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# Conceptualisation of Citizenship Education in the Grade Four Social Studies Curriculum in Kenya

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## Abstract

*The purpose of this study was to explore the conceptualisation of Citizenship Education among curriculum designers in the grade four Social studies curriculum in Kenya. The study employed qualitative research with a grounded theory design. Data was collected using interviews and document analysis. It was analysed using grounded theory and constant comparative technique. The finding of the study revealed apt conceptualisation of Citizenship Education in grade four Social studies curriculum. The study recommends for proper induction of teachers on the conceptualised curriculum so as to ensure its full implementation.*

## Key Words

*Conceptualisation, Citizenship Education, Social studies*

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## I. Introduction

In recent times, schooling has played a pivotal role in citizenship development process. This is done through integration of citizenship ideals and values into school curricula (Kankam, 2012). For instance, Citizenship Education has been integrated into Social studies in countries such as; Australia, Hong Kong, USA, Nigeria, Botswana and Ghana (Adjei, 2016; Fito’O, 2009). In Kenya it is integrated in Social studies at the primary school level and Religious studies, Geography, History and Government and Literature at the secondary school level (Okoth, 2015).

The success of the integration of Citizenship Education however remains low with studies conducted by scholars such as; Kendeli (2014) and Osabwa (2016) reporting an increase in cases of immorality. For example, studies conducted by; Kankam (2012) Oats (2014) and Sakala (2016) report increase in cases of moral decadence in Ghana, Botswana and Zambia respectively. Similarly, in Kenya Nasibi (2015) observes little change in behaviour on issues relating to ethnicity, corruption, democracy and morality. Furthermore, studies conducted by KIE (2009) and KICD (2016) reveal emergence of social vices such as; increased crime, drug abuse and antisocial behaviour. Mavhunga, Moyo and Chinyani (2011), attribute these failures to the existence of narrow knowledge about Citizenship Education as a standalone subject. To the scholars most literature available informs on how subjects that integrate Citizenship Education are taught but fail to clearly define, provide justifications for instruction and visibly outline its scope and mode through which it (Citizenship Education) is to be presented as a standalone subject.

It is in view of the preceding discussion that Scholars among them; Fito’O (2009), Kerr (1999) and Sakala (2016) recommend for a study on Citizenship Education as a standalone subject at its conception level. The authors argue that perspectives of Citizenship Education gathered from the level of curriculum conception are of great importance for they have the possibility of informing future formulation, structuring, implementation and research on the subject. Therefore, this study sought to explore the conceptualisation of Citizenship Education among curriculum designers in grade four Social studies curriculum in Kenya.

### 1.4 Purpose

The purpose of this qualitative grounded theory was to explore the conceptualisation of Citizenship Education among curriculum designers in the grade four Social studies curriculum in Kenya.

### 1.5 Objectives

This study sought to:

- I. Explore the appropriateness of the aims and goals of Citizenship Education in the grade four Social studies curriculum in Kenya.
- II. Assess the suitability of scope and sequence of Citizenship Education content in the grade four Social studies curriculum in Kenya.

- III. Establish the effectiveness of instructional methods used in Citizenship Education in the grade four Social studies curriculum in Kenya.
- IV. Describe the assessment processes for Citizenship Education in the grade four Social studies curriculum in Kenya.

## **II. Research questions**

This study aimed at answering the following questions:

- I. How appropriate are the aims and goals of Citizenship Education in the grade four Social studies curriculum in Kenya?
- II. How suitable is the scope and sequence of Citizenship Education content in the grade four Social studies curriculum in Kenya?
- III. How effective are the instructional methods used in Citizenship Education in the grade four Social studies curriculum in Kenya?
- IV. How is Citizenship Education assessed in the grade Social studies curriculum in Kenya?

## **III. Research Methodology**

This study adopted qualitative research approach, and a grounded theory research design. It focused on curriculum designers in the grade four Social studies curriculum in Kenya. 12 of the 15 curriculum designers in the grade four Social studies curriculum were studied. Both purposive and theoretical techniques of sampling were used to select participants. Pseudonyms (D1; D2; D3) were used to protect the confidentiality and anonymity of the respondents.

Data collection and analysis processes were developed together in an iterative process so as to allow for research findings that were more grounded on empirical evidence (Neuman, 2014). In particular, data was collected using both online and offline approaches with interviews and document analysis being used to generate qualitative data. The data was analysed inductively using grounded theory techniques through the constant comparative technique (Charmaz, 2014).

Finally, the quality assurance of the study was established through: credibility, transferability, dependability, and conformability (Jwan & Ong'ondo, 2011). Specifically, techniques such as; member checking, triangulation and peer debriefing were used to establish credibility while transferability was attained through thick description of the phenomenon. An audit trail was kept in order to guarantee dependability as the research journal ensured conformability.

## **IV. Findings**

### **4.1 Profile of study participants**

Data presented in this section was collected from a panel of 12 curriculum designers in grade four Social studies curriculum. The panel was composed of: 3 KICD officials; 3 teachers in grade four Social studies curriculum; 2 university lecturers; 1 representative from Kenya National Examination Council (KNEC); 1 representative of the Ministry of Education (M.O.E); 1 sub county education officer and 1 primary school teacher training tutor.

#### ***4.1.1: How appropriate are the aims and goals of Citizenship Education in grade four Social studies curriculum in Kenya?***

Most of the curricularists interviewed were of the opinion that, Citizenship Education was an area of learning that aimed at educating a learner to grow into a person who was morally upright and who effectively participated in the development of their own country. In particular, one of the curriculum designers in grade four Social studies curriculum opined that, “it is an area of learning that aims at imparting into the child desired knowledge and skills on how to participate in decision making in his or her own society.”

