

RELATIONSHIP BETWEEN RISKY-PLAY AND LEVEL OF RESILLIENCE AMONG PUPILS IN NURSERY SCHOOLS IN OKE-ERO LOCAL GOVERNMENT AREA OF KWARA STATE, NIGERIA

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ABSTRACT

The study examined the connection between nursery school pupils' risky play and level of resilience in Oke-Ero Local Government Area of Kwara State, Nigeria. The study looked at types of risky play that preschoolers in the Oke-Ero local government region participate in and how it impacts their level of resilience. Four hundred nursery and primary school pupils from local schools made up the study's population. 150 students who were chosen at random from schools in the research area made up the sample. A risky-play and level of resilience questionnaire (RPLSQ) was utilised in the study. Experts approved the equipment, and test-retest method was used to ascertain the reliability which yielded a coefficient value of 0.82. Research Descriptive and inferential statistical tool were used in the study. According to the study, some risky plays that primary school pupils participated in have a significant impact on their level of resilience and other formal engagements within the school, despite the well-known advantages that knowledge of risky play offers. In light of the study's findings, it is advised that educators become more aware of the kinds of risky play that elementary school pupils engage in order to prevent any negative effects on the pupils' performance.

Keywords: Risky play, Resilience, Academic Performance, Nursery School Children.

1.0 INTRODUCTION

Children may not develop holistically if they don't play. It enhances children's psychomotor, emotional, and cognitive development. According to Kumar et al, (2022), play enables kids to

engage with the world. According to the author, play aids in children's socialisation, behaviour management, cognitive and problem-solving development, and the development of strong bones and muscles. Children also acquire language, problem-solving, and sequential abilities for learning and life, according to Majebi and Oduolowu (2021). Children use play as a global language to communicate and make sense of the world around them. Play entails experimenting, watching, testing, mimicking, and taking pleasure in their environment and other people. Many authors from the funfair have analysed children's play from a variety of angles. According to Glenn (2016), kids adore playing freely. Additionally, the author views it as a private and all-consuming reality from which children do not seek compensation. Audu (2018) asserts that play is a process-oriented, organic educational activity for kids. According to Eberle (2014), play is a diverse and rich human experience from an evolutionary standpoint. The scholars mentioned above make it clear that there are various ways to view play (Veitch 2020).

Children engage in a variety of play activities at this developmental stage, including forceless and violent play. Children who engage in forceless play do not appear to be playing with excessive seriousness. Children engaging in dangerous activities including scaling heights, somersaulting on top of a climbing frame, standing on a swing, standing on another person's shoulders, or pushing down a slide or swing are examples of aggressive play, often referred to as risky play. According to academics' view of the children's natural developmental process includes risky play. Unlike social play or gross-motor activities, risky play is not a type of play. Wall (2021) argues that since a significant portion of play involves pushing and stretching limits, embracing risk is only one of the things kids do when they play. It is a continuation of unstructured play. Most play is risky in one way or another. Scholars have observed a reciprocal relationship between children's learning outcomes, emotional resilience, problem-solving abilities, and risky play. Children learn to be careful, creative, and inventive; they learn how to use tools and equipment safely and purposefully; they develop control and coordination of their bodies; they gain confidence and become more competent in self-risk, assessment, and management; they develop character and personality traits like resilience and self-reliance; and they learn the direct consequences of their actions through play, according to Audu (2018); Wall (2021).

If kids don't play, they might not develop holistically. It improves the cognitive, emotional, and psychomotor development of kids. Sando, Kleppe, and Sandseter (2021) asserts that play allows children to interact with the outside environment. The author claims that play helps kids build strong bones and muscles, manage their behaviour, become more social, and improve their cognitive and problem-solving skills. According to Hollenstein, Thurnheer and Vogt (2022), children also pick up language, problem-solving, and sequential skills for learning and life. Children communicate and make sense of the world around them through play, which serves as a universal language. Play involves trying, observing, testing, imitating, and enjoying their surroundings and other people. Numerous writers from the funfair have examined children's play from a number of perspectives. Majebi and Oduolowu (2021) asserts that children love unstructured play. Furthermore, the author sees it as a personal and pervasive reality that kids don't try to escape. According to Odesola (2021) asserts that play helps children learn because it allows them to actively participate in the process of manipulation and engagement with objects and peers. Additionally, Nilsson Ferholt and Lecusay (2018) discovered a direct link between children's play and skill development. The author asserts that

there is a significant correlation between a child's early development and the degree of success they will have in later life. The author also emphasises that a child's cognitive development in the early stages of infancy includes the acquisition of skills like pre-reading and language vocabulary from the time of birth. The heuristic learning component of risky play is a happy, practical personal experience that enhances children's unconscious learning, according. According to Awofela et al, (2021), teachers' assessments of their students' literacy and numeracy resilience are an important part of the educational process since they have a significant impact on the students' achievement and overall educational experience. In literacy and numeracy, resilience is the ability of a student to deal with setbacks, failures, and challenges in the subject while maintaining tenacity and the will to keep going. Teachers usually assess a student's literacy and numeracy resilience by looking at how they behave and react to challenges in these areas. Resilient learners in reading and numeracy are frequently defined as students who tackle challenging assignments with a positive outlook, have a strong work ethic, and persist in their quest for understanding despite setbacks. Given the foregoing, the study looked at the connection between children's resilience and risky play in the Oke-Ero local government area of Kwara State, Nigeria's nursery schools.

