idea that young children learn best through active participation and exploration. Play allows children to develop cognitive, social, emotional, and physical skills simultaneously, making learning more meaningful and enjoyable. Therefore, play-based learning is essential for holistic development in early childhood education.

Findings from Research Question Two indicated that play method significantly influences the academic performance of pupils. Respondents agreed that the use of play in teaching increases pupils' participation and attention in class, enhances retention of lessons, and positively affects overall academic performance. The high mean ratings recorded for all items suggest that play-based teaching creates an engaging learning environment that motivates pupils to learn.

The finding that pupils remember lessons better when play is used implies that play helps to reinforce learning by making lessons interactive and relatable. Increased participation and attention further show that play method reduces boredom and improves concentration among young learners. As a result, pupils are more likely to perform better academically when play is integrated into teaching and learning processes.

This result aligns with the view that learning through play promotes active learning, creativity, and critical thinking, which are essential for academic success at the early childhood level.

When it comes to the difference in the influence of play method based on school location The hypothesis tested revealed a significant difference in the extent of influence of play method on academic performance based on school location. The result of the independent t-test showed that pupils in rural schools recorded a higher mean score compared to those in urban schools, and the difference was statistically significant. This finding suggests that school location plays a role in how play method influences pupils' academic performance. The higher influence observed in rural schools may be attributed to factors

such as smaller class sizes, greater freedom for outdoor play, or fewer academic pressures compared to urban schools. In contrast, urban schools may place more emphasis on formal instruction and examination-oriented teaching, which could limit the use of play-based methods.

The implication of this finding is that educational stakeholders should ensure that play-based learning is adequately implemented in both rural and urban schools. Schools, regardless of location, should be provided with appropriate play materials, trained teachers, and supportive policies to promote effective play-based learning.

The findings from Research Question Three revealed that the school environment significantly influences the extent to which play method affects pupils' academic performance. Teachers agreed that when schools provide a supportive, spacious, and well-equipped environment, play-based learning becomes more effective and contributes positively to pupils' academic outcomes.

The moderate mean score (2.92) for the general influence of play method based on school environment indicates that while play is beneficial, its effectiveness largely depends on

environmental conditions such as classroom size, availability of instructional materials, and overall school support. The agreement that overcrowded classrooms reduce the effectiveness of play-based learning further emphasizes the importance of creating a conducive learning environment for young learners.

These findings imply that play method alone is not sufficient to improve academic performance unless it is supported by a favourable school environment. Schools should therefore ensure adequate infrastructure, sufficient play materials, and child-friendly spaces to maximize the academic benefits of play-based learning

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS.

Summary of the Study

This study examined the influence of play method on early childhood learning and academic performance of pupils. The study was motivated by the growing concern that traditional teaching methods dominate early childhood classrooms, often limiting pupils' engagement, creativity, and holistic development. To guide this study, four research questions were raised:

1. What is the influence of play method?
2. What is the influence of play method on academic performance of pupils?
3. To what extent does play method influence academic performance of pupils based on school environment?
4. To what extent does play method influence academic performance of pupils based on school location?

The research design use for study was descriptive survey research design it was use to investigate the influence of play method on academic performance of pupils in public primary schools in Oredo Local Government Area. The population of the study was 300 teachers in public primary schools in Oredo Local Government Area of Edo State. The sample for the study was 20% of the total population which gave a total of 60, they were selected using stratified sampling techniques which gave a sample of 60 teachers.

The research instrument used for the collection of data was questionnaire which was divided into section A and B. Section A sought the personal data information of respondents, while section B was on the influence of play method on academic performance of public primary school pupils on Oredo local government area.

Based on the analysis of data collected, the following findings were made:

1. Play method has a strong positive influence on early childhood learning. The results showed that respondents agreed that play enhances pupils' understanding of classroom lessons, promotes engagement, and improves learning experiences.