Besides the grade four Social studies curriculum detailed that:

The primary purpose of Social studies is to help young people develop the ability to make informed and reasoned decisions for the public good as citizens of a democratic society. The course aims at preparing the learner for national and global citizenship, lifelong learning and active participation in governance processes as well as environmental stewardship. Social studies seeks to inculcate in the learner a deeper understanding of the value system that defines our society. It nurtures dispositions to demonstrate concern for self and others through collective responsibility as good citizens (KICD, 2019; 2).

Further analysis of data collected from curriculum designers in grade four Social studies curriculum revealed that the goals of Citizenship Education were to equip learners with: values such as, honesty, patriotism, tolerance, love, patience, peace and respect; knowledge on human rights and how to safeguard their rights through learning pertinent and contemporary issues such as; child rights and harmful cultural practices. The area of study also aimed at; instilling participatory skills in the learners so that they could actively participate in the development of their own community (through actions like environmental conservation, sustainable utilization

of available resources and providing them with knowledge about their origins, historical past, culture and even culture of other people) in order to make them aware of themselves and the society they are living in and for peaceful coexistence.

Comparably, the goals of grade four Social studies as outlined in grade four Social studies curriculum design mirrors the sentiments shared by the curriculum designers. Specifically, the document outlined the goals to include: Demonstrate desirable values, attitudes and practices for sustainable social interactions; Develop appropriate organizational, practical and technological competencies for problem solving; and understand and appreciate cultural and human diversity to promote cohesion and integration. Furthermore, the policy document details that Social studies at grade four aims at; equipping the learner with competencies in solving environmental challenges for sustainable development; Understanding the system of governance in Kenya and be willing to participate in its processes; and equipping learners with participatory skills in community service learning to manage pertinent and contemporary issues in society effectively.

Additionally, the Longhorn Social studies teacher's guide grade four (2019) notes an interrelationship between the national goals of education, general learning outcomes for middle school, general learning outcomes for Social studies and specific learning outcomes. For instance, the sixth national goal of education which is, to promote respect for and development of Kenya's rich and varied cultures, is linked to the eighth general learning outcome for middle school that states, demonstrate appreciation of the country's rich diverse cultural heritage for harmonious co- existence. In the same line, the eighth general learning outcome for middle school is interrelated to the fifth general outcome for Social studies which reads; respect and appreciate cultural and human diversity to promote cohesion and integration. The fifth general outcome for Social studies is further related to the specific learning outcome (d) of strand 3: culture and social organisations; sub strand 3.1: culture, that is detailed as, appreciate aspects of traditional culture in the county (Longhorn Social studies teacher's guide grade four, 2019).

Further analysis of the Longhorn Social studies teacher's guide grade four (2019), reveal that the outlined specific learning outcomes emphasize all the three domains of learning that is; the cognitive domain, the psychomotor domain and the affective domain. For example, in the first strand on 'Natural and Built Environments', sub strand on 'natural environment' the Longhorn Social studies teacher's guide grade four (2019, 23) details the specific learning outcomes as follows:

By the end of the sub-strand, the learner should be able to:

- a) Identify the four cardinal points of a compass.
- b) Use the four cardinal points to give directions of places.
- c) Identify the eight compass points.
- d) Use the eight compass points to show directions on a map.
- e) Appreciate the use of eight compass rose in everyday life.

From the afore-listed specific learning outcomes, the learning process aims at development of learners: cognitive through specific learning outcomes (a & c); psychomotor through specific learning outcomes (b & d); and finally affective through specific learning outcome (e).

#### ***4.1.2: How suitable is the scope and sequence of Citizenship Education content in grade four Social studies curriculum in Kenya?***

The study revealed that Citizenship Education content was mainly made up of; core competencies, pertinent and contemporary issues and values (see figure 4.2.1 below).

Figure 4.2.1 Sample core competencies, PCI's and values (Social studies curriculum design 2019:19)

Strand	Sub Strand	Specific learning outcomes	Suggested learning experiences	Key inquiry question(s)
		c) appreciate collective efforts in the success of peace education project at school.	in schools ( <i>Peace gardens/nature trails, Peace corners, Peace competition essays</i> ). <ul style="list-style-type: none"> <li>Plan for a viable peace education project at school.</li> <li>Share responsibilities on the planned peace education project.</li> <li>Undertake the peace education project at school and evaluate its success.</li> </ul>	
<b>Core Competencies to be developed:</b> Promotion of self- efficacy as they role play and recite poems on protection of children from harmful cultural practices; Promotion of communication and collaboration as they work in pairs; Promotion of learning to learn and peace as they undertake the peace education project at school, promotion of citizenship as they learn about good citizenship in school.				
<b>PCIs:</b> Promotion of citizenship as they role-play good citizenship at school and write essays on qualities of good citizenship at school.			<b>Values:</b> Promotion of unity and peace as they undertake the peace education project at school. Social justice as they learn about forms of child abuse.	
<b>Links to other subjects:</b> - Language, Art and Craft, Religious Education, Science and technology.			<b>Suggested Community Service Learning activities:</b> Design communication messages on peace and display them at strategic points in the school compound. Participate in Commemorating of International Peace day, Day of African Child at school. Undertake Peace Education Project at school.	

Eight core values were established to be instructed through grade four Social studies curriculum. The values were; love, responsibility, respect, unity, peace, patriotism, social justice and integrity. Further analysis of grade four Social studies curriculum design showed that the eight core values were distributed across the seven Social studies strands.

