CONCEPTUALISATION AND INSTRUCTION OF CITIZENSHIP EDUCATION IN GRADE FOUR SOCIAL STUDIES CURRICULUM IN KENYA

BY

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This research thesis is my original work and has not been presented to any other institution or university for award of diploma or degree.

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I dedicate this work to my lovely wife Hilda Mideva, my beautiful daughter Shane Ilavoga, my caring parents Albert Misigo and Margaret Ilavoga and my siblings who have diligently given me both financial and moral support.

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ABSTRACT

Kenya has adopted an integrated approach to Citizenship Education. However, success of this approach remains low with recent studies recording increase in cases of moral decadence. The purpose of this study was to explore conceptualisation and instruction of Citizenship Education among curriculum designers and teachers in grade four Social Studies curriculum. Specifically, this study sought to: analyse appropriateness of aims and goals of Citizenship Education; determine suitability of scope and sequence of Citizenship Education content; examine effectiveness of instructional methods used in Citizenship Education; evaluate assessment procedures for Citizenship Education; and develop a curriculum model for instruction of Citizenship Education. Hunkin's decision making curriculum model was adopted as a theoretical framework for this study. Based on a relativist–interpretivist paradigm, this study adopted a qualitative approach that used a grounded theory research design. Curriculum officers who worked at the level of curriculum development (curriculum designers at KICD) and instruction (teachers in Vihiga County) were targeted. Both purposive and theoretical sampling techniques were used to select participants. The sample consisted of 12 curriculum designers and 18 teachers of Social Studies. Data was collected using both online and offline approaches. Specifically, interviews and document analysis were used to generate qualitative data. The data was analysed inductively using grounded theory method of analysis through the constant comparative technique. Findings revealed contradictions in the conceptualisation and instruction of Citizenship Education in grade four Social Studies curriculum. For instance, whereas the learning area was conceptualised as having broad aims and goals; inclusive and activity-based scope and sequence of content; learner centred instructional methods and practical assessment procedures, its instruction was: narrow in aims and goals; elitist and knowledge-based in scope and sequence of content; teacher-centred in instruction and theoretical in assessment procedures. The study concludes in formulation of *Transmission, Transactional* and *Reflection* model of Citizenship Education process. It further recommends for: proportionate recruitment of teachers in line with teacher/ student ratio; equipment of teachers with more content in Citizenship Education; availing of required resources and facilities for instruction; extra teacher in-service programmes on practical forms of assessment and adoption of the *Transmission, Transactional* and *Reflection* model of Citizenship Education process. The study also provides insights on policy formulation, practice, and research on Citizenship Education in Kenya. It thus sets stage for re-conceptualisation and instruction of the learning area to address existing moral decadence.

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LIST OF ABBREVIATIONS

BECF:	Basic Education Curriculum Framework
CRDD:	Curriculum Research and Development Division
CRE:	Christian Religious Education
DBE:	Department of Basic Education
GHC:	Geography, History and Civics
IBE-UNESCO:	International bureau of Education- United Nations Education, Science and Cultural Organisation
KICD:	Kenya Institute of Curriculum Development.
KIE:	Kenya Institute of Education
KNUT:	Kenya National Union of Teachers
MOESS:	Ministry of Education, Science and Sports
MOEST:	Ministry of Education, Science and Technology
NESP:	National Education Sector Plan
ROK:	Republic of Kenya
SEE:	Social Education and Ethics
UNESCO:	United Nations Education, Science and Cultural Organisation

OPERATIONAL DEFINITION OF TERMS

Basic Education Curriculum- it refers to both primary and secondary school levels of education in Kenya.

Citizenship Education- it refers to a subject area in Kenya's basic education curriculum with the aim of developing knowledge, skills, values and dispositions for effective citizenry.

Instruction- it refers to the teaching and learning activities both inside and outside the classroom.

Conceptualisation-it refers to the process of developing clear, rigorous, systematic conceptual definitions and understandings for abstract ideas/concepts.

Curriculum Designers- it refers to officers who work at the level of curriculum designation at the Kenya Institute of Curriculum Development in Kenya who were tasked with the development of grade four Social Studies curriculum.

Curriculum Officers- it refers to curriculum designers and teachers in grade four Social Studies curriculum who participate in conceptualisation and instruction of Citizenship Education.

Teachers-it refers to officers who work at the level of curriculum instruction at the school level in Kenya who were tasked with the instruction of grade four Social Studies curriculum.

CHAPTER ONE

INTRODUCTION TO THE STUDY

1.1 Introduction

Curriculum conceptualisation and instruction are two key elements in the curriculum development process. Whereas curriculum conceptualisation stresses on understanding the nature of curriculum, instruction relates to the translation of the understood curriculum into classroom practices. Kerr (2000) further notes that there exists a close relationship between the two concepts stating that curriculum conceptualisation guides instruction. The author expounds that the success of instruction depends on how a curriculum is understood by those who are supposed to implement it.

In recent times, curriculum reform agenda has been cited in many countries. For instance, the International Review of Curriculum and Assessment Framework (IRCAF) has made observations of countries such as Australia, Canada, Brazil, Kenya, Ghana and United States of America that have undertaken major curriculum reforms, adopting dynamic, responsive and relevant Citizenship Education curricula. Conversely, these curricula recommendations may result into little success, if those tasked with instruction fail to understand these recommendations and thereby unable to effectively translate them into classroom practice.

1.2 Background to the study

Citizenship and Citizenship Education have been in existence since the ancient period. For instance, scholars such as Mbakwe (2015) and Mhlauli (2012) observed that societies in different periods developed institutions, mechanisms and structures for instilling

knowledge, skills and values for effective citizenry. Such institutions included; family, peer groups, culture and community (Ngozwana, 2014; Ubong & Ukpong, 2015).In recent times, schooling plays a pivotal role in citizenship development process. This is done through integration of citizenship ideals and values into the 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), Mwikali (2013) 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. In addition, 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 on Citizenship Education as a standalone subject. For instance, literature available informs on how subjects that integrate Citizenship Education are taught. However, the literature fails 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.

Studies conducted on Social Studies (a subject that integrates Citizenship Education in many countries across the globe as afore-discussed) reveal the subject to have an inquiry oriented approach to instruction employing techniques such as; field trips, problem solving and project work (Abudulai, 2020; Mensah, 2020;&Okobia, 2012). Comparable findings are shared by similar studies conducted by Jebet (2011), Mukhongo (2010) and Okoth (2015) on Social Studies in Kenya. This further corroborates with the syllabus recommendations for teaching Geography (a subject that integrates Citizenship Education at secondary school level in Kenya). From the review of 2002 Geography syllabus, Amunze (2015) and Kipsaat (2016) notes adoption of project-based instructional process through which a learner acquires knowledge and develops positive attitudes and skills of inquiry, critical thinking, problem-solving and decision making.

Additionally, Mukhongo (2010) and later Nasibi (2015) observe that the History and Government 2002 syllabus (another subject that integrates Citizenship Education at secondary level in Kenya) to be one that advocates for value based content and employs interactive, collaborative and participatory instructional approach. Moreover, the new competency-based curriculum recommends for integration of Citizenship Education into Social Studies. In outlining the aims and goals, content, instructional methods and assessment procedures for the subject, the Basic Education Curriculum Framework (BECF) observes that the subject aims at imparting morals, ethics and values. This can be done using learner centred instructional approaches; that are focused on real life experiences; and accommodates both formative and summative assessment (KICD, 2017c).

Taken together, the reviews by scholars in the foregoing discussion suggest a generalization of Citizenship Education as integrated in different subjects in the Kenyan education system to be; thick, inclusive, civic and values-based, activist-oriented, participative, process-led and authentic based assessment. What remains to be provided, however, is a description of Kenya's Citizenship Education as a standalone subject. This is because the foregoing discussion centres on subjects that integrate Citizenship Education and not Citizenship Education itself. Besides, the above discussed subjects integrate other learning areas in addition to Citizenship Education. For instance, Social Studies in addition to instructing Citizenship Education, includes other learning areas such as; History, Geography and Sociology (KICD, 2019). It is thus difficult to establish whether the above noted descriptions are for: Citizenship Education; other learning areas; or both Citizenship Education and other learning areas.

Despite the existence of several studies on subjects that integrate Citizenship Education, it is surprising that so little curricula evaluation studies have been conducted on the identified subjects. There is thus undue overreliance on the syllabus provisions that are based at the conceptual level in understanding the aims and goals, instructional methods, content and assessment procedures for the subjects (as noted in the preceding discussion). Kerr (2000) however cautions of existence of a gap between the expectations of the policy documents and implemented curriculum. This is further confirmed by studies by Mhlauli and Muchado (2013) and laterDingili (2017) which reveal a mismatch between the recommended instructional approach and enacted instructional process in teaching Citizenship Education through History and Government.

Scholars among them; Fito'O (2009), Kerr (2000) and Sakala (2016) recommend for a study on Citizenship Education as a standalone subject both at conception and instruction levels. The perspectives of Citizenship Education at both levels of curriculum development 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 and instruction of Citizenship Education among curriculum designers and teachers in Kenya.

1.3 Problem statement

Citizenship Education is an area of study integrated in the Social Studies curriculum that aims at developing knowledge, skills, values and dispositions for effective citizenry. However, success of the learning area remains low with studies conducted by scholars such as; Kendeli (2014), Mwikali (2013) and Osabwa (2016) reporting an increase in cases of moral decadence among students. Such cases include social vices such as; increased crime, drug abuse and antisocial behaviour.

Mavhunga, et al. (2011) opine that Citizenship Education needs to be clearly understood in order for its aims to be achieved. Specifically, the learning area should be clearly defined, justified, the scope and mode through which it is to be presented be visibly outlined. In line with this view, Kenya's policy documents (KICD, 2017c; KICD, 2019) outlines the aims and goals, scope and sequence of content, instructional methods and assessment procedures of subjects that integrate Citizenship Education (Social Studies) to be; thick, inclusive, values-based, activist-oriented, participative, process-led and authentic based assessment.