2. Play method significantly influences the academic performance of pupils.
3. The school environment significantly influences the extent to which play method affects pupils' academic performance.
4. Play method alone is not sufficient to improve academic performance unless it is supported by a favourable school environment.

Conclusion

Based on the findings of this study, it can be concluded that play method is a vital and effective teaching strategy in early childhood education. The integration of play into teaching and learning processes enhances pupils' understanding, participation, and academic performance. Play-based learning creates an interactive and stimulating classroom environment that supports the cognitive, social, emotional, and physical development of young learners.

The study also concludes that the effectiveness of play method varies based on school location, with rural schools recording a higher influence of play method on pupils' academic performance than urban schools. This suggests that contextual factors su

ch as learning environment, class size, availability of space, and teaching practices may affect how play method is implemented and experienced by pupils.

Overall, the study affirms that play is not merely a recreational activity but a powerful instructional tool that should be deliberately incorporated into early childhood education curricula.

Recommendations

Based on the findings and conclusions of the study, the following recommendations are made:

1. **Integration of Play into Curriculum:** Educational authorities should ensure that play-based learning is fully integrated into the early childhood education curriculum and school timetables.
2. **Provision of Play Materials:** Government and school administrators should provide adequate instructional materials, play equipment, and teaching aids to support effective implementation of play method in schools.

3. **Teacher Training and Professional Development:** Regular training, Workshop and seminars should be organized for early childhood teachers to equip them with the skills and knowledge required for effective play-based teaching.
4. **Supportive School Environment:** Schools should create a child- friendly learning environment that allows pupils to explore, interact, and learn through play without unnecessary restrictions.
5. **Monitoring and Supervision:** Educational supervisors should monitor the implementation of play-based teaching methods to ensure teachers effectively apply them in classrooms.
6. **Equal Attention to Urban and Rural Schools:** Special attention should be given to urban schools to encourage the adoption of play method, ensuring that pupils in all locations benefit equally from play-based learning.

Suggestions for Further Studies

Based on the scope and limitations of this study, the following suggestions are made for further research:

1. Future studies could investigate the influence of play method on specific subjects such as Mathematics, Language, or Science at the early childhood level.
2. Similar studies could be conducted using experimental research design to determine the causal effect of play method on academic performance.
3. Further research could explore teachers' attitudes and challenges in implementing play-based learning in early childhood classrooms.
4. Studies could also be conducted in other states or regions to enhance the generalizability of the findings.

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Date-----

Dear Respondent,

I am a student of the above university carrying out a study on “The Influence of Play Method on Academic Performance of Pupils in Public Primary’. The purpose of the study is to ascertain the level of play methods and it influences pupils ’ academic performance in Oredo local government area, Edo State. Your response to the attached questionnaire therefore, will be very useful to this study. I assure you that your response will be treated with utmost confidentiality.

Thank you for your cooperation.

(Researcher)

Section A: Demographic Data

Instruction: Please complete the information requested from you in this section.

- a. Gender male() female ()
- b. Location of school; Rural () Urban ()
- c. School size; 500 pupils and above () Below 500 pupils()
- f. Years of job experience. Below 10years () 10-20 years () 21years
above ()

SECTION B: Kindly indicate your level of agreement with the following statements using the scale below:

S/N	ITEMS	SA	A	SD	D
1	The play method enhances pupils’ understanding of classroom lessons.				
2.	Play method influence academic performance of pupils				
3	Play activities should be included in the school timetable.				
4	Teachers should integrate play into lesson plans to improve pupils’ engagement.				
5	Using play in teaching increases pupils’ participation and attention in class.				
6	Play method influence academic performance of pupils				

	based on school environment				
7	Play method influence academic performance of pupils based on school environment				
8	Pupils remember lessons better when play is used during teaching.				
9	Lack of play materials and teaching aids limits the use of play method.				
10	Schools should provide adequate instructional materials and play equipment.				
11	Teachers should receive training and workshops on play-based teaching methods.				