Besides, curriculum designers in grade four Social studies curriculum disclosed integration of pertinent and contemporary issues (PCI) in grade four Social studies. They include; peace education, disaster and risk reduction, education for sustainable development, life skills, self-awareness, environmental conservation, drug abuse, citizenship and child rights. Curricularists sentiments were in line with the pertinent and contemporary issues as detailed in grade four Social studies curriculum design. The curriculum design distributed the pertinent and contemporary issues across seven strands. Besides, analysis of Longhorn Social studies learner’s book for grade four (2019) revealed domination of pertinent and contemporary issues relating to; environmental conservation, life skills, financial literacy, self-awareness, citizenship, and good governance.

Seven competencies were also included in grade four Social studies curriculum. The competencies were; communication and collaboration, critical thinking, problem solving, creativity and imagination, citizenship, digital literacy, learning to learn and self-efficacy. According to curricularists, grade four Social studies curriculum design emphasized on learning activities such as; group work, project work, problem solving, undertaking enquiries, role playing and debating. It is these activities that gave learners opportunities to develop the afore-mentioned competencies.

Commenting on the scope of values, pertinent and contemporary issues and core- competencies, the curriculum designers in grade four Social studies curriculum were of the opinion that the three aspects had been adequately integrated. For example, one of the curricularists shared that:

**D7:** *When I make my comparison of the Social studies content in the previous curriculum (8-4-4 curriculum) and this new curriculum (CBC curriculum), the content has changed a bit.*

**Researcher:** Ok, how has it changed?

**D7:** *You know initially the content was mainly on the nine topics (strands).*

**Researcher:** Yes.

**D7:** *But now the strands (topics) have been reduced into seven and if you look at the nomenclature, that is the way they were named and the way they are now named, there is a little bit of change. Also some content has been added to add value to Social studies and enhance Citizenship Education.*

**Researcher:** Ok.

**D7:** *So in content I may say.... like, let me just give an example.*

**Researcher:** Yes.

**D7:** *In historic and built environment. About caring and thinking about conserving the environment was not there in old Social studies. However, in the new curriculum it has been included.*

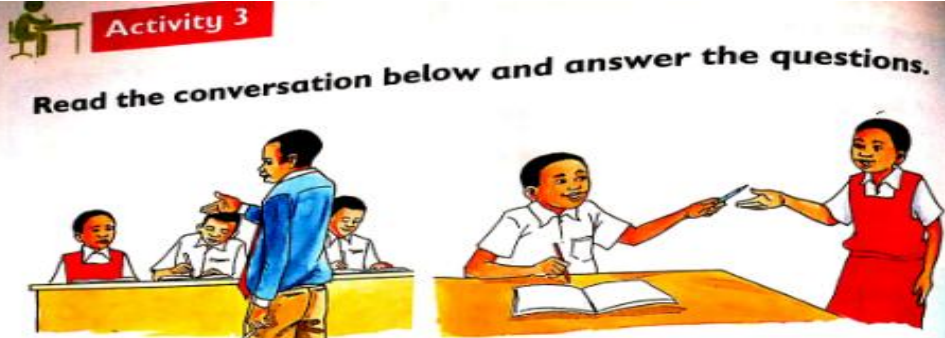
In the same line, another curriculum designer opined that:

**D10:** *When you look at the present curriculum or CBC you find that the content is learner friendly because much of what is learnt comes from the learner. By integrating the environment and the other aspects such as the*

digital devices and so forth into learning, you find that the learner is now comfortable with what he is learning because there is not a lot of knowledge that is being dwelt on.

The fore-going sentiments were well captured by Longhorn Social studies learner's book for grade four (2019). In this book, content to be learnt by the students emanated from the students. It also related to what they could see within their learning environment as illustrated in Figure 4.2.2.

Figure 4.2.2 Sample Instructional Activity (Longhorn Social studies learner's book for grade four 2019: 36)



**Activity 3**

Read the conversation below and answer the questions.

**Mr Chacha:** Naliaka, why have you not started writing?  
**Naliaka:** Sir, I cannot find my pencil.  
**Mr Chacha:** Who has an extra pencil?  
**Adams:** Sir, I have an extra pencil. (Adams hands the pencil to Naliaka)  
**Ekiru:** Excuse me Sir, I cannot find my eraser. Could someone please assist me.  
**Naliaka:** I have two erasers. (Naliaka hands the eraser to Ekiru)

1. Why was Naliaka not writing?
2. Where did Naliaka get a pencil from?
3. Why do you think we should share?
4. Name other ways in which we depend on each other at school.

**Group work**

1. Discuss how people depend on each other in the community.
2. Role play how you depend on each other at school.

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Furthermore, the curricularists opined that there were attempts to include more learning activities in grade four Social studies curriculum instead of increasing content. This aimed at enabling learners learn the content in varied ways. Specifically, one of them shared the following:

**D6:** When you look at the values mentioned some of them would take different dimensions. Like when you say responsibility, it may take up a dimension where a young man would take responsibility of making sure that her environment is clean no matter who made it dirty.

**Researcher:** Ok.

**D6:** Another form of responsibility may come in where students are using digital devices and since they are delicate they make sure they do not break them or misuse them.

**Researcher:** Yes.

**D6:** Another form of responsibility would be because of ICT young people are able to access all they want to access even platforms that are dangerous to them. So as a responsible young man would avoid such platforms.

**Researcher:** Ok.

**D6:** So when you look at the term responsibility turn it into a value is very wide. So how this will come out in our curriculum it takes a teacher or a facilitator to take time and differentiate all of them so that responsibility as one word does not mean one thing.