Conversely, the preceding description might not be the exact description of Kenya's Citizenship Education as a standalone subject as it includes other subject areas that are integrated into Social Studies. For instance, KICD (2019) notes that Social Studies also integrates History, Geography and Sociology. The situation is further aggravated by limited research that exists on the aims and goals, scope and sequence of content, instructional methods and assessment procedures for Citizenship Education as a standalone subject (Kerr, 2000; Nasibi, 2015). This is because the subject is a complex, controversial, multifaceted and contested concept (Ogunbiyi & Oludeyi, 2014; Sigauke, 2019). For example, the learning area has; diverse meanings, unclear boundaries, wide range of philosophical, political and ideological perspectives and interpretations, as well as its curricular orientations, pedagogical approaches, goals and practices (Ogunbiyi& Oludeyi, 2014; Sigauke, 2019;).

There is thus need to interrogate the views of curriculum officers who participate in the conceptualisation, structuring and implementation of Citizenship Education in order to get a clear description and outline of the learning area. This research therefore established the views of curriculum designers and teachers on the appropriateness of the aims and goals, scope and sequence of Kenyan Citizenship Education. In addition, the study assessed the effectiveness of instructional methods and assessment procedures for Citizenship Education in the basic education curriculum. The current study aimed at answering the question, 'What is the conceptualisation and instruction of Citizenship Education by curriculum designers and grade four Social Studies teachers in the competency-based curriculum in Kenya?'

1.4 Purpose of the Study

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

1.5 Objectives of the Study

This study sought to:

I.   Explore the appropriateness of the aims and goals of Citizenship Education in grade four Social Studies curriculum in Kenya.

II.   Assess the suitability of scope and sequence of Citizenship Education content in grade four Social Studies curriculum in Kenya.

III. Establish the effectiveness of instructional methods used in Citizenship Education in grade four Social Studies curriculum in Kenya.

IV.   Describe the assessment procedures for Citizenship Education in grade four Social Studies curriculum in Kenya.

V.   Develop a curriculum model for the instruction of Citizenship Education in grade four Social Studies curriculum in Kenya.

1.6 Research questions

This study aimed at answering the following questions:

I.   How appropriate are the aims and goals of Citizenship Education in grade four Social Studies curriculum in Kenya?

II.   How suitable is the scope and sequence of Citizenship Education content in grade four Social Studies curriculum in Kenya?

III.   How effective are the instructional methods used in Citizenship Education in grade four Social Studies curriculum in Kenya?

IV.   How is Citizenship Education assessed in grade four Social Studies curriculum in Kenya?

V.   Which is the suitable curriculum model for instruction of Citizenship Education in grade four Social Studies curriculum in Kenya?

1.7 Rationale of the Study

Little information exists on the aims and goals, scope and sequence of content, instructional methods and assessment procedures for Citizenship Education in Kenya. The information is derived by scholars (Amunze, 2015; Jebet, 2011; Kipsaat, 2016; Mukhongo, 2010; Nasibi, 2015; Okoth, 2015) from the syllabi of subjects that integrate Citizenship Education. However, detailed information on the aims and goals, scope and sequence of content, instructional methods and assessment procedures for Citizenship Education is lacking. This study thus sought to fill this gap by interrogating the understanding of those who participate in formulation, structuring and implementation of the subject on the; aims and goals, scope and sequence of content, instructional methods and assessment procedures for Citizenship Education as a standalone subject.

At the heart of the new education curriculum is the need to align Kenya's education sector with international best practices and anchor the curriculum reforms on a well-thought-out and comprehensive plan (IBE-UNESCO, 2017b). This, therefore, calls for the borrowing of concepts and best practices around the world (ROK, 2015). A limited study base exists on the conceptualisation of Kenya's Citizenship Education in the view of the global Citizenship Education phenomenon. This study endeavoured to review

literature on how Citizenship Education is conceptualised in other nations and how the resultant knowledge could lead to a clearer conception in its formulation as a stand-alone school subject with its aims and goals, content, pedagogy as well as outcomes in Kenya.

1.8 Significance of the Study

The study provides information on the aims and goals, scope and sequence of content, instructional methods and assessment procedures for Citizenship Education as a standalone subject. This is important for most studies conducted in the area (Amunze, 2015; Jebet, 2011; Kipsaat, 2016; Mukhongo, 2010; Nasibi, 2015; Okoth, 2015) have been conducted in other subjects that integrate Citizenship Education such as; Social Studies, History and Government and Geography and not Citizenship Education.

Secondly, the interrogation of curriculum designers and teachers enhanced understanding of the conceptualisation of Citizenship Education in grade four Social Studies curriculum in Kenya. This is because the study was able to interrogate participants that were not reached by other similar studies. For instance, studies by; Dingili (2017), Mukhongo(2010), Nasibi(2015), Okoth(2015) and Wanyama(2014) only focused on teachers while leaving out curriculum designers. Likewise, the conceptualisations of Citizenship Education that has been created by this study, has the potential of laying down a strong foundation for future studies investigating Citizenship Education curriculum. Such envisaged studies concentrate on Citizenship Education at implementation level in areas such as: teacher education; instructional resources; instructional methods; and teachers' and students' attitudes of Citizenship Education, among other areas.

This study is probably the first of its kind in Kenya. Therefore, it forms a baseline for gaining insights on the concept of Citizenship Education among curriculum designers and teachers. It is further anticipated that findings shared by this study shall lead to the revision of the concept of Citizenship Education in Kenya and help assess the extent to which major trends in the area of citizenship are integrated into Kenya's Citizenship Education. Thus, the study has the potential of influencing practice, research and policy formulation on Citizenship Education. Hence, setting stage for re-conceptualisation of Citizenship Education within the Kenyan context to address the existing moral decadence.

1.9 Scope of the study

According to Simon and Goes (2018) scope of a study explains the extent to which the research area will be explored in the work and specifies the parameters within which the study will be operating. The authors further advise that, one needs to consider feasibility when outlining the scope of the study to avoid selecting a very wide or narrow scope. Among the factors to consider while outlining the scope of the study includes: topic being studied; geographical location covered, population and sample that you are studying; and duration of the study (Leedy & Ormrod, 2015).

This study centred on conceptualisation and instruction of Citizenship Education in grade four Social Studies curriculum in Kenya. In particular, Citizenship Education; aims and goals, content, instructional methods and assessment procedures were studied. The study was conducted at the Kenya Institute of Curriculum Development (K.I.C.D) and school levels. Participants in this study included curriculum designers and teachers. ROK (2015) cites curriculum designers as key stakeholders in development and delivery of new

curriculum while Gura (2015) and Nasibi (2015) view teachers as important curriculum implementers. The study was conducted for a period of two months to ensure development of trust and rapport with respondents and also investigate possible misinformation or distortions introduced by the researcher or the participants (Merriam & Tisdell, 2016).

1.10 Limitations of the study

Leedy and Ormrod (2015) refer to limitations of the study as those characteristics of design or methodology that impact or influence the application or interpretation of results of the study. For Dimitrios and Antigoni (2019) the constraints cannot be controlled by the researcher and have adverse effect on the trustworthiness of the study which in turn affects the study's results and conclusions. Simon and Goes (2018) further categorize limitations into two; methodological limitations and limitations of the researcher. They expound that, methodological limitations include limitations that relate to; sample size, data collection instruments and inadequate prior studies in the research area. On the other hand, limitations of the researcher encompass; researcher personal biasness, time constraints and limited access to data (Simon& Goes, 2018).

The first limitation to this study was in relation to inadequate prior studies conducted on Citizenship Education. Specifically, its conceptualisation and instruction as a stand-alone subject. To resolve this limitation, this study employed a qualitative research approach. According to Lune and Berg (2017) qualitative research approach is appropriate and effective when little or nothing is known about a phenomenon, as it does not require a predictive statement, but seek answers to open questions. Additionally, the study applied a grounded theory research design which according to Denscombe (2014) is suited for

conducting studies aimed at exploring topics that have been relatively ignored in the literature or have been given only superficial attention.

Secondly, the study faced achallenge in relation to researcher's subjectivity and bias since he was the main instrument of data collection and analysis. The stated weakness might result in the study losing its trustworthiness. However, the study's trustworthiness can be guaranteed when it is conducted in a rigorous manner (Lune& Berg, 2017). Chapter three of this study details the rigorous methodology that this study undertook in data collection and analysis. Further, measures to ensure research trustworthiness are outlined in the chapter.

1.11 Assumption of the Study

According to Simon and Goes (2018) assumptions are those things in a study that are somewhat out of control of the researcher and instead are taken for granted. That is, statements by the researcher that certain elements of the research are understood to be true. For Leedy and Ormrod (2015), assumptions are so basic in a study that, without them, a study becomes irrelevant. This study adopted an assumption that; curriculum designers and teachers were fully aware of the concept of Citizenship Education. Besides, the study assumed that these participants gave honest insights into the area (Citizenship Education), which consequently enhanced the knowledge on its conceptualisation and instruction in grade four Social Studies curriculum in Kenya.

1.12 Theoretical Framework

A theory refers to a statement of belief about reality (Simon& Goes, 2018). Trochim (2006) further expounds that, theory relates to what goes on inside the mind of the researcher. This can be in terms of opinions or tentative explanations the researcher holds of a phenomenon understudy (Cohen, Manion, & Morrison, 2018). This study holds the opinion that successful instruction depends on how best a curriculum is understood by those who are supposed to implement it. Specifically, clear conceptualisation of the four major elements of a curriculum, that is; aims, content, instructional methods and assessment techniques.

According to Cohen, et al. (2018), a theory is a statement, suggestion or proposition that brings together concepts and constructs into a coherent whole, framework which has clearly set limits and assumptions. From their definition Cohen, et al. (2018), introduce the concept of 'framework' which Simon and Goes (2018) defines as a structure of ideas or concepts and how they are put together. For Kivunja (2018) a theoretical framework is a structure that summarizes concepts and theories. Similarly, to Cohen, et al. (2018), theoretical frameworks are general ideas which underpin conceptual relationships and are not specific to the study in question. In particular, they synthesize thoughts of giants in a particular field of research, as they relate to the proposed research.

To further expound on the place of theoretical frameworks in research, Cohen, et al. (2018), cite theories such as; stimulus-response theory, motivational theory, self-efficacy theory and constructivist theory as theoretical frameworks underpinning studies relating to learning. In this study the four curriculum elements being studied (objectives, content,

instructional methods and assessment techniques) are well founded in curriculum models of Tyler (1949), Taba (1962) and Hunkin (1980).

