

Teacher Factors That Create a Dilemma in the Implementation of Learners' Psychomotor Curriculum Activities in the Early Childhood Development Education

Abstract.

psychomotor activities that are especially conducted outside the usual classroom environment assist in addressing areas of child's physical well-being, social-emotional learning and having an in-depth level of commitment, learning and improved educational performance. Some studies have sought to find out factors that hinder learners' involvement in outdoor activities but pre-primary teachers' dilemma in implementing of learners psychomotor or outdoor activities has been given limited attention. The purpose of this study therefore sought to establish teacher factors that create a dilemma in implementing learners' outdoor activities in Hamisi Sub-County, Vihiga County, Kenya. The study adapted a mixed method research design. Maria Montessori theory of children' play was used for the study. Stratified proportionate sampling, simple random, purposive and census techniques were utilized to select the sample size. A sample of 33 ECDE lead teachers, 27 ECDE teacher trainers and 12 learners from a target population of 110 ECDE lead teachers, 27 ECDE teacher trainers and 4400 learners was selected. A questionnaire, interview schedule and observation guide were the instruments to collect data. A pilot study was conducted from the neighbouring Sabatia Sub County to ascertain the strength of the reliability and validity of the instruments. Validity was ensured based on construct and content validity. Reliability was ensured through test-retest technique. A reliability co-efficient of 0.7 using Cronbach's Alpha Coefficient was attained for both instruments and therefore deemed appropriate for use in the actual study. The study enhanced ethical considerations. Qualitative data was analysed using content analysis. Quantitative data was analyzed using descriptive statistics such as frequencies, and percentages and findings presented in pie charts, bar graphs and tables. Inferential statistics ANOVA was used to establish the relationship between independent and dependent variable at 0.05 confidence level. The findings established that pre-school teachers had a negative attitude towards outdoor play activities and concentrated more in teaching academically oriented activity areas at the expense of outdoor play. The results showed a significant difference in the means of the different teacher factors and the implementation of outdoor play activities in the curriculum $\{F(6, 25) = 2.552, p = .000\}$. Therefore the null hypothesis was rejected and the alternative hypothesis accepted that there is a significant difference in the means of the different teacher factors and the implementation of learners outdoor play activities in the curriculum. The study concluded that ECDE center parents and teachers should discuss the importance of outdoor play activities and let teachers teach them just like other activity areas in ECDE curriculum prepared by Kenya Institute of Curriculum Development. The study recommended that the Quality Assurance and Standards officers should regularly visit ECDE centers and give appropriate guidance to teachers teaching in ECDE centers on importance of outdoor play activities in holistic development of children. The study suggested that A similar study to this study should be carried out in other neighboring sub-counties of Vihiga County.

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