In this study it was revealed that the values, pertinent and contemporary issues and core- competencies were sequenced across the seven strands of grade four Social studies curriculum. This approach guaranteed interacting with the same content from different dimensions which resulted in creation of an understanding of content learnt and its application. Specifically, one of the curriculum designers elaborately revealed how integration of values in the seven grade four Social studies strands is done:

*DI: If I can go specifically to Social studies, I would say that in as much as we have a standalone strand called Citizenship, you will find that Citizenship (Education) runs across all the strands. Starting from the first strand which is Natural and built environments, you will find that we have historic environment and that is where we want to inculcate the value of patriotism.*

**Researcher:** Yes.

*DI: When you look at another strand People and population, we have an aspect of interdependence and this is where we are telling the learners no one is an island, people survive through interdependence, either locally or even internationally.*

**Researcher:** Yes, continue.

*DI: When you look at another strand on Culture and social organizations, there is an aspect of the school and within the school we are also teaching the core values and you will find that most of the core values that have been adopted by most schools are actually drawn from the national values that we have in the constitution.*

**Researcher:** Yes.

*DI: We also have another strand called Resources and economic activities and within that we have enterprise project that is where we want to empower these citizens to be financially literate and exploit resources within their reach.*

**Researcher:** Yes, continue.

*DI. The other one is Political systems and change and within that we are also exposing these learners to aspects of leadership, because we want to develop the leadership skills amongst them.*

**Researcher:** Yes.

*DI: And we have now a strand on Citizenship and this is where now we have most of the aspects in citizenship such as; human rights, peace and even democracy.*

**Researcher:** Ok.

*DI: We also have a strand on Governance and we are linking it to what happens in schools such as children governments and we are actually trying to make it practical for them to know how they would participate in systems of governance. Specifically, at the level of county government, because grade four targets or is domiciled within aspects the county.*

#### **4.1.3: How effective are the instructional methods used in Citizenship Education in grade four Social studies curriculum in Kenya?**

This study revealed dominance of learner centered instructional approach. This was a standout feature pointed out by most of the curriculum designers; when called upon to distinguish Social studies instruction between the two curricula (8-4-4 content based curriculum and the competency based curriculum). To them, the learner centered approach was favoured in Citizenship Education as it “enhanced not only acquisition of knowledge but also skills and values desired in education.” This line of thinking was clearly expressed in the following excerpt from curriculum designers in grade four Social studies curriculum interview:

*DI: I want to say that since independence these issues of citizenship have actually been in the curriculum but for one reason or the other they have not been well addressed, but with the introduction of CBC we are now emphasizing on learner centered methodologies where in addition to giving learners the knowledge we want to give them the skills. And I want to give an example here.*

**Researcher:** Yes.

*DI: Like issues of peace, we know we have had issues of peace since time in immemorial and you will find that a learner can be able to enumerate many factors that promote peace in the community but they may not have the peace building skills.*

**Researcher:** Ok.

*DI: But now in CBC we want to have a paradigm shift, whereby in addition to acquisition of knowledge they also must get the skills and they must also get the right attitudes.*

According to the curriculum designers, effective instruction of Citizenship Education through learner centered approach entailed employment of learner centered instructional methods. These methods include; group work, field work, discussion, enquiry, role play, simulations and question and answer. Comparably, similar methods were recommended in grade four Social studies curriculum design. Specifically, the design advocated for instructional methods that included; project work, case study, modelling, use of resource persons, brain storming, journaling/ report or essay writing and peer assessment. Further analysis of the of Longhorn Social



studies learner's book for grade four (2019) revealed; debate, demonstration and narration to be other instructional methods used in Social studies at grade four.

Of the above listed instructional methods, enquiry method emerged as the favourite method for Citizenship Education. To the curriculum designers in grade four Social studies curriculum, enquiry method was emphasized since it had the ability to enhance learners learning on their own (promote learning to learn). These sentiments were in line with results of document analysis conducted on grade four Social studies curriculum design. According to the document, enquiry method was recommended for instructing in all the seven Social studies strands at grade four. Specifically, the policy document under essence statement reported that:

The Social studies pedagogy is essentially inquiry based. The pedagogy encourages the learner to ask critical questions, carry out investigations and make conclusions on different strands. Consequently, the teacher should use authentic age appropriate learning activities and varied learning resources to promote interactive learning. This will make Social studies meaningful, purposeful, stimulating and enjoyable to the learner (KICD, 2019: 2).

In the same line, the Longhorn Social studies teacher's guide grade four (2019) advocated for the inclusion of key inquiry questions in each and every learners' lesson. This was further outlined in teacher's professional documents of; schemes of work and lesson plans under the section of key inquiry questions. To the Longhorn Social studies teacher's guide grade four (2019), the key inquiry questions would: help to focus the learning; probe for deeper meaning and set the stage for further questioning; foster development of critical thinking and higher order capabilities such as problem-solving; allow learners to explore ideas in an open-ended, non-judgemental, meaningful and purposeful way; and encourage collaboration amongst learners, teachers and the community and integrate technology to support the learning process.

The enquiry method was further emphasized by the Longhorn Social studies learner's book for grade four (2019). In this book, at the end of each strand students were required to find out more from their parents and guardians on what they had learnt in school (see figure 4.2.5). Additionally, students were also engaged in research activities using digital devices and newspapers. Through this technique, aspects learnt in class such as; human rights, governance, child abuse and leadership were enquired.

Besides, the enquiry method afore-discussed, grade four Social studies curriculum design advocated for the use of the project method. For instance, the curriculum design outlined two projects, that is; an enterprise project and a peace education project which were to be conducted as sub strands at the end of the strands of 'Resources and Economic Activities' and 'Citizenship' respectively. The time allocated for the two projects was nine lessons and seven lessons respectively. According to the Longhorn Social studies teacher's guide grade four (2019), the Enterprise project aims at enabling learners to: Actively participate in initiating an enterprise project at school; Actively participate in an enterprise project at school; Uphold ethics in managing the enterprise project money at school; And appreciate collective efforts in the success of enterprise project at school.