According to the models (Tyler, 1949; Taba, 1962;& Hunkin, 1980) curriculum relates to the questions of: What should the teaching and learning process seek to attain? What needs to be taught to achieve the intended outcomes? How should what is to be taught be organized? How should we teach what is to be taught? And how do we determine whether we have attained what was supposed to be taught or learnt? Answers to these four questions are the four curriculum elements already identified by the study.

The curriculum models are all linear in nature with evaluation as their endpoints. However, slight differences exist among the models. For instance, whereas the Tyler model emphasizes the element of instructional objectives, the Taba model includes the element of content that is missing in the Tyler model (Syomwene, Nyandusi & Yungungu, 2017).The Hunkin's decision making curriculum model of 1980 further advocates for creation of an understanding of the curriculum through its first stage of curriculum conceptualisation and legitimization. This is an aspect that is lacking in Tyler's and Taba's models.

Moleko (2017) cites the first stage of the curriculum model (curriculum conceptualisation and legitimization) as its most important stage. Kerr (2000) further observes the importance of creation of an understanding of a curriculum at its conception stage as it guides instruction. For Syomwene, et al. (2017), there is virtually no other model of curriculum development that clearly stresses the need for such important thinking and deliberation as the Hunkin's decision making curriculum model of 1980. Guided by this,

the study explored the conceptualisations of Citizenship Education among curriculum designers and teachers in grade four Social Studies curriculum in Kenya.

The next stages of the Hunkin's model (diagnosis, content selection, experience selection and evaluation) relates to the four main elements of a curriculum (aims; content; instructional methods and assessment) as identified by Syomwene, et al. (2017). For instance, the stage of curriculum diagnosis in the Hunkin's decision making curriculum model of 1980 emphasizes on the translation of students needs into causes and creating goals and objectives from the needs. A similar conception was adopted by this study in which the appropriateness of the aims and goals of Citizenship Education in grade four Social studies curriculum in Kenya was explored.

Also the model focuses on the "what" that is to be taught or learned. It further refers this to as content selection (Ornstein& Hunkin, 2009). In a similar view, this study assessed the suitability of scope and sequence of Citizenship Education content in grade four Social studies curriculum in Kenya.

After selecting what is to be taught (content), the Hunkin's decision making curriculum model of 1980 emphasizes on the making of decisions of how the content will be taught. He refers to this as the stage of experience selection (Syomwene, et al., 2017). In the same vein, this study established the effectiveness of instructional methods used in Citizenship Education in grade four Social studies curriculum in Kenya.

Finally, Hunkin's decision making curriculum model of 1980 stresses on the determination of the extent to which the programmes' intended objectives have been achieved (Moleko, 2017). In the same breadth, this study sought to describe the

assessment procedures for Citizenship Education in grade four Social studies curriculum in Kenya.

Given that the model's stages of curriculum development were in line with the objectives of this study. The model was found suitable for interrogating the study's research objectives.

Finally, the model has a unique feature of providing feedback (referring back to previous stages) at all stages of curriculum development (Moleko, 2017). This feedback allows for adjustments, decision making and modification (Ornstein & Hunkin, 2009). This aspect was suitable for the study as it allowed the research to move back and forth while interrogating the research questions and hence enhancing not only the understanding of Citizenship Education in Kenya but also the trustworthiness of the study (Neuman, 2014).

1.13 Chapter summary

This chapter has provided an introduction to the study in which conceptualisation and instruction of Citizenship Education among curriculum designers and teachers in grade four Social Studies curriculum in Kenya is explored. The chapter further outlines the study objectives to include; Analysis of the appropriateness of aims and goals of Citizenship Education; Determination of suitability of scope and sequence of Citizenship Education content; Examination of effectiveness of instructional methods used in Citizenship Education; Evaluation of assessment procedures for Citizenship Education; And development a curriculum model for instruction of Citizenship Education. The scope of this study was limited to curriculum officers who work at the level of curriculum development (curriculum designers at KICD) and instruction (teachers in Vihiga

County). These curriculum officers are selected for the study based on the assumption that they are fully aware of the concept of Citizenship Education and that they will give honest insights into the area (Citizenship Education). Additionally, Hunkin's decision making curriculum model of 1980 is adopted as a suited theoretical framework for this study. Finally, the study is viewed as significant in provision of insights on policy formulation, practice and research on Citizenship Education in Kenya.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

The purpose of this study was to explore the conceptualisation and instruction of Citizenship Education in grade four Social Studies curriculum in Kenya. According to literature reviewed in this chapter, Citizenship Education is conceived as an area of study in Kenya's basic education curriculum with the aim of developing knowledge, skills, values and dispositions for effective citizenry. However, from this conception of Citizenship Education three questions emerge. Tostart with: 'who is an effective citizen?' or rather 'what features should one exemplify in order to be considered an effective citizen?' Secondly, 'what kind of education should be provided in order to produce the envisaged effective citizen?'Finally, 'how do we assess this education in relation to the envisaged effective citizen?' To get answers to these questions, this chapter provides critical analysis of the concepts; Citizenship, Citizenship Education and Citizenship Education curriculum model. The literature presentation is done based on the objectives of this study, which are to: analyse the appropriateness of the aims and goals of Citizenship Education; determine the suitability of scope and sequence of Citizenship Education content; evaluate the effectiveness of instructional methods used in Citizenship Education; and examine the assessment procedures for Citizenship Education.

2.2 Citizenship

Studies reviewed on citizenship (Ogunbiyi & Oludeyi, 2014; Sigauke, 2019) reveal that the term is shrouded with contestation, controversy and complexity on its meaning and interpretations. Therefore, to help explore the term citizenship and to establish who an

effective citizen is, the study borrows the ideas of Van Gunsteren (1998) theory of Neo-republican citizenship which is discussed in the next sub-section of this literature review.

2.2.1 Neo-republican Theory of Citizenship

This theory asserts that citizenship is created and recreated by citizens in action (Kankam, 2012). This infers that it is the duty of citizens to transform a community of fate into a republic (Oats, 2014). In addition, Van Gunsteren (1998) (as cited by Oats, 2014) observes that, citizenship consists of four major elements, that is; participation, duties and responsibilities, freedoms and rights and sense of belonging. It is from the mentioned elements that the scholar formulates the three sub-theories of the Neo-republican citizenship, namely; republican, liberal and communitarian theories (Mhango, 2008).

I.   Republican citizenship

In the republican model of Citizenship, an effective citizen is one who owns and exhibits goodness that fits with ease in their society socially and politically (Mhlauli, 2010). That is, an effective citizen undertakes obligations which are geared towards the success of community and nation (Chimbutane, 2018). For Dwamena (2012), such citizenship was exhibited in ancient Greek where obligation to the community was viewed as an opportunity to be virtuous; it was a source of honour and respect. Moreover, in the Roman citizenship all able men had the duty of paying taxes and offering service in the military (Mhango, 2008). Similarly, in the pre-colonial and colonial Africa effective citizenship was based on one's ability to join warrior system and defend the community; and provide cheap labour to the colonial government respectively (Ngozwana, 2014).Currently, Kenyan citizenship also advocates for active participation of its citizens in nation building. Specifically, article 23 of the *Kenya Citizenship and Immigration Act*

of 2011, outlines the duties of a Kenyan citizen as follows: Obedience to the laws of the country; Payment of taxes; Protection and conservation of the environment**;** Respect and promotion of the dignity and rights of other persons; and Peaceful co-existence. In the same breadth, Article 73 (2) of the 2010 Constitution of Kenya recommends selfless service and commitment in public service as basic principles of leadership and integrity.

II. Liberal citizenship

This citizenship emphasizes on freedom of individual citizens to enable them to fully take part in the affairs of their nation with an attempt to develop their nation and themselves (Oats, 2014). This type of citizenship is exemplified in the Roman citizenship which according to Muleya (2015) was among the first states to associate human rights with citizenship. Mhango (2008) expounds that, Romans enjoyed political rights such as voting which in turn gave the government an obligation to protect its citizens in the empire. Comparably, Kenyan citizenship includes rights of a Kenyan citizen. For instance, article 22 of the *Kenya Citizenship and Immigration Act of 2011* outlines the Rights or entitlements of Kenyan citizens. Such rights include, right to: any document of registration or identification issued by the State; enter, exit, remain in and reside anywhere in the country; fully participate in Kenya's political, social and economic life; own land and other property in any part of the country; and be elected or appointed to any public office.

III. Communitarian citizenship

It perceives citizenship as more than a matter of rights and duties and strongly emphasises that being a citizen involves belonging to a historically developed community (Oats, 2014). It therefore infers that, effective citizen identifies themselves to their nation

and participate fully in the affairs of the nation (Oats, 2014). For instance, the Romans extended citizenship to some of the people they conquered. According to Namasasu (2012), this was done to legitimize the Roman rule over conquered areas. In pre-colonial Africa, blood relationship and kinship together with culture offered people a sense of belonging to which they identified themselves with (Mhango, 2008). Currently, the Kenya Citizenship and Immigration Act, 2011 which implements Chapter 3 of the Kenya Constitution 2010 (Citizenship), elaborates that one can belong to Kenya either by birth or registration. In addition, one can belong to two countries through the provision of dual citizenship. Also, the Kenyan constitution 2010 contains values which are viewed as glue that bind the society together. Such national values include; Patriotism, National Unity, Inclusiveness, Equality and Protection of the Marginalized.

The foregoing discussed sub-theories (republican, liberal and communitarian) put together, view citizenship as a set of rights and obligations enjoyed equally by everyone who is a citizen of a community. To achieve this, a person should possess competences, repertoire of skills, consensus on norms and values in relations to: duties and responsibilities; freedoms and rights; participation; and identity or sense of belonging to the Kenyan nation. However, 'what kind of education should be provided in order to produce the envisaged effective citizen?' The next section reviews literature on this kind of education; that is, Citizenship Education.

