

Social Studies Curriculum Content, and Respect among Preschool Children in Nairobi County, Kenya: Focusing on Relevance.

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Abstract

Social studies curriculum content develops opportunities for learners to interact and address multiple and diverse perspectives for enriching respectful and personal lives for a democratic society. Formation of social interactions and engagements enables learners to acquire and apply dispositions for shaping character as respectful citizens. Recognizing people and activities in school, and care for property cultivates sense of respectfulness among preschool learners for nurturing social integrity. Respectful citizens are self-regulating, aware of other's opinions and communicate effectively as liable citizens. The study adopted an evaluation research model based on both quantitative and qualitative interpretative paradigms. The social constructivist theoretical framework was used to determine relevance of social studies curriculum content in enhancing the value of respect among preschool children in Nairobi County. Themes on neighborhood, my school and health practices were singled out to determine how learners develop respect as a value. The target population was 98 preschool teachers purposely sampled from 211 preschools. Questionnaire for preschool teachers were used as the main data collection instruments. Quantitative data was summarized and organized according to research questions and arranged into themes for analysis. The findings indicated that social studies curriculum content is relevant in enhancing respect among preschool children. The study recommended that teachers should create a learning environment for learners to listen to each other's point of view, contribute own ideas and appreciate diversity as respectful citizens. For policy the study recommended that structures that encourage respect as a value should be included in school missions and visions for learners to imitate from formative years to adulthood.

Key words: Content; Curriculum; Learner; Preschool; Relevance; Respect; Social studies

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