Additionally, the projects would infuse other instructional methods and activities while instructing. For instance, grade four Social studies curriculum design (2019), suggested the inclusion of the following instructional activities; brainstorming, enquiring over the internet, conducting group discussions and role playing.

The Citizenship Education instructional process was to be mainly activity oriented. The activities advocated for were supposed to centre on the learner. Indeed, the curriculum designers admitted that there had been deliberate efforts to reduce the amount of content in grade four Social studies curriculum. The reduction was geared at replacing part of the content with activities that would lead to equipping the learners with competencies and nurturing of intended values. Besides, one of the interviewed curricularists disclosed that the instructional approach emphasized on practicing what was learnt instead of mere accumulation of knowledge. Their sentiments were best captured by the CBC instructional slogan, "I do, we do and you do." This is because, "when I do I understand as opposed to when I am told I tend to forget."

Expounding further on these findings, one of curriculum designers in grade four Social studies curriculum shared that:

**D12:** *If you look at the design of grade four Social studies, all the learning activities that have been proposed have been designed in a manner that they are able to provoke the learner to participate in the spirit of nurturing the various skills and developing the core competencies.*

**Researcher:** Yes.

**D12:** *For example, an activity like students working in groups, there is respect, since as students discuss it offers them a free opportunity of respecting each other's opinion and also accepting others the way they are. There are also values of; responsibility, love, leadership, unity, tolerance and cooperation.*



**Researcher:** Ok.


**DI2:** Also through activities such as students working in groups and project work, competencies of communication and collaboration, critical thinking and problem solving, creativity and imagination, citizenship and even self-efficacy can be instilled.

The fore-going curriculum designers' sentiments are clearly captured by Longhorn Social studies learner's book for grade four (2019) (see figure 4.2.3).

**Figure 4.2.3 Sample Instructional Activity (Longhorn Social studies learner's book for grade four 2019:109)**

**Duties of community leaders**

**Class activity**



1. Go to the field.
2. Form groups and choose your leader.
3. Blindfold all the group members except the group leader.
4. Let the group leader lead all of you back to class safely while blindfolded.

**NOTE:** The group leader must ensure that all members are blindfolded until the activity is done.

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Through class activities such as role playing the duties of community leaders (see figure 4.2.3). A range of values including; responsibility, respect, love, leadership, unity, tolerance and cooperation could be instilled. Furthermore, such activities could lead to development of competencies like; communication and collaboration, creativity and imagination and citizenship. Comparably, the Longhorn Social studies teacher's guide grade four (2019) summarised the intentions for the advocated instructional activities to include:

acquisition of knowledge, skills and development of values; acquisition of intended competencies; enabling learners learn from one another; enhancing learner's self-evaluation and evaluation of others; enhancing deeper engagement in the subject matter; provision for reflections and interactions during the learning process.

Additionally, non-formal out of classroom activities were also recommended for Social studies instruction by grade four Social studies curriculum. For instance, grade four Social studies curriculum design suggested the engagement of learners in non-formal activities at the end of every strand (topic). Longhorn Social studies teacher's guide grade four (2019) expounded the non-formal out of classroom activities in this grade to have had a focus on; citizenship, entrepreneurship, financial literacy, life skills, communication skills and research. Indeed, Longhorn Social studies learner's book for grade four (2019) also indicated that learners were supposed to model historic built environment and display the models in class at the end of the strand, 'Natural and Built Environments'. Moreover, learners were to use appropriate media or visit and take photos or video clips of industries in the county and share with others in school, when learning the strand 'Resources and Economic Activities'.

Grade four Social studies curriculum design further advocated for the use of community service learning activities while instructing. For example, at end of the strand 'Citizenship', learners were supposed to engage in community service learning activities that included: Designing of communication messages on peace and displaying them at strategic points in the school compound; Participating in the commemoration of international peace day and the day of African child at school; and undertaking peace education project at school (see figure, 4.2.1).

When asked on the importance of non-formal out of classroom activities, the curriculum designers in grade four Social studies curriculum informed the study that; the move would make the learning area more practical and not theoretical as it had always been viewed to be. This move also had the advantage of linking what was learnt by students in class to what occurred in real life and thus increasing its relevance to the learners. Comparably, the Longhorn Social studies teacher's guide grade four (2019) opined that non-formal out of classroom activities would not only enhance learners' development of employability skills but also promote their personal growth by building strong and productive relationships with the community.

#### ***4.1.4: How is Citizenship Education assessed in grade four Social studies curriculum in Kenya?***

This study established an emphasis on practical form of assessment. According to one of the curriculum designers the practical approach to assessment had benefits of assessing what the learner can do instead of what he or she knew. To another, the move from theoretical based assessment to practical based assessment was brought about due to the fact that values are acquired and not taught. It was thus important that the adopted assessment approach be authentic to the environment of the learner. To the designer this would enable assess learners' change in behaviour.

The study further revealed emphasis of formative assessment over summative assessment. To one of the curriculum designers, the formative assessment was suitable since it offered teachers opportunities to constantly gauge whether strategies used were effective. Another designer expounded that formative assessment increased validity and reliability of the assessment process. This is because values and competencies assessed were observed over a period of time thus reducing possibility of what was recorded being accidental.

According to the curriculum designers the recommended assessment techniques for Citizenship Education were; observations, oral questions, teacher made tests, project work, portfolio and questionnaires. Further analysis of grade four Social studies curriculum design confirmed the specific advocated assessment techniques to include; oral questions, teacher made tests, rating scales, observations, project work, profiling, journaling, anecdotal records, checklists and portfolio. Similar observations were made while analysing the assessment techniques used by the Longhorn Social studies teacher's guide grade four (2019). Specifically; oral questions, teacher made tests, journaling, observations, project work and portfolio featured frequently as key assessment techniques for grade four Social studies.