2.3 Citizenship Education

This section reviews literature related to the: Aims and goals of Citizenship Education; Scope and sequence of Citizenship Education content; Instructional methods and assessment procedures for Citizenship Education. However, as a starting point, the

meaning of the concept Citizenship Education is explored. This is in line with the Hunkin's decision making curriculum model of 1980 (which is the theoretical framework for this study). According to the model it is important to create an understanding of a curriculum including its concepts (such as; Citizenship Education), before examining its aims and goals, content, instructional methods and assessment techniques.

2.3.1 Meaning of Citizenship Education

Citizenship Education, like most social science concepts, defies a universally acceptable definition. However, the United Nations Education, Science and Cultural Organisation (UNESCO, 2015), assert that the concept denotes a process of educating children from early childhood to become thoughtful and informed citizens, who are able to participate in decisions concerning society.

A further review of studies such as those done by Falade and Adeyemi (2015), Mbakwe (2015) and, Odusanya and Oni (2019) reveal that Citizenship Education has been in existence since the ancient period. The stated studies observe that, for a long time societies have developed institutions, mechanisms and structures for instilling knowledge, skills and values for effective citizenry. Specifically, Mhlauli (2012) offers the definition of Citizenship Education in the pre-colonial African period to have been an integration of all history, culture, values and beliefs; that is, the customs of family, community and ethnic group. For the colonial period, Oats (2014) notes Citizenship Education to have been defined by Christian teachings together with ideals of western civilization that sought to produce citizens who would worship the colonial system and undermine their own traditions.

Currently, Citizenship Education can be broadly construed to encompass the preparation of young people for their roles and responsibilities as citizens (Agiri & Morka, 2018;Burton, 2015). However, each country's educational curriculum provides us with a definition of Citizenship Education in its on context. For instance, Adams, Andoh and Quarshie (2013) observe that, Citizenship Education in Ghana refers to a type of education or instructions which equip the learner with relevant knowledge, right attitudes and requisite skills to enable one to perform his/her role as a credible member of society. Kankam (2016) expounds that the subject in the Ghanaian context implies being educated to become an efficient member of one's immediate and the general human community. It further aims at instilling commitment to work effectively with diverse people and to accept differences in cultures and values to social and development needs or issues.

In Nigeria, national policy on education of 2004 views Citizenship Education as an area of study aimed at producing citizens with skills, competencies, moral values and reasoned judgments to effectively live, interact, interrelate and contribute positively to the economic, social, political and cultural development of the Nigerian society (FRN, 2004).For South Africa, Citizenship Education as integrated in Life Orientation is construed as the study of the self in relation to others and to society which addresses skills, knowledge and values about the self, the environment, responsible citizenship, a healthy and productive life, social engagement, recreation and physical activity, careers and career choices (DBE, 2011).Finally, for Ethiopia it refers to a learning area taught in all levels of learning, that is aimed at producing citizens who are aware of their rights and who are patriotic, responsible, tolerant, industrious and active participants and decision makers (Bayeh, 2016; Ghebru & Lloyd, 2020).

KICD(2017a) identifies Citizenship (Education) as one of core competencies in the new curriculum. It further recognizes Citizenship Education as an area of learning that is concerned with the rights, privileges and duties of a citizen (KICD, 2017a). This definition of Citizenship Education, addresses the duties and responsibilities together with rights and freedoms of an effective citizen as advocated for by the republican and liberal forms of citizenship. However, what remains to be encompassed in this definition is a sense of belonging as recommended by the communitarian citizenship. This study adopted Cogan, Morris and Print's (2002) definition of Citizenship Education which views it as an area of study that aims at developing knowledge, skills, values and dispositions for effective citizenry. Also it explored them earning of Citizenship Education as understood by Citizenship Education curriculum designers and teachers in an attempt to provide an all-encompassing definition of Citizenship Education.

Studies by Odusanya and Oni (2019), Ogunyemi (2011) and Tadesse (2019)reveal that several terminologies are synonymous to Citizenship Education in school curricula across the globe. They include; civics, social sciences, Social Studies, world studies, the study of society, education for democratic citizenship, civics and ethical education, life skills, moral education and character education. Moreover, the subject (Citizenship Education) strongly associates with other curriculum subjects and options, including History, Geography, Economics, Law, Politics, Environmental Studies, Values education, Religious studies, Languages and Science (Kerr, 2000; Okoro,2019).

Adjei (2016) identifies Social Studies as the subject for Citizenship Education in most African countries. The author gives examples of Botswana, Ghana, Nigeria and Kenya as countries that have Social Studies as part of their education curriculum for Citizenship

Education. Whereas these may seem to be true, further review of literature reveals other learning areas for Citizenship Education. For instance, in the Ghanaian education system, Citizenship Educationhas changed terminologies over the years from; 'Civics' to 'Social Studies', to 'Environmental studies' and now 'Citizenship Education' which is now offered at the upper primary school level (Adams, et al.,2013). For the lower primary school level, it is offered as 'Civic Education' while at junior and senior high school levels it is taught through 'Social Studies' (CRDD, 2015).

Similar approach to the aforementioned is exhibited in Nigeria with the subject having earlier been offered through 'Social Studies' (NERDC, 2007b), 'Civic Education' (NERDC, 2007a) and later as an umbrella subject 'Religion and National Values' (NERDC, 2012). The Religion and National Values encompasses previously autonomous subjects of Religious studies (Christian Religion and/Islamic Studies), Civic Education, Social Studies and a new addition, Security Education (NERDC, 2013). In the same breadth, South Africa offers Citizenship Education through an umbrella subject Life orientation that is taught throughout school system from preschool to high school (DBE, 2014). According to Rooth (2005), it comprises what was previously known as; guidance, vocational instruction, life skills education, health education, physical education, aspects of environmental education, religious education and Citizenship Education.

The foregoing discussion corroborates with Kenya's Citizenship Education whereby it has been associated with other curriculum subjects and options, including; Geography, History and Civics (G.H.C) and later Social Studies at primary school level (Jebet, 2011; Mukhongo, 2010). The secondary school level has had learning areas such as; Social Education and Ethics (S.E.E), Religious studies, Geography, History and Government

and Literature (Dingili, 2017; Okoth, 2015; Onyino, 2014).Additionally, Citizenship Education has had close association with non-examinable school activities and subjects such as; Guidance and counselling (Momanyi, 2013) and Life skills education (Kendeli, 2014; Mwikali, 2013).

KICD(2017a) further proposes that Citizenship Education should be offered through Religious studies at all school levels in the newly introduced basic education curriculum. Additionally: Social Studies is to be taught in upper primary and lower secondary school levels; Life skills education at the lower secondary school level; while History and Citizenship at the senior secondary level (KICD, 2017b).

Having reviewed literature related to the meaning of Citizenship Education, it is further important to outline the aims and goals, content, instructional methods and assessment procedures for Citizenship Education. According to Syomwene, et al. (2017) the abovementioned elements are key constituents of a curriculum that portray the nature and function of a curriculum. It is for this reason that the next sub-section reviews related literature on these components of Citizenship Education curriculum, starting with the aims and goals of Citizenship Education.

2.3.2 Aims and Goals of Citizenship Education

Syomwene, et al. (2017) observe that scholars use the terms aims and goals interchangeably in educational context. This is because both terms are statements of purpose with same outcome in mind (Ornstein & Hunkin, 2009). However, a slight difference exists between the two terminologies. Scholars argue that, whereas aims of education represent broad targets for the curriculum (Hlebowitsh, 2005), goals of

education state the intended destination for the learner in as far as a particular area of study (subject) is concerned (Ornstein & Hunkin, 2009).A further review of literature discloses that both aims and goals of education serve a similar function. That is, they give direction to the school curriculum and guide selection, organization and procedures of the rest of curriculum elements-content, instructional methods and assessment procedures-(Syomwene, et al., 2017). It is in view of this that this sub-section begins by detailing related literature on the aims and goals of Citizenship Education.

To start with, a study by Jebet (2011) identified the main aim of Citizenship Education in the pre-colonial African context to be transmitting and conserving accumulated wisdom and knowledge of family, clan and ethnic group from one generation to the next and also adapting children to their physical environment which was so crucial to their survival. A further study by Adedayo (2012) summarized it as one that emphasized on instilling social responsibility, job orientation, political participation and spiritual and moral values. However, the focus of Citizenship Education in the colonial period changed from one that aimed at training individuals into useful and acceptable members of the society (Kankam, 2012; Mhlauli, 2012) to one that glorified colonial powers (Angyagre & Quainoo, 2019; Kankam, 2016). Specifically, Mhlauli (2012) observed that, the colonial Citizenship Education was meant to prepare individuals for a higher obligation and loyalty beyond family, village, ethnic group and the nation.

Literature reviewed from studies by scholars such as; Falade and Adeyemi (2015), Muleya (2019),Magudu (2012) and Sibanda (2015) revealed that primarily, Citizenship Education currently aims at equipping the learners with the political, culture, democratic ideals and values that will enable them to function as effective and productive citizens.

Studies by Adeyemi and Onigiobi (2019) and Muleya(2018)revealed it to be an area of teaching and learning aimed at developing citizens who are well informed, patriotic, active, moral and concerned about both preserving their heritage and producing a better future society.

African countries Citizenship Education syllabi further this discussion by outlining the major aims of the subject within their individual nation's educational systems. For instance, in Ghana the main aim of Citizenship Education is producing competent, reflective, concerned and participatory citizens who will contribute to the development of the communities and country in the spirit of patriotism and democracy (MOESS, 2007). For CRDD (2010), Ghanaian Citizenship Education as integrated in Social Studies aims at equipping learners with knowledge about the culture and ways of life of their society, its problems, its values and its hopes for the future.

In Nigeria, NERDC (2008) detailed the main aim of Citizenship Education as integrated in Social Studies to be enabling Nigerian child to develop the spirit of patriotism, tolerance and other types of productive qualities of citizenship. A similar aim is outlined by NERDC (2012) while introducing Religious and National Values. The document states the philosophy and goal of the subject in Nigerian education system as inculcation of the right type of attitude and values for the survival of individuals and the Nigerian society (by fighting societal vices such as corruption).

