

Sustainability of the Implementation of the Preschool Physical Education Curriculum in Nairobi and Nyeri Counties

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Abstract

The purpose of the study was to establish the extent to which the implementation of the preschool Physical Education (PE) curriculum was sustainably done in Nairobi and Nyeri Counties. Unlike in the traditional African society where play was embedded in every day's life, today, PE does not enjoy prominent status like the other examinable subjects. Thus, children are denied their right to psychomotor and life skills. The results of the study showed that there were challenges in the teaching of PE such as lack of adequate learning resources which could impede on the sustainability of the implementation of the PE curriculum. Key different stakeholders supported the implementation of PE curriculum with the aim of enhancing physical fitness and health. However, more effort such as provision of adequate learning resources and adherence to PE teaching policies was needed to make the implementation of the PE programme sustainable.

Keywords: Implementation, Physical Education Curriculum, Sustainability

Full text: <https://pdfs.semanticscholar.org/4e03/cbde0c0f53b0f23a64841b94caf1fffa8cc8.pdf>