In this study, it was revealed that observation assessment technique was favourite among curriculum designers in grade four Social studies curriculum. This is because it is only through observation that the teacher could note whether the learner was acquiring intended competencies. It also allowed the teacher to know whether there had been a positive behavioural change in the learner. One of the curriculum designers offered an example in which the value of honesty was assessed by giving students written exams with less supervision and observing if there were cases of exam irregularities. Another expounded that this form of assessment entailed providing learners with activities that would require them show case values and competencies learnt. Particularly, he provided the following example;

**D3:** *One way of practically assessing the students is through community service learning activities, which you take the classroom environment into the community. That is, what learners have learnt is taken to the community.*

**Researcher:** Yes.

**D3:** Therefore, as learners apply what they learnt in real life situations, the teacher is able to see how they are applying it. For instance, those who appreciated the idea of citizenship will take this project to the community and exceed participation by showing love, responsibility and so on.

**Researcher:** Yes.

**D3:** And to appreciate means after understanding the concept, you apply it and add more knowledge and skill to it and inculcate in your system so that if you wish to become a farmer in the future, you have appreciated. When you see a farmer you like what they are doing and you are ready to explain how they can do it better.

Standardization of the observations was to be achieved through the use of assessment rubrics (see figure 4.2.4). Commenting on the application of assessment rubrics, one curriculum designers in grade four Social studies curriculum elaborated that, the tool was divided into several indicators which included; exceeding expectation, meeting expectation, approaching expectation and below expectation. She then gave an example of a learner who was always honest and categorizes that learner as one who was exceeding expectation while another child who at times was honest to be categorized as meeting expectation. A similar view was provided by grade four Social studies curriculum design shown below (figure, 4.2.4).

**Figure 4.2.4 Sample Assessment rubric (Social studies curriculum design 2019:20)**

Assessment Rubrics

Indicator	Exceeds expectation	Meets expectation	Approaches expectation	Below expectation
Good Citizenship in school	Consistently and correctly identifies qualities of good citizenship in school and demonstrates good citizenship with a lot of ease.	Correctly identifies qualities of good citizenship in school and demonstrates good citizenship with ease.	Identifies qualities of good citizenship in school but cannot demonstrate good citizenship.	Hardly identifies qualities of a good citizen in school nor demonstrates good citizenship.
Forms of Child abuse	Consistently and correctly identifies forms of child abuse and child protection with a lot of ease.	Correctly identifies forms of child abuse and child protection with ease.	Identifies some forms of child abuse and child protection	Hardly identifies forms of child abuse nor child protection.
Living in peace with others in school	Consistently and correctly discusses the importance of peace in school, develops messages on peace and promotes peace at school with a lot of ease	Correctly discusses the importance of peace in school, develops messages on peace and promotes peace at school with ease.	Discusses the importance of peace in school but cannot develop peace messages at school.	Hardly discusses the importance of peace in school nor develops messages on peace building at school.
Peace education project at school	Consistently and correctly plans and participates in establishment of a peace education project in school with a lot of ease	Correctly plans and participates in establishment of a peace education project in school with ease.	Plans but cannot participate in establishment of a peace education project in school.	Hardly participates in planning or establishment of peace education project in school.

This study also established emphasis of activity based reporting of learner’s progress. This was to be achieved through use of learner’s progress reports that emphasized on performance indicators as shown in figure 4.2.5.

Figure 4.2.5 Sample Learners' progress report (Longhorn Social studies teacher's guide for grade four 2019:18)

**Sample progress report**  
**Sample report**  
**Name: Sam Mzalendo Grade: 4 Year: 2019 Term: 2 Age: 9 years**

Learning areas	Skills	Performance indicators
Social Studies	Identification of cardinal points	The learner can recognise and name the four cardinal points.
	Following simple instructions	Follows simple instructions.
	Drawing a compass	Always draws a compass and shows direction.
	Reading the compass points fluently without hesitation	Always reads compass points fluently without hesitation.
	Finding specific information from reference materials	Finds specific information from reference materials.
	Telling direction using a compass	Always tells direction of a place using a compass.

#### 4.4 Discussion of Findings

##### 4.4.1 Appropriateness of the aims and goals of Citizenship Education in grade four Social studies curriculum in Kenya

According to findings of this study, the general conceptualisation of aims of Citizenship Education as integrated in grade four Social studies curriculum in Kenya related to an area of learning that was aimed at educating learners to grow into people who were morally upright and who could effectively participate in development of their own country. A similar conceptualisation was shared by scholars such as; Muleya (2019), and Sibanda (2015) who viewed it as to be aiming at equipping learners with political, culture, democratic ideals and values that enabled them to function as effective and productive citizens.

In terms of goals of Citizenship Education as integrated in grade four Social studies curriculum, it was found that the learning area was conceptualised as to be geared at equipping learners with: values such as, honesty, patriotism, tolerance, love, patience, peace and respect; knowledge on human rights and how to safeguard their rights through learning pertinent and contemporary issues such as; child rights and harmful cultural practices. It also endeavoured to instil participatory skills on aspects such as; environmental conservation, entrepreneurship, leadership, democracy and governance. Comparably, grade four Social studies curriculum design (KICD, 2019) outlined the goals for the learning area to include: preparation of the learner for national and global citizenship; lifelong learning and active participation in governance processes as well as environmental stewardship; inculcation of deeper understanding of the value system that defines our society; and nurturing of dispositions that demonstrate concern for self and others through collective responsibility.