For South Africa the main aim of Citizenship Education as highlighted by the Life Orientation syllabus (DBE, 2008) is to help the learner demonstrate an understanding and appreciation of the values and rights that underpin the South African constitution to

practice responsible citizenship and enhance social justice and environmentally sustainable living. This is to be done by "not only focusing on knowledge but also emphasizing the importance of the application of skills and values in real-life situations" (DBE, 2011: 8). In Ethiopia, the subject aspires at producing informed, competent and responsible citizens by equipping them with the civics knowledge, civics skills and civics dispositions so that they can efficiently take part in the political, social and economic affairs of the society (Gosa, 2018; Yohannes, Tewelde, & Abrha, 2017).

The foregoing section reveals Citizenship Education to have a broad conceptual of its aims. For instance, it is not limited to the instilling of a sense of belonging but also relates to the development of rights and freedoms, duties and responsibilities and participation. However, this conception might be limited to Ghana, Nigeria, South Africa and Ethiopia from which the above literature was reviewed. This study thus centred on exploring the appropriateness of the aims of Citizenship Education in grade four Social Studies curriculum in Kenya.

In Kenya, Osabwa (2016) noted that the overall aim of Social Ethics Education (S.E.E.) was to cultivate sound and ethical behaviour of the learner, whether alone or with others, within or outside of Kenya. This aim was further emphasised in the C.R.E. syllabus of 2002, whereby it was observed that through the subject, individual development and self-fulfilment would be achieved through fostering sound moral and religious values. This would in turn result in the growth of youths who are self-disciplined citizens (Kutto, 2013). Even more encompassing is the aim as detailed by the 2006 Social Studies syllabus that views the subject as a learning area aimed at equipping learners with knowledge, skills, attitudes and facts (Mukhongo, 2010). According to the 2002

Geography syllabus, such knowledge, skills and attitudes prepares the learner to cope with the demands of modern society (Amunze, 2015; Kipsaat, 2016; Odingi, 2012).

A review of studies in non-examinable areas of Life skills and Guidance and counselling further expands the discussion of aims of Citizenship Education. For instance, studies by Kendeli(2014)and Mwikali(2013) all observe that, Life skills education was introduced in the Kenyan education curriculum by the government in 2008 with a view of enabling learners to acquire knowledge and psychosocial skills to cope with problems they encounter in life. The subject was to be reinforced by Guidance and counselling which was to carter for a great variety of needs ranging from psychological and sociological to academic adjustment (Kamau, Nyambura & Thinguri, 2014).

In the newly introduced basic education curriculum in Kenya, the KICD(2017a, 25) notes that "a sense of citizenship (education) helps to equip young people to deal with situations of conflict and controversy knowledgeably and tolerantly." This implies that the aim of Citizenship Education is limited to the development of a citizen who is able to manage various societal conflicts and fit well in his or her society. It further relates to the communitarian form of Citizenship Education which centres on sense of belonging in to a community or society. However, the aspects of rights and freedoms together with duties and rights as advocated for by the liberal and republican Citizenship Education respectively are left out. This is notwithstanding opinions shared by various scholars in the preceding discussion that indicate Citizenship Education aims at the holistic development of an individual to enable him or her fit and function effectively in society. This study delveloped more into this issue and studied the appropriateness of Citizenship

Education aims in the Kenyan education system as perceived by curriculum designers and teachers.

KICD(2017b) further expounds the discussion on aims of Citizenship Education as integrated in Social Studies in the new competency-based curriculum. The curriculum framework (KICD, 2017a) reveals the aim of Social Studies to be of promoting civic competence. As for Religious studies, it highlights the equipping of the learner with knowledge, skills, values and psychosocial competencies that assist them to grow up as socially, emotionally and spiritually balanced individuals as the main aim.

The preceding discussion offers great insights on the Aims of Citizenship Education in Kenya. This is mainly done from the point of view of subjects (such as; Social Studies, Religious Studies, Geography) and curricular options (Life skills, Guidance and counselling) that integrate Citizenship Education. What remains to be provided, however, is a description of the aims of Citizenship Education as a standalone subject. This study interrogated the views of curriculum designers and teachers on the aims of Citizenship Education in the newly introduced grade four Social Studies curriculum in Kenya.

Having looked at the aims of Citizenship Education the rest of this sub-section focuses on the goals of the subject. To beg in with, studies by African scholars such as; Mhlauli (2012), Okobia (2012) reveal the goals of Citizenship Education in various school curricular to be: training of students to be useful and acceptable members of the society; equipping students with requisite knowledge, skills and values, attitudes and dispositions relevant for producing functional and effective citizens; helping students develop ability

to make informed and reasoned decisions for public good as citizens of a culturally diverse and democratic society in an interdependent world.

Specific countries syllabi expound more on the goals of Citizenship Education. For example, in Ghana the Citizenship Education syllabus outlines the general goals of the subject at the primary school level to be: building attitudes and values needed to solve personal and societal problems; developing critical thinking skills; developing a sense of national consciousness, unity and development; acquisition of desired characteristics of a Ghanaian patriot; and developing an appreciation for peace and always work towards it (MOESS, 2007). At high school level, the Social Studies syllabus summarizes the goals of the subject to be: development of ability to adapt to the developing and ever-changing Ghanaian society; development of positive attitudes and values toward individuals and societal issues; development of critical and analytical skills in accessing issues for objective decision making; development of national consciousness and unity; development of inquiry and problem-solving skills for solving personal and societal problems; and becoming responsible citizens capable and willing to contribute to societal advancement (Abudulai, 2020; CRDD, 2012).

For Nigeria, the goals of Citizenship Education as detailed in its 2009curriculum include: Acquiring and learning to use skills, dispositions, knowledge and values which prepare learners to be competent and responsible citizens throughout their lives; Attaining the Millennium Development Goals and the need to implement the critical element of National Economic Empowerment and Development Strategies; Creating awareness on the provisions of the Nigerian constitution and the need for democracy; Creating adequate and functional political literates among Nigerians; Sensitizing Nigerians on the

functions and obligations of government; Inculcating in the child the spirit of self-discipline, hard work, cooperation and respect for authority; Promoting the understanding of the inter-relationship between man/woman, the government and the society; Highlighting the structure of government, its functions and the responsibilities of government to the people and vice-versa; Enhancing the teaching and learning of emerging issues; Inculcating in students their duties and obligations to society (Balogun& Yusuf, 2019; NERDC, 2009).

In East Africa, particularly in Ethiopia studies reveal the goals of Civics and Ethical Education to be: helping students develop into competent Ethiopian citizens endowed with a global and human outlook, strong and democratic national feelings and sense of patriotism; developing democratic values and the culture of respect for human rights; standing for truth and the well-being of the peoples of Ethiopia as well as for equality, justice and peace; understanding, applying and upholding the Constitution (Gosa, 2018; Tadesse, 2019).

The foregoing literature details the goals of Citizenship Education in Ghana, Nigeria and Ethiopia as ones that are inclusive and founded in all the three domains of learning. Conversely, this description might be limited to Citizenship Education in the three countries as the learning area is contextual. This study therefore aimed at exploring the appropriateness of the goals of Citizenship Education in grade four Social Studies curriculum in Kenya.

Review of studies from Kenya reveals several goals of Citizenship Education as integrated in various subjects in the Kenyan education system. For instance,

Amugah(2017) notes the goals of C.R.E as highlighted in its 2002 syllabus to include: acquisition of social, spiritual and moral insights; appreciation and respect of learners own and other peoples' culture; promotion of international consciousness through the understanding of universal brotherhood and acquisition of basic principles of Christian living contributing positively to transformation of self and society as a whole. In the same vein, the learning of Literature seeks to transmit social values, customs and society's sense of justice to the students together with developing their sense of identity (Nekesa, 2012). As for Geography, the learner is supposed to acquire knowledge of available natural resources and demonstrate ability and willingness to utilize them sustainably for self-reliance (Kipsaat, 2016). Moreover, through the Kenyan History and Government subject the learner acquires a sense of nationalism, patriotism, democracy and national unity (Nasibi, 2015). Finally, in Social Studies learners are to develop different ways of expressing their ideas (Mukhongo, 2010).

In the newly introduced competency-based curriculum, KICD(2017a) further details the goals of Kenyan education to include; Fostering nationalism, patriotism and national unity; promotion of social, economic, technological and industrial needs for national development; promotion of individual development and self-fulfilment; promotion of sound moral and religious values; promotion of social equity and responsibility; promotion of respect for and development of Kenya's rich and varied cultures; promotion of international consciousness and foster positive attitudes towards other nations; and promotion of positive attitudes towards good health and environmental protection.

Specifically, Social Studies (a subject that integrate Citizenship Education in the new competency-based curriculum) indicates its goals for instruction to be: 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; nurturing of dispositions that demonstrate concern for self and others through collective responsibility (KICD, 2019).

The on-going discussion on goals of Citizenship Education suggests adequate coverage of the three forms of Citizenship (Republican, Liberal and Communitarian). Particularly, the goals advocate for areas of learning (Social Studies) that aim at equipping learners with knowledge, skills and values in relations to: rights and freedoms(for example the goal on individual development and self-fulfilment); duties and responsibilities (for example the goal on active participation in governance); and a sense of belonging as a Kenyan Citizen (for example the goal on value system that defines our society). However, this is from an integration point of view and may not necessarily reflect Citizenship Education as a standalone subject. This study explored views on Citizenship Education from curriculum designers and teachers on the goals of Kenyan Citizenship Education as a standalone subject.

The foregoing sub-section provides a detailed discussion on the aims and goals of Citizenship Education. However, Taba (1962) (as cited in Syomwene, et al., 2017) furthers this discussion with questions on; 'what needs to be taught to achieve the identified objectives (in this case: aims and goals of Citizenship Education)? And 'How should what is to be taught be organized?' To get answers to this queries the next sub-section reviews literature on the scope and sequence of Citizenship Education content.

2.3.3 Scope and Sequence of Citizenship Education Content

Content refers to those ideas, concepts, generalizations, definitions, principles, theories, skills and facts that hold together as a discipline, category of inquiry or some other well-delineated form of representation (Hlebowitsh, 2005). According to the Hunkin's decision making curriculum model of 1980, it is the 'what' that is to be taught, the 'what' that learners will learn. Syomwene, et al. (2017), further expounds that content consists of principles of scope and sequence. The two principles differ in meaning and practice. For instance, whereas scope refers to the extent, breadth and depth of content to be included in a learning area or subject (Ornstein & Hunkin, 2009), sequence is the organizing or ordering of this content (Otunga, 2015). This sub-section reviews literature concerning the scope and sequence of Citizenship Education content.

