

A Comparative Evaluation of the Implementation of the Physical Education Curriculum in Nairobi and Nyeri Pre-Schools

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Abstract

The purpose of this study was to conduct a comparative evaluation of the implementation of the Physical Education (PE) curriculum in Nairobi and Nyeri pre-schools. This was against the backdrop of the need for young children to engage in regular physical activity for physical fitness and to prevent an increase in lifestyle diseases. The Development Assistance Committee (DAC) programme evaluation criteria which consist of relevance, efficiency, effectiveness, impact and sustainability were used. Stratified and simple random sampling was used to select 120 pre-schools comprised of public, private, council and welfare pre-schools, 120 teachers, 60 headteachers, 60 parents, 120 pre-school pre-unit children and 4 DICECE officers for the study. To adequately achieve the objectives of the study, qualitative and quantitative methods of data collection and analysis were used. This involved the use of questionnaires, interview schedules, observation guide, resource checklist guide and document analysis guide. Descriptive analysis techniques (frequencies, percentages) and content data analysis were used. The study found that, 99 (100%) teachers both from Nairobi and Nyeri pre-schools viewed PE as a relevant activity area in the ECE curriculum as it addressed the needs of the child. A higher percentage of teachers from Nairobi pre-schools (90%) indicated that the PE objectives were clear, relevant and achievable than teachers from Nyeri pre-schools. Nairobi and Nyeri pre-schools teachers 93 (93.94%) indicated that PE was taught in their pre-schools but the observations revealed that, the actual practice on the ground was different. PE lessons were used to teach other activity areas especially in Nyeri pre-schools and teachers mostly supervised children playing but did not give instructions. Nyeri pre-schools had more adequate PE learning facilities than Nairobi pre-schools. The biggest challenge in the acquisition of PE learning facilities and equipment in Nairobi and Nyeri pre-schools was lack of funds. The teachers both from Nairobi and Nyeri pre-schools were found to be professionally trained thus competent to implement the PE programme, though professional developmental programmes such as seminars and workshops were lacking. Children were exposed to a variety of physical skills and they acquired and performed different movement skills in Nairobi and Nyeri pre-schools. However, instructions and guidance from the teachers, adequate practice time and adequate PE learning facilities and equipment were required to enhance the effectiveness of skill acquisition. The PE programme had an impact on the growth and development of the children in terms of physical, social, mental and emotional development in Nairobi and Nyeri pre-schools where it was taught. Pre-schools' administrators and parents were reported to be supporting the PE programmes but findings from the observations showed that the Ministry of Education, Science and Technology, the pre-schools' administrators and parents needed to fully support the PE programme to make it sustainable. Based on the findings of the study it is recommended that, PE should be taught like all other activity areas and the Ministry of Education inspectorate unit should ensure that this is adhered to in all Nairobi and Nyeri pre-schools. All stakeholders should be sensitised on the importance of PE and seminars and workshops should be held regularly for the pre-schoolteachers. Provision of PE learning

facilities and equipment should be a requirement for all pre-schools and all pre-schools” stakeholders should support the implementation of the PE curriculum to ensure its sustenance. Pre-schools should evaluate the PE programme continuously to improve on its implementation. The findings of this study will provide valuable data to various educational stakeholders such as policy makers and curriculum developers in Early Childhood Education.

Keywords: Comparative Evaluation, Implementation, Physical Education Curriculum, Nairobi and Nyeri Pre-Schools.

Full text:

http://erepository.uonbi.ac.ke/bitstream/handle/11295/77091/Kahiga_A%20Comparative%20Evaluation%20Of%20The%20Implementation%20Of%20The%20Physical%20Education%20Curriculum%20In%20Nairobi%20And%20Nyeri%20Pre-Schools.pdf?sequence=4&isAllowed=y