The fore-going findings on the conceptualisations of goals of Citizenship Education as integrated in grade four Social studies curriculum were in line with the 'education for' citizenship advocated for by Kerr (1999). According to the scholar, this dimension of Citizenship (Education) encompassed instilling of participatory skills together with shaping and changing attitudes and behaviour of young people into their adult lives. DeJaeghere (2009) and later Johnson and Morris (2011) further expound the goals of such a dimension of Citizenship education to be guidance and facilitation of students' development of civic knowledge, skills, values and dispositions that empowered them to understand and engage with underlying causes of social problems in the society. In the same line, BECF (2017) recommends for a learning process that equips learners with requisite knowledge, skills, attitudes and values for thriving in modern world.

##### 4.4.2 Suitability of the scope and sequence of Citizenship Education content in grade four Social studies curriculum in Kenya

According to the study, there existed a general conceptualisation that Citizenship Education content was made up of values and competencies together with pertinent and contemporary issues. A similar conceptualisation was offered by scholars such as; Cohen (2013) and Ghebru and Lloyd (2020) who viewed the learning area to be not only value-based but also one that integrates civic skills. Alike, the precolonial Citizenship Education was composed of knowledge on social values, norms, etiquette and morality together with impacting of skills in fields such as; medicine, hunting, fishing, agriculture, trade and crafts (Adeyemi & Salawudeen, 2014).

Specifically, it was found out that values that were conceptualised in Citizenship Education as integrated in grade four Social studies curriculum included; love, responsibility, respect, unity, peace, patriotism, social justice and integrity. Comparably, the values of; cooperation, loyalty, peace, equity, justice,



good governance, patriotism, moral and spiritual values, progress and democracy, honesty, compassion, open-mindedness, integrity, diligence, trustworthiness and obedience were emphasized in Citizenship Education curricular of countries such as; Ethiopia, Ghana, Nigeria and South Africa (CRDD, 2010; FRN, 2004; Tadesse, 2019; Wasserman, 2014).

Besides, Citizenship Education as integrated in grade four Social studies curriculum was found to be skill based. This was exemplified in the seven competencies of; communication and collaboration, critical thinking, problem solving, creativity and imagination, citizenship, digital literacy, learning to learn and self-efficacy. The findings compared with views shared by scholars such as; Adeyemi and Onigiobi (2019), Adamu and Usman (2020), Balogun and Yusuf (2019), IBE-UNESCO (2017), Muleya (2019) and Sibanda (2015) that the learning area enhances impact of civic skills on aspects such as; citizenship, leadership and integrity, peace and conflict resolution, government, constitution, human rights, justice and legal system and, democracy. Finally, it was found out that pertinent and contemporary issues conceptualised in Citizenship Education as integrated in grade four Social studies curriculum included; peace education, disaster and risk reduction, education for sustainable development, life skills, self-awareness, environmental conservation, drug abuse, citizenship and child rights. In similar view, Citizenship Education curricular of countries such as; Ethiopia, Ghana, Nigeria and South Africa included a range of emerging issues that encompassed; drug abuse education, youth unemployment and restiveness, HIV/AIDS education, environmental issues, globalization, family life education, children/women trafficking and peace and conflict resolution, disaster risk reduction and management, climate change, consumer education (Angyagre & Quainoo, 2019; Balogun & Yusuf 2019; Fetene, 2017; Igbokwe, 2015; Wasserman, 2014).

The afore-listed core competencies, pertinent and contemporary issues and values were conceptualised to have been integrated and sequenced across seven grade four Social studies strands. The seven strands are; Natural and Built Environments, People and Population, Culture and Social Organizations, Resources and Economic Activities, Political Systems and Change and Citizenship and Governance in Kenya. Comparably, Citizenship Education content in Ghana is organized in various topics. The topics include: Values and responsibilities in our community; National symbols and me; My community; Skills for effective citizenship; Basic rights of human beings; Peer groups and nation-building; Attitudes and responsibilities for nation-building; One people one nation; Governance in Ghana; How to become a democratic citizen; and Ghana and her neighbours (Eten, 2015). Similarly, in Nigeria the Citizenship Education is structured in various topics, which include: National Symbol; Citizenship; National Consciousness and Identity; Representative Democracy; Nigerian Constitution; People and their Environment; Culture; Our Values; Social Issues and Problems; Health Issues; Government and Civil Society; Human Rights and the Rule of Law; Duties and Responsibilities of Citizens; National Economic Life; and Peace and Conflicts (NERDC, 2007a; NERDC, 2007b).

#### *4.4.3 Effectiveness of the instructional methods used in Citizenship Education in grade four Social studies curriculum in Kenya*

According to the findings of this study, there existed a general conceptualisation that Citizenship Education was best instructed through learner centered approach. The approach was favoured because: it actively engaged the learner in generating what was learnt; stimulated them to be actively involved in learning; and linked what was learnt to the real life situations. The instructional approach thus often resulted in not only greater understanding and retention of content learnt but also development of competencies and nurturing of values.

Comparable findings were shared by studies by scholars such as; Bayeh (2016) and Magasu, Muleya and Mweemba (2020) who found out that Citizenship Education favoured an instructional approach that was learner centred. To Jotia and Matlale (2011), the instructional approach was advocated for because it enabled learners to autonomously redefine themselves as well as their world which equipped them with skills for functioning in today's increasingly complex and global environment. Ogunyemi (2011) further expounded that it nurtured well-informed citizens who were caring, responsible and engaged and had critical thinking skills.