Mbakwe (2015) observes that, the content of Citizenship Education during the pre-colonial period was mainly concerned with knowledge of social values, norms, etiquette and morality. Further review of studies reveals the content of the subject at this period to be on knowledge on; medicine, hunting, fishing, agriculture, trade, crafts, folklore, geography of the community, religion and societal values, norms and obligations, rights of freeborn citizens, family history, community governance, good character, personal and environmental cleanliness, family affection, hospitality towards strangers, culture and beliefs (Falade & Adeyemi, 2015; Adeyemi&Salawudeen, 2014).

Moreover, Citizenship Education content centred on virtues such as; co-operation, dedication to duty, conflict resolution mechanisms, obedience, compassion, kindness, justice and fair play, decency and morality, patience and endurance, honesty and transparency, benevolence, courtesy, generosity, respect for elders and hard-work or

diligence (Mbakwe, 2015; Ubong & Ukpong, 2015). Mhlauli (2012) summarizes this Citizenship Education content to have been collectivist in nature with emphasis on society rather than individual.

Citizenship Education content in the pre-colonial period was organised according to stages of human growth and development: infancy, childhood, peer-group and puberty (Ngozwana, 2014). At infancy children were taught; simple and polite words, good eating habits, manner of greeting, expressing appreciation and their significance. At childhood stage simple aspect of domestic chores were taught. This included; fetching firewood and water, cleaning the compound and the delivery of less important messages. The first two stages of human development were mainly limited to home environment with parents and elder siblings being main instructors (Mhlauli, 2012). However, the latter two stages expanded to involve the larger society, whereby knowledge was acquired through interaction among society members. Gender roles were mainly taught at these stages. For instance, at the peer-group stage boys were equipped with skills to carry out duties such as; herding of cattle while girls learned cooking, hoeing and fetching water (Jebet, 2011). Later at puberty stage, girls were taught the art of cooking and domestic hygiene and respect for husband while boys were taught on the need to maintain a family through self-reliance, instilling of discipline, offering protection and administration.

The colonial Citizenship Education content mainly focused on colonial authority and laws and allegiances to the colonial and home governments (Mukhongo, 2010). This was achieved through inclusion of topics of Western civilization in the curriculum (Oats, 2018). Examples of such topics include; kings, queens, princes and princesses of Britain, River Thames, the Coal of New Castle and the British Isles (Mhlauli, 2012). Ubong and

Ukpong (2015) opine that the content was culture-bound, with a foreign bias and not relevant to the needs and aspirations of Africans.

Currently, studies by scholars such as; Adeyemi and Onigiobi (2019), Adamu and Usman (2020),Balogun and Yusuf (2019), IBE-UNESCO (2017a), Muleya (2019),and Sibanda (2015) reveal that Citizenship Education entails study of: government; constitution; human rights; justice and legal system; equality; democracy; morality; nationalism; patriotism; duties and responsibilities of citizens; cultural norms; social expectations; tolerance; respect; national economic development aspirations; and historical past.

Comparably Citizenship Education content as contained in African education systems mirrors the one discussed above (Kankam, 2012). However, Mhlauli (2012) observes that the content further integrates topics relating to African; culture, language, literature and traditions. Additionally, Citizenship Education syllabi of various African countries offer insights on the scope of content. For example, in Ghana Citizenship Education integrates knowledge and information from many subject areas, such as Civics, Hygiene, Social Studies, Life Skills and Religious and Moral Education (Asare-Danso, 2018). Specifically, the subject includes knowledge on; commitment, tolerance, patriotism, flexibility in ideas, reflection, co-operation, responsibility, good governance, democracy, sustainable management of the environment, peace, justice, human rights and gender equality (Angyagre & Quainoo, 2019; CRDD, 2010; MOESS, 2007). This content is organized in various topics such as: 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). For Kankam (2016) the Citizenship Education content as contained in the Ghanaian education system prepares the learner for active participation in public life and community issues in an informed, committed and constructive manner, with a focus on the common good.

In Nigeria, Citizenship Education involves the study of: culture and identity, national symbols, leadership values, citizenship, national consciousness and unity, human rights and rule of law, representative democracy, duties and obligations of citizens, Nigerian constitution, social issues, peace and conflict resolutions and National economic life (Falade & Adeyemi, 2015; NERDC, 2007a). Additionally, a variety of value-concepts form the centrepiece of Citizenship Education. These include; cooperation, rationality, loyalty, peace, equity, justice, good governance, patriotism, critical thinking, moral and spiritual values, progress and democracy, honesty, compassion, open-mindedness, integrity, diligence, trustworthiness and obedience (Enyiaka, Aminigo, &Osaat, 2018; FRN, 2004).

In addition, Nigeria's Citizenship Education addresses contemporary local and global issues such as; 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 (Igbokwe, 2015; Balogun& Yusuf, 2019). This content 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 rule of law; Duties and

responsibilities of citizens; National economic life; and Peace and conflicts (NERDC, 2007a; NERDC, 2007b).

For South Africa, Rooth (2005) notes that Citizenship Education as integrated in Life Orientation draws its content from; sociology, psychology, political science, human movement science, Religious studies, labour studies and industrial studies. It further includes contemporary issues such as; indigenous knowledge, equality, inclusivity, social justice, diversity, human rights, gender, healthy environment, HIV/AIDS, sexuality and all forms of violence or abuse (Wasserman, 2014).

Closer to Kenya, that is in Ethiopia, Citizenship Education derives its content from; political science, economics, philosophy, law, ethics and other related disciplines (Bayeh, 2016).Specifically, the subject is concerned with teaching students about; democracy and democratization, human rights, justice, equality, tolerance, respect, constitution and constitutionalism and other basic concepts of democratic institutions and democratic state (Fetene, 2017; Tadesse, 2019).

Preceding literature reveals that Citizenship Education content as contained in the syllabi of various African countries (Ghana, Nigeria, South Africa and Ethiopia) can be described as one that is inclusive. Conversely, what remains to be known is whether a similar description is shared by Citizenship Education in Kenya. This study delved more into this issue and studied the suitability of scope and sequence of Citizenship Education content in the Kenyan education system as perceived by curriculum designers and teachers.

Kenya's Citizenship Education has integrated content on: democracy and human rights, national unity and multicultural identity, social equality, social obligation, issues of morality, ethnic conflict and resolution, colonial legacy, political developments, responsible citizenship, good governance and international cooperation (KIE, 2002;Njoroge, Makewa, &Allida, 2017; Omundi & Ogoti, 2018). Moreover, it in-cooperates values such as; obedience, patriotism, loyalty, self-reliance, tolerance, co-operation, diligence, honesty, empathy, assertiveness, justice, fairness, love, respect, peace, integrity and responsibility (Jebet, 2011; Kendeli, 2014;Mukhongo, 2010;Wanjiru, Mworai, &Nkatha, 2018). In addition, it addresses contemporary issues such as: globalization, technological development, environmental conservation, drug and substance abuse, terrorism, cultic worship and human trafficking, pollution, global warming, HIV and AIDS pandemic, gender equality, corruption, child labour, children's rights, domestic violence (Amunze, 2015; Juma, 2012; Kutto, 2013; Nekesa, 2012; Osabwa, 2016).

The newly introduced competency-based curriculum recommends the teaching of competencies that include; Communication and Collaboration, Self-efficacy, Critical Thinking and Problem Solving, Creativity and Imagination, Citizenship, Digital Literacy and Learning to Learn (IBE-UNESCO, 2017b). Besides, KICD(2017a) identifies values as a major pillar on which mission and vision of the new curriculum are anchored. In the framework values are standards that guide an individual on how to respond or behave in a given circumstance. The curriculum framework further reviews values as recommended by Kenya's constitution 2010 and Education Task Force of 2012 among other policy documents to identify the values to be taught in Kenya's Education system. These values

include; responsibility, love, respect, excellence, care and compassion, understanding and tolerance, honesty and trustworthiness, national unity, peace, patriotism, social justice, integrity, being ethical, rule of law, democracy and participation of the people, human dignity, equity, inclusiveness, good governance, transparency and accountability and sustainable development (ROK, 2010; ROK, 2012).

Besides, the curriculum framework suggests the integration of pertinent and contemporary issues into the new curriculum. This includes; peace education, health education, environmental education, safety and security education, integrity, ethnic and racial relations, social cohesion, patriotism and good governance, human rights and responsibilities, child's rights, child care and protection, life skills, values, moral education, human sexuality, etiquette, financial literacy, poverty eradication, countering terrorism, extreme violence and radicalization, gender issues and animal welfare (KICD, 2017a).

At the subject level, the teaching of values forms a core part of the content for subjects like Social Studies. Examples of the values taught through Social Studies include; trust, honesty, obedience, love, responsibility, unity, respect, peace, integrity and patriotism (Ganira, Odundo, Gatumu, &Muasya, 2018). In addition, the subject draws its content from the Social Sciences such as History and Government, Geography, Citizenship Education and Sociology (KICD, 2019). These content is organized in various topics which include; Natural and Built Environments, People and Population, Culture and Social Organizations, Resources and Economic Activities, Political Systems and Change, Citizenship and Governance in Kenya (KICD, 2019).

The foregoing discussion reviews literature on Citizenship Education content. The review reveals that Citizenship Education content as integrated in various subjects is both civic and value based. In particular, the learning area encompasses content on civic aspects such as; democracy, human rights, constitution, rule of law and justice; together with values such as; trust, honesty, obedience, love, responsibility, unity, respect, peace, integrity and patriotism. Moreover, the content combines all the three forms of citizenship as advocated for by Van Gunsteren (1998) theory of Neo-republican citizenship.

