

**TEACHERS' PERCEPTION OF THE ROLE OF PLAY ON
HOLISTIC DEVELOPMENT OF PUPILS IN PRIMARY
SCHOOLS IN KENYA:A CASE OF WARENG DISTRICT.**

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ABSTRACT

The purpose of the study was to explore teachers' perception on role of play in holistic development of a child in Wareng District. The objectives of the study were: to determine teachers' perception on the role of play in cognitive development of pupils, to establish teachers' perception on the role of play in language development of pupils, to find out teachers' perception on the role of play in socio-emotional development of pupils and to find out teachers' perception towards use of play as an instructional media in teaching in primary schools in Wareng District. This study adopted descriptive survey research design. The study targeted 135 primary schools in Wareng district. The target population for the study was one hundred and thirty five head teachers and three hundred and one teachers in Wareng district. The sample size was 191 respondents composed of 41 head teachers and 150 teachers. Multistage sampling, purpose and simple random sampling. The data collection tools employed were questionnaire and interview schedules. Data was analyzed through the use of qualitative and quantitative analysis and presented in form of tables. Data was analyzed descriptively. Data analysis was facilitated by use of Statistical Package for Social Scientist (SPSS) 17.0 computer package. Descriptive method was be used to analyze the collected data. Descriptive statistics that will be used are frequency distribution and percentage. Data was then presented in form of tables. The study found that most teachers feel that play has a role in holistic development of a child namely: cognitive, language and in physical development of a child. Further it was found that teachers perceive play as having important role in the socio-emotional development of a child.