Besides, the learner centred approach was advocated for by Citizenship Education curricular in various countries. For example, in Ghana Citizenship Education was defined by opportunities provided by schools to engage students in meaningful learning experiences (CRDD, 2012). Similarly, in Nigeria the instructional approach was characterized by being; learner centered, interactive and activity-based (Olayinka, 2015). In South Africa, the recommended learner centered approach not only provided for instructional methods that released information, but also enhanced practical, active and participatory learning (DBE; 2011). Finally, the critical approach to instruction of Civic Education (Citizenship Education), which encouraged learners to reflect, think and do was advocated for in Zambia (Magasu et al., 2020).

Learner centered instructional methods were also favoured in instructing Citizenship Education in grade four Social studies curriculum. Among the recommended instructional methods were; group work, field work, project work, case study, discussion, enquiry, role play, simulations and question and answer. Similar

findings were shared by studies by Olayinka (2015) and later Balogun and Yusuf (2019) in which they noted preference of instructional methods that were characterized by; inquiry, cooperation, experiments and reflections. Specifically, Abudulai (2020), CRDD (2012) and Mensah (2020) opined that, Citizenship Education should be instructed through instructional methods that include; open discussions, community activities, dramatization, case studies, debates and problem-solving.

Further study revealed that instructional process for Citizenship Education was conceptualised to be dominated by both formal and informal instructional activities. The formal instructional activities included; brainstorming, discussion activities, working in pairs, working in groups, debates and role play. On the other hand, non-formal out of classroom instructional activities focused on citizenship, entrepreneurship, financial literacy, life skills, communication skills and research. Additionally, it was established that learners were supposed to be actively involved in community service learning activities such as cleaning of the market. Parental engagement activities were also to be undertaken with the parents being involved learning activities such as; assisting children with take home assignments, collecting instructional resources and conducting online enquiries.

Comparable findings were recorded by studies conducted by Abudulai (2020) and Mensah (2020) in which it was found that Ghanaian learners were to be engaged in activities such as; debates, mock trials, simulations, open discussions and students' council deliberations while learning Citizenship Education. Similarly, in Ethiopia Bayeh (2016) and later Tadesse (2019) noted that learners were to be involved in instructional activities that included; dramatisation, issue-centred case analysis, peace- building programs, community participation activities, public information exhibits, online international linkages, collaborative research projects, participation in student government, participation in games and role-playing of behaviour.

According to this study the afore-listed instructional activities were thought to be suitable for Citizenship Education as integrated in grade four Social studies curriculum as they: actively engaged the learner in generating what was learnt; stimulated them to be actively involved in learning; and linked what was learnt to real life situations. They thus resulted in not only greater understanding and retention of content learnt but also development of competencies and nurturing of values as required by the new competency based curriculum. Similar findings were reported by; Abudulai (2020), Gosa (2018) and Tamunosa and Mezieobi (2017) whereby they noted that learner centered instructional activities were advocated in Ghana, Ethiopia and Nigeria respectively because of their ability to; generate civic skills, develop democratic values, positive attitudes towards legal forms of participation, instilling social responsibility and cohesion.

#### *4.4.4 Assessment of Citizenship Education in grade four Social studies curriculum in Kenya*

The findings of this study revealed consensus in conceptualisation of assessment of Citizenship Education amongst curriculum designers in grade four Social studies curriculum. According to the study, curriculum officers were of view that the learning area was best assessed through practical form of assessment. This is because practical approach to assessment had benefits of assessing what the learner could do instead of what he or she knew. This finding was in line with views of Kankam et al. (2014) that the approach used activities that resembled closely to those performed by adults in real world.

Besides, practical approach to assessment was also advocated in Citizenship Education curricula for South Africa and Ghana. To start with in South Africa, the Life Orientation syllabus allowed for creative and flexible learning to take place, through inclusion of informal and practical assessments and projects (DBE 2008). In Ghana, the alternative authentic (practical) form of assessment was used through; oral questions, quizzes, class assignments, essays, structured questions and project work (MOESS, 2007). Finally, in Kenya the BECF (2017) proposes for adoption of competency based assessment whereby learners are given opportunities to put into practice what they have learnt.

The study further revealed emphasis on formative assessment over summative assessment. Specifically, the assessment was conducted concurrently with the undertaking of suggested instructional activities. Formative assessment was favoured due to its ability to expose possible learning gaps as learning was still taking place. A similar view was shared by Falchikov (2005) who opined that formative assessment had an advantage of aiding students to become more active learners not only in managing their learning but also assessing themselves to life beyond the end of the course.

The curriculum designers conceptualised practical assessment techniques for assessment of learners. This included; oral questions, teacher made tests, rating scales, observations, project work, profiling, journaling, anecdotal records, checklists and portfolio. Comparably, Bekoe et al. (2013) observed the following practical assessment techniques; portfolios, self-assessment and peer-assessment, interview-based assessment, play-based assessment, cooperative group assessment, journal and scaffold essays and classroom-based assessment.

An activity based reporting of learner's progress was further conceptualised by the curriculum designers. In particular, the conceptualisation involved collection and recording of individual learner performance in each and every activity. Followed by standardization of recorded learner performance through

teacher made assessment rubrics. Finally, reporting of learner performance which was first to be done in each and every strand and sub-strand and later aggregated into an assessment summary report at the end of the term.

Comparably, Waweru (2018) observed that the new competency based curriculum proposed an assessment process in which evidences of pupils' learning would be gathered through practical assessment techniques. Furthermore, the assessment was to emphasize on whether the learner had achieved specific skills and concepts (criterion referenced assessment) as opposed to ranking them with respect to achievement of others in broad areas of knowledge (norm referenced assessment).

## V. Conclusion and recommendations

Findings revealed apt conceptualisation of Citizenship Education in grade four Social studies curriculum. In particular: aims and goals were appropriate; scope and sequence of content was suitable; methods of instruction were effective and assessment process was proper. The study recommends for proper induction of teachers on the conceptualised curriculum so as to ensure its full implementation.

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