The above-mentioned findings on Citizenship Education content are tempered with the fact that they are mainly derived from reviews of Citizenship Education curriculum documents such as syllabi and not actual opinions of officers who participate in the formulation, structuring and implementation of the subject. Mhlauli and Muchado (2013) and Dingili (2017) warn of a mismatch in opinions between Citizenship Education policy recommendations and Citizenship Education implementers (teachers). Also, Kerr (2000) observes that limited studies exist on opinions of various Citizenship Education stakeholders including; curriculum designers and teachers. This study therefore explored the conceptualisation and instruction of Citizenship Education among curriculum designers and teachers in grade four Social Studies curriculum in Kenya.

Various approaches have been suggested for the teaching of Citizenship Education content. For instance, Kerr (2000) suggests three approaches, that is; *separate or stand-alone, integrated* and *cross-curricular approach.* In the separate eapproach, Citizenship Education content is taught as a specific subject or aspect. Also it is taught by specific group of teachers using specific textbooks and its assessment is through high stakes

assessment exercises (Fito'O, 2009). Examples of application of this approach include: Civics and Ethical Education in Ethiopia, Civic Education in Nigeria and Citizenship Education in Ghana (Gosa, 2018; Kankam, 2016; Olayinka, 2015). The separate approach has the merit of providing learners with an array of content on various citizenship issues, which are taught by people with better proficiency level in the subject area and thus the achievement of set citizenship goals (Fito'O, 2009; Sakala, 2016). Conversely, the approach has the weakness of duplicating content within and between educational levels. Falade and Adeyemi(2015) cite the concept of human rights which is taught at three different times within the same academic session at Nigeria's junior secondary level.

The second approach according to Kerr (2000) is the integrated one. It involves incorporation of Citizenship Education content into a broader course, often social sciences or Social Studies. Examples of countries that use integrated approach include; Australia and USA (Fito'O, 2009). In Africa, most of the countries' curricula integrate Citizenship Education content into subjects such as; cultural studies and Social Studies (Angyagre & Quainoo, 2019; Jotia & Matlale, 2011; Okobia, 2012). In Kenya, the new competency-based curriculum recommends for the teaching of Citizenship Education content through Social Studies at the basic education level. This approach to Citizenship Education is credited with the reduction of duplications of content within and between educational levels. On the contrary, the combination of various learning areas leads to unwieldy scope hence narrower coverage of citizenship issues when compared to the separate approach (Falade & Adeyemi, 2015).

Finally, the cross-curricular approach is where Citizenship Education content is neither structured as a separate subject, topic nor is it part of an integrated course. Instead, it permeates the entire curriculum and is infused into subjects. This approach to Citizenship Education is favoured on the premise that citizenship preparation is a lifelong process that requires tackling from multiple sources(IBE-UNESCO, 2017a). Therefore, it is the role of all subjects in the school curriculum to contribute to the development of good citizens (Mhango, 2008). In contrast, it is argued that, not all subjects in the school curricula have moral, historical, religious and civic elements necessary for Citizenship Education (Sakala, 2016).

Further variations of the cross-curricular approach exist with Citizenship Education permeating through several subjects that are then put under one umbrella subject. Examples of such cases are in Nigeria, where the subject Religion and National Values that embraces autonomous subjects of Religious studies, Civic Education and Social Studies. South Africa, where Life Orientation combines Guidance, vocational instruction, Life skills education, Health education, Physical education, Environmental education, Religious education and Citizenship Education. Similarly, in Kenya, the subject GHC was a combination of Geography, History and civics. Likewise, the proposed Social Studies under the competency-based curriculum shall have learning areas such as; History, Geography, Citizenship Education and Sociology (KICD, 2019).

The preceding section reviews various approaches to Citizenship Education. According to Igbokwe (2015) the best approach to Citizenship Education is one in which content flows systematically and spirally. Moreover, there should be little content overload, repetition or duplications within and across subjects, while at the same time not

compromise the depth, appropriateness and interrelatedness of the content. It should thus be organized to ensure continuity and flow of themes, topics and experiences at all learning levels (Igbokwe, 2015). For Mavhunga, et al. (2011) this can only be possible when there is a clear understanding of the scope and sequence of Citizenship Education content. In this study the suitability of scope and sequence of Citizenship Education content in grade four Social Studies curriculum was explored.

Previous sub-sections have reviewed literature relating to Citizenship Education; aims and content. Ndaloh (2008) observes that these elements of curriculum (aims and content) exist in a close relationship with the instructional methods. Specifically, it is these instructional methods that connect the aims and content to evaluation (Ndaloh, 2008). Moreover, Kochar (1992) cited in Nasibi (2015) observes that, even the best curriculum and the most perfect syllabus remains dead unless quickened into life by the right methods of teaching and the right kind of teachers. It is in line with the above scholars' views that the next sub-section reviews literature on instructional methods for Citizenship Education.

2.3.4. Instructional methods for Citizenship Education

Instructional methods refer to the procedures of delivering content (Syomwene, et al., 2017). According to Hunkin's decision making curriculum model of 1980, it relates to how the content is to be delivered to learners or experienced by them. Specifically, instructional methods answer the question, 'how should we teach what is to be taught?' For Mwaka, Nabwire and Musamas (2014), instructional methods emanate from instructional strategies which are guided by instructional approaches. To differentiate the two terms (instructional strategies and instructional approaches) from instructional

methods, these scholars observe that whereas an instructional approach is a way of thinking or reasoning in instruction, instructional strategy is the overall plan or design in which the process of instruction is organized and implemented. Ndaloh (2008) further breaks down the instructional methods into instructional activities. He describes them (instructional activities) as specific practices performed in class by both the teacher and learners that lead to realization of the specific learning outcomes.

Further expounding on the terms; instructional approaches, instructional strategies, instructional methods and instructional activities, Mwaka, et al. (2014) note that, learner centred approach leads to heuristic strategy which consists of instructional methods such as; discussion, question and answer, laboratory experiments, project work, problem solving, simulations and field trips. Moreover, these instructional methods use instructional activities such as; discussing, reporting, researching, questioning and explaining. On the other hand, the teacher-centred approach leads to expository strategy which consists of instructional methods such as; lecture, narration and teacher demonstrations. In addition, the instructional activities employed by these methods include; memorizing, listening, note taking and observing (Nasibi & Kiio, 2005). Although there exists no best method of teaching (Amunze, 2015; Nasibi & Kiio, 2005), some methods are preferred to others on the basis of their tendency to achieve the intended learning outcomes (Mwaka, et al., 2014). This sub-section reviews literature in relation to instructional methods that are favoured for Citizenship Education.

During the pre-colonial period Citizenship Education instruction was both formal and informal (Ngozwana, 2014). It was formal for it was offered through initiation schools and informal as it was offered through peer-to-peer transmission, parental education and

incidental education through ceremony and festivity attendance. Ubong and Ukpong (2015) further observe that the main transmitters (instructors) of Citizenship Education were mainly parents (family) and elders of the community. A child belonged to the community and any parent could discipline a child if they saw him/her doing anything perceived to be against the norms of the society. The methods of instruction included the use of; lullabies, riddles, proverbs, folktales, stories, songs, dances, legends and myths (Ngozwana, 2014). For Jebet (2011), apprenticeship formed the basis of instruction during this period. Mhlauli (2012) summarizes it as that of reprimand, imitation and association.

Currently, studies by scholars such as; Bayeh (2016) and Magasu, Muleya and Mweemba (2020) indicate that Citizenship Education favours an instructional approach that is learner centred, with a heuristic instructional strategy that includes instructional methods that are; participatory, cross-disciplinary, interactive, related to life, conducted in a non-authoritarian environment, cognizant of challenges of societal diversity and co-constructed with parents and community as well as the school. The learning activities advocated through such instructional methods are; dramatisation, issue-centred case analysis, peace-building programs, community participation activities, public information exhibits, online international linkages, collaborative research projects, participation in student government, participating in games and role-playing of behaviour (Bayeh, 2016; Tadesse, 2019). These activities are preferred for they have the ability to; generate civic skills, develop democratic values, positive attitudes towards legal forms of participation, instilling social responsibility and cohesion (Abudulai, 2020;

Tamunosa&Mezieobi,2017). Moreover, the exposure to real life situation triggers reflection and thinking and makes education relevant to society (Magasu, et al., 2020).

In Africa, a study by Balogun and Yusuf (2019) reveal the preferred instructional approach for Citizenship Education to be characterized by; inquiry-based, cooperative, experimental and reflective instructional methods .Studies by Okobia in 2012 and later Abudulai (2020) further found out that, Citizenship Education students are supposed to engage in activities such as; open discussions, community activities, dramatization, case studies, debates and problem-solving. For Jotia and Matlale (2011), the stated instructional methods are credited for enabling students to autonomously redefine themselves as well as their world which equips them with skills for functioning in today's increasingly complex and global environment. Ogunyemi (2011) further expounds that the instructional methods nurture well-informed citizens who are caring, responsible and engaged and have critical thinking skills.

A further review of Citizenship Education as integrated in various subject syllabi across Africa reveal the emphasis of learner centred instructional approach. For example, in Ghana Citizenship Education is defined by the opportunities provided by schools to engage students in meaningful learning experiences such as role-plays, debates, mock trials, simulation games, classroom deliberations, students' council deliberations (Abudulai, 2020; CRDD, 2012; Mensah, 2020). Similarly, Olayinka (2015) describes Nigeria's instructional approach to Citizenship Education to be; learner centred, interactive and activity–based. For South Africa, the recommended learner centred approach not only provides for instructional methods that release information, but also enhances practical, active and participatory learning. It thus results in skill practice that is

core to the development of the competencies associated with Life Orientation's outcomes and assessment standards (DBE, 2011). Finally, in Zambia, the Zambia Education Curriculum Framework of 2013 advocates for a critical approach to the instruction of Civic Education (Citizenship Education), which encourages learners to reflect, think and do (Magasu, et al., 2020).

In summary, Citizenship Education as instructed through the syllabi of various countries (Ghana, Nigeria, South Africa and Zambia) can be described as one that is learner centred. However, does Citizenship Education in Kenya share a similar description? This study majored at establishing the instructional methods used in Citizenship Education in Kenya.

