

Influence of Social Studies Curriculum in Enhancing Values Education Among Pre-school Learners in Nairobi City County, Kenya

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Abstract

Social Studies Curriculum (SSC) promotes civic competence in terms of knowledge, intellectual capability and democratic disposition, which are expected of learners to actively participate and coexist in society. SSC is based on societal needs, problems and aspirations, which enable learners to acquire appropriate and acceptable value systems. Therefore, in teaching pre-school learners' social studies, emphasis is laid on acquisition of necessary values for lifelong education during growth from formative years to adulthood through a coherent and age-appropriate programme of learning. This study examined the extent to which SSC enhances values education among preschool learners in Nairobi City County. Focusing on reinforcing values of responsibility, respect and cooperation, the study specifically examined relevance of selected SSC content, effectiveness of instructional methods, efficiency of instructional resources, impact of assessment modalities and sustainability of stakeholders' support in enhancing values education among pre-school learners. Based on social constructivist and ecological system theories, the descriptive survey design was applied to guide the research process. Primary data were sourced from 109 teachers in public pre-schools, and 7% of the parents who collect learners from preschool in the evening. Questionnaires were used to source data from the teachers, while head teachers and parents were interviewed; learners were observed in class using an observation schedule; and document analysis was used to review secondary data. Data analysis generated frequency distributions, cross-tabulations and multiple linear regression analysis outputs for interpretation and discussions. The study revealed that SSC content is relevant and that instructional methods are effective, resources are efficient, assessment modalities with sustainable stakeholder support in enhancing values education among pre-school learners. More still, the results in Model 2 show that: relevance of SSC content (Beta = 0.196, p -value = 0.016); effectiveness of SSC instructional methods (Beta = 0.175, p -value = 0.038); impact of SSC assessment modalities (Beta = 0.150, p -value = 0.054) and sustainability of stakeholder support for SSC implementation (Beta = 0.307, p -value = 0.006) significantly enhance values education, as operationalised in terms of responsibility, respect and cooperation. However, efficiency of SSC instructional resources (Beta = 0.105, p -value = 0.196), does not. The study recommended that pre-school teachers should effectively implement values inherent in social studies curriculum for learners to emerge as responsible, respectful and cooperative citizens for societal harmony with support from stakeholders. Further recommendation is that the Ministry of Education, KICD and Nairobi City County Government should ensure that pre-school teachers adhere to the policy framework, supporting the goal of SSC for developing active and informed

citizens. Lastly, the study recommends further research on learning gaps stemming from SSC content, instructional methods and resources, assessment modalities and stakeholders' support for values education.

Keywords: Social Studies Curriculum, Pre-school Learners, Nairobi City County, Kenya.

Full text: <http://erepository.uonbi.ac.ke/bitstream/handle/11295/109291/Thesis%20final%20-%20Lilian.pdf?sequence=1&isAllowed=y>