1.1 Statement of the Problem

The competence level of students leaving Nigerian primary schools is still below par, even though the government has stated its intention to improve the nation's reading and numeracy education program. Evidence from examination records shows that students in Nigeria performed poorly on common entrance exams in both reading and arithmetic. Over time, pupils' academic performance in mathematics shows a pattern of fluctuation. Its cause-and-effect relationship with psycho-educational factors of children's academic achievement has not received much attention in research. The purpose of this study is to determine whether school type and location would be viable variables.

1.2 Research Objectives

The study examined the relationship among risky play, resilience, problem solving skills and academic performance of Nursery School Pupils in Local Government Area of Oke-Ero; Kwara State, Nigeria.

1.3 Research Questions

i. What level of Risky Play do Nursery School Pupils engage in Local Government area of Oke-Ero; Kwara State, Nigeria?

1.4 Hypothesis

There is no significant relationship among risky play and level of resilience in literacy and numeracy among nursery school Pupils in Local Government Area of Oke- Ero; Kwara State, Nigeria.

2.0 METHODOLOGY

The research used descriptive research design method. The research’s population comprised all Nursery Schools in Oke-Ero Local Government Area of kwara state, Nigeria. The sample comprised one hundred and fifty school pupils. Ten Nursery Schools pupils between the ages of four and five years were selected using stratified random sampling technique. The instrument was used to collect data used for the study; a questionnaire tagged risky-play, and level of resilience, (RPLSQ). The instruments were validated by experts in Primary Education Studies, Psychology, Guidance and counseling, and as well as the researcher’s supervisor. The reliability of the instrument (RPLSQ) was determined through test re-test method. In doing this, a pilot study was carried out in ten public primary schools outside the sampled schools. The instrument was administered twice within an interval of two weeks on 20 primary school pupils. The data collected were analysed using Pearson Product Moment Correlation Coefficient which yielded reliability co-efficient value of 0.82. The copies of the questionnaire was administered and collected through direct delivery and recovery method to enhance high return rate. Descriptive statistics such as frequency counts, and regression Analysis were used to analysed data gathered.

3.0 RESULT

3.1 Descriptive Analysis of Research Question

Research Question 1: What level of Risky Play do Nursery School Pupils engage in Local Government area of Oke-Ero; Kwara State, Nigeria

Table 1: Descriptive Analysis of the level of Risky Play Nursery School Pupils engage in Local Government area of Oke-Ero; Kwara State, Nigeria

S/n	the level of Risky Play do Nursery School Pupils engage in Local Government area of Oke-Ero; Kwara State, Nigeria	SA (%)	A (%)	D (%)	SD (%)	Mean	Standard Deviation	Remark
1	Children easily give up after experiencing risky play challenges.	28 (18.7)	59 (39.3)	33 (22.0)	30 (20.0)	2.57	1.01	Agree
2	Children feel sad after an unpleasant risky play challenges	59 (39.3)	57 (38.0)	4 (2.7)	30 (20.0)	2.97	1.11	Agree
3	Children are always optimistic on risky play challenges		59 (39.3)	62 (41.3)	29 (19.3)	2.20	0.74	Disagree
4	Children are in control of themselves after risky environment play		91 (60.7)	59 (39.3)		2.61	0.49	Agree
5	Children are always supportive to other children after experiencing risky play	4 (2.7)	88 (58.7)	58 (38.7)		2.64	0.53	Agree
6	Children always learn from mistakes after experiencing difficulty situations during risky play	88 (58.7)	32 (21.3)	30 (20.0)		2.61	0.80	Agree
7	Children always quickly adjust after an emotionally unpleasant play experience	4 (2.7)	116 (77.3)	30 (20.0)		2.63	0.83	Agree
8	Children always overcome risky play challenges	28 (18.7)	59 (39.3)	63 (42.0)		2.77	0.74	Agree
9	Children always find meaning in difficult play situations	118 (78.7)	4 (2.7)	28 (18.6)		2.60	0.78	Agree
10	Children always look confident when faced with challenges	30 (20.0)	57 (38.0)	63 (42.0)		2.78	0.76	Agree

11	Children have the capacity to manage strong feelings related to risky plays	29 (19.3)	121 (80.7)			3.19	0.39	Agree
12	Children always take discipline actions after engaging in risky play	87 (58.0)	29 (19.3)	30 (20.0)	4 (2.7)	3.33	0.89	Agree
13	Children always learn to engage in new plays even when risky	29 (19.3)	92 (61.3)	29 (19.3)		3.00	0.62	Agree
14	Children over react with resilience to events or blow out of proportion	29 (19.3)	87 (58.0)	34 (22.7)		2.97	0.65	Agree

Cut Off Mean; 2.5

The information contained in Table 1 presents the level of risky play engaged in by primary school pupils. The table revealed that the level of risky play embarked upon by pupils plays a crucial role in shaping their educational comprehension, capability and resilience as 58.0% of the pupils agreed that children easily give up after experiencing risky play challenges and 52.0% disagreed, 77.3% of the children feel sad after an unpleasant risky play challenges while 22.7% disagreed, 39.3% of the children are always optimistic on risky play challenges while 60.7% disagreed, on children are in control of themselves after risky environment play; 60.7% of the children agreed and 39.3% disagreed, 61.4% of the children are always supportive to other children after experiencing risky play and 38.6% disagreed, on children always learn from mistakes after experiencing difficulty situations during risky play; 80.0% of the pupils agreed and 20.0% disagreed. 80.0% of the pupils agreed that children always quickly adjust after an emotionally unpleasant play experience while 20.0% disagreed, on children always overcome risky play challenges; 58.0% agreed while 42.0% disagreed, 81.4% of the pupils agreed children always find meaning in difficult play situations while 19.6% disagreed, 58.0% of the pupils agreed that children always look confident when faced with challenges while, 42.0% disagreed, it can be deduced that, teachers perception is correlated with students cognitive ability. 100.0% of the pupils believed that children have the capacity to manage strong feelings related to risky plays, 77.3% of the pupils agreed that children always take discipline actions after engaging in risky play while, 22.7%, 80.6 of the pupils agreed that children always learn to engage in new plays even when risky, also, 77.3 of the pupils agreed that children over react with resilience to events or blow out of proportion while, 22.7%. It is observed that there is a high level of risky play among primary school pupils and that, customizing education based on level of risky play engaged in by pupils and their level of resilience can lead to improved learning results in literacy and numeracy.

3.2 Hypothesis Testing

Hypothesis 1: There is no significant relationship between risky play, and level of resilience among nursery school pupils in the Local Government Area of Oke- Ero; Kwara State, Nigeria.

Hypothesis testing involved the use of t-test to test whether or not there was a significant difference between risky play and academic performance of Nursery School Pupils in the Local Government Area of Oke- Ero; Kwara State, Nigeria. Table 4 displays the final results.

Table 4: t-test analysis for the difference between risky play and academic performance of Nursery School Pupils in Local Government Area of Oke- Ero, Kwara State, Nigeria.

Variables	N	Mean	Stand Dev	r-cal	P-value
Risky Play among primary pupils	150	28.97	2.85	0.175*	0.002
Pupils' resiliency in Literacy and Numeracy	150	32.41	2.86		

P<0.05

Table 2 showed that the r-cal value of 0.175 was significant at 0.05 level of significance because the P-value (0.001) < 0.05. The null hypothesis was rejected. This implied that there was significant relationship between risky play and pupils' resilience in literacy and numeracy. The level of risky play of each individual will go a long way in determining his or her resilience in Literacy and Numeracy, the high rate of risky play embarked on by pupils before or during the teaching- learning process as observed by the research has gone a long in impeding their resilience buildup of pupils in Local Government Area of Oke- Ero, Kwara State, Nigeria.

4.0 DISCUSSION

This study showed that there is significant relationship among risky play, problem-solving skills and Academic Performance of Nursery School Pupils in Local Government Area of Oke-Ero; Kwara State, Nigeria. This findings is consistent with the submission of Audu (2018); Majebi and Oduolowu (2021); Wall (2021). It is observed that children are very enthusiastic at engaging in one risky play or the other. However, in most of the School the play materials are not readily available. As rightly opines by Ngugen (2020), Coates and that risky play is environmental and personal hence, each individual makes his or her choice based on preference. The available forms of Risky play are dictated by geographical phenomena and the perceptions of the parents and caregivers and most important by the security situation. In Nigeria and particularly where children are not given freedom to explore or engage in outdoor risky Play. There is no significant relationship among risky play, and level of resilience among pupils in literacy and numeracy in Oke-ero..

5.0 CONCLUSION

From the findings of the Study, it could be concluded that, there was significant relationship among risky play and level of resilience in literacy and numeracy of nursery school pupils in Oke- Ero Local Government Area, Kwara State, Nigeria.

5.1 Recommendations

Based on the results of the study, the following recommendations are advanced:

It is also recommended that children be given opportunities to explore their environment while at school and home children learn a lot even when they are not conscious of it. Play materials should be made richly available to Children at home and at school in order to enable them interact with their environment and learn without hindrance. Teachers and Caregivers should be exposed to training and retraining to keep them up to date in their knowledge and competence in handling children.

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