In Kenya, studies reviewed (Amunze, 2015; MOEST, 2015; Mwashigadi, 2012; Tuimur, Chemwei & Rotumoi, 2015; Wambua, Murungi, &Mutwiri, 2018) reveal Citizenship Education as integrated in other learning areas favour learner centred instructional approach over teacher-centred approach. Specifically, the instructional methods advocated for include; class discussion, problem-solving, role-playing, drama, group work, question and answer, use of resource persons, field trips, debates and social action projects (Abobo, Osero & Orodho, 2014; Imbundu &Poipoi, 2013; Mwathwana, Mungai, Gathumbi, & Gongera, 2014). In addition, the following instructional activities are advocated for; brainstorming, asking questions, raising and solving problems, taking of measurements, collecting study specimens, carrying out experiments, writing reports, taking photographs and writing essays (Amunze, 2015; Mukhongo, 2010).

The newly introduced competency-based curriculum in Kenya recommends for a learner centred instructional approach (KNUT, 2019). This is in line with an earlier recommendation by the Task Force on education that suggested the adoption of an instructional approach that strengthens co-curricular activities including volunteerism and community out-reach services to enhance relevant values and introduction of youth to the world of work (ROK, 2012). Similarly, ROK (2015) also proposed for adoption of an instructional approach that supports creativity, innovation, critical thinking and sustainable development. In particular, the competency-based curriculum advocates the adoption of learner centred instructional methods such as; role play, problem solving, projects, case study and study visits (KNUT, 2019).

At the subject level, the 2019 Social Studies curriculum design advocates for inquiry based instructional methods. It opines that the instructional approach encourages the learner to ask critical questions, carry out investigations and make conclusions on different topics. Additionally, it emphasizes for authentic age appropriate learning activities that promote interactive learning. According to KICD (2019) such an instructional approach makes Social Studies meaningful, purposeful, stimulating and enjoyable to the learner.

The preceding sub-section discusses instructional methods together with instructional approach for Citizenship Education. From the discussion scholars identify learner centred instructional approach together with its methods as suitable for Citizenship Education. This is because the learner centred instructional approach together with its methods has the ability to; generate civic skills, develop democratic values, positive attitudes towards legal forms of participation, instilling social responsibility and cohesion (Abudulai,

2020;Gosa, 2018). It therefore natures and develops knowledge, skills and values in regard to; duties and responsibilities, rights and freedoms and a sense of belonging as outlined in the Neo-republican theory of effective citizenship.

Conversely, the foregoing discussion is based on reports from reviews of syllabi of subjects integrating Citizenship Education. Classroom based studies by scholars such as; Abobo, et al. (2014), Imbundu and Poipoi (2013) and Ruto and Ndaloh (2013) reveal dominance of teacher-centred instructional approach together with its instructional methods. Particularly, Mwathwana, et al., (2014) record; lecture, narration, teacher lead discussion, dictation and teacher lead demonstrations to be the frequently used instructional methods. Besides, studies by Dingili (2017), Mhlauli and Muchado (2013) indicate the existence of a mismatch between Citizenship Education instructional policy and its actual practice. In a similar view, studies conducted by; Abudulai (2020), Gosa (2018), Tadesse (2019) and Magasu, et al. (2020) reveal the dominance of teacher-centred strategies in the instruction of Citizenship Education. It is thus important to conduct a study both at the conceptual and instruction levels of Citizenship Education. This study explored the views of; curriculum designers and teachers on the instructional methods used in Citizenship Education in grade four Social Studies curriculum in Kenya.

Previous sub-sections have reviewed literature on; aims and goals, content and instructional methods for Citizenship Education. However, there is need to establish whether the identified content and instructional methods leads to achievement of the aims and goals of Citizenship Education. This therefore calls for the use of assessment procedures which I reviewed in the next sub-section.

2.3.5 Assessment procedures for Citizenship Education

The final element of the Hunkin's decision making curriculum model of 1980 reviewed in this study is the assessment procedures. While citing Tyler (1949), Syomwene, et al. (2017) argued that assessment is the process through which the teacher matches the initial expectation to the outcome to find out whether the intended learning outcomes are being or have been realized.

For Kankam, Bordoh, Eshun, Bassaw and Korang (2014), there exist two main forms of assessment in Citizenship Education; traditional classroom assessment and alternative authentic assessment. The traditional classroom assessment is mainly characterized by paper and pencil. The tests have a standard delivery and response format, typically one correct answer using a forced-choice response format, mainly that of multiple-choice, matching, or true/false (Kankamet al., 2014). The benefits of these tests are that they are relatively quick to score, easy to administer, reliable and maybe given to small or large groups of students simultaneously. On the contrary, Citizenship Education scholars (Bekoe, Eshun & Bordoh, 2013) discourage the use of traditional classroom assessment as a method of assessment in Citizenship Education. For Bekoe, et al. (2013), this form of assessment emphasizes on the cognitive domain at the expense of affective and psychomotor domains which are also of paramount importance.

The second form of assessment according to Kankamet al. (2014) is the alternative authentic assessment. They expound that, alternative authentic assessment is the use of activities that resemble as closely as possible activities performed by adults in the real world. These activities challenge students to produce or perform at high standards and instruction with assessment seamlessly integrated to foster a mastery type learning

environment. It includes; performance-based assessment, portfolios, self-assessment and peer-assessment; interview-based assessment, play-based assessment, cooperative group assessment, dialogue, journal, scaffold essays and classroom-based assessment (Bekoe, et al., 2013). Also, Kankamet al. (2014) cite Boud and Falchikov (2005) as having observed that alternative authentic assessment has the 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 scholars conclude that alternative authentic assessment is the most suitable form of assessment for Citizenship Education due to its ability to test knowledge, skill, values and attitudes. Specifically, the alternative authentic assessment provides activities for testing critical thinking, problem-solving, positive attitudes and values, analytical skills and civic competence.

A review of Citizenship Education curriculum recommendations among some African countries reveals advocacy of alternative authentic form of assessment. For instance, the Life Orientation syllabus allows for creative and flexible learning to take place, through the inclusion of informal and practical assessments and projects (DBE, 2008). In Ghana, the alternative authentic form of assessment is used through; oral questions, quizzes, class assignments, essays, structured questions and project work (MOESS, 2007). In contrast, a study by Okobia (2015), revealed dominance of traditional classroom assessment. Specifically, the form of assessment emphasizes on the cognitive domain and requires students to regurgitate memorized knowledge.

The preceding literature review reveals advocacy of practical forms of assessment in the curricula of countries such as Ghana, and South Africa. What is yet to be revealed is the nature of assessment procedures as used in various subjects that integrate Citizenship

Education. This study therefore sought to offer a description of the assessment procedures for Citizenship Education in grade four Social Studies curriculum in Kenya.

In Kenya, the Citizenship Education assessment process has been dominated by the traditional classroom assessment. For instance, studies by Jebet (2011), Kutto (2013), Mwashigadi (2012), and Omundi and Ogoti (2018) have all revealed paper and pen examination as the main tools for assessment of subjects that integrate Citizenship Education. Also, a study by Nasibi (2015) observed that in the paper and pen examinations students were often required to; describe, explain, discuss and even recall events. For Nasibi (2015), the assessment process pays little attention to critical analysis of issues or changes in attitudes as a result of lessons learned or values inculcated into the learners. Similarly, Kutto (2013) notes that, traditional classroom assessment frequently results in over-concentration on the transmission of knowledge at the expense of the affective aspect of learning concerned with the development of desirable attitudes and values. The resultant is the production of puppets that memorize facts and reproduce factual knowledge with little skills in critical thinking and active democracy (Jebet, 2011).

The challenge of assessment process has further limited the success of other learning areas that integrate Citizenship Education. For example, Wainaina, Arnot and Chege (2011) lament the move to make S.E.E. examinable as it led to a strong emphasis on the competitive passing of national examinations at the expense of acquiring skills, knowledge, attitudes and expertise that were necessary for national and social development. On the contrasts, Kendeli (2014) and Osabwa (2016) observe that the making of Life skills non-examinable nationally makes learners view it as a less

important subject hence have less interest in it. This study furthered the discussion on whether or not Citizenship Education should be made examinable by exploring the views of; curriculum designers and teachers on the assessment procedures of the subject in grade four Social Studies curriculum in Kenya.

Currently, KICD(2017a) proposes adoption of competency-based assessment whereby learners are given opportunity to put into practice what they have learned. The aim is to provide an avenue for building skills and knowledge that learners require to perform identified tasks after going through a learning experience. The assessment process is based on actual skills and knowledge that a learner can practically demonstrate (KICD, 2017b). It starts with personal assessment against a set of competencies followed by gathering of evidence by an assessor. The evidence is used to make judgment about whether an individual is competent or not. Evidence gathering methods used include; portfolios, classroom or field observation, projects, oral presentations, self-assessment; interviews and peer-assessment (KNUT, 2019). In addition, the competency-based assessment is criterion based as it focuses on determining whether each learner has achieved specific skills or concepts as opposed to ranking them with respect to the achievement of others in broad areas of knowledge (norm referenced assessment).

At the subject level, the Social Studies curriculum design advocates for authentic alternative form of assessment. In particular, they propose the use of; oral questions, teacher made tests, observation, project work, profiling, journaling, anecdotal records, checklist and portfolio (KICD, 2019). Conversely, these are policy recommendations by the Social Studies curriculum design. A further study on the conceptualisation and instruction of Citizenship Education will be highly illuminating on the actual assessment

procedures used in the learning area. This study therefore explored the views of curriculum designers and teachers on the assessment procedures for Citizenship Education in grade four Social Studies curriculum in Kenya.

The foregoing section has reviewed literature in relation to the kind of education that enhances production of an effective citizen. From the review, Citizenship Education should be an area of learning that: Aims at equipping learners with knowledge, skills, values and dispositions in relation to participation, rights and freedoms, duties and responsibilities and a sense of belonging as a Kenyan Citizen; has content that is not only civic and values-based but also inclusive (combines elements of republican, liberal and communitarian citizenship); employs instructional methods that emanate from learner centred and activity-based instructional approach; together with alternative authentic form of assessment process. However, how can one assess the: appropriateness of Citizenship Education aims and goals; suitability of scope and sequence of its content; effectiveness of its instructional methods; and assessment procedures? To answer this question, Johnson and Morris (2010) advocate for the use of a conceptual model in evaluating Citizenship Education curricular. The next section reviews literature in relation to Citizenship Education curriculum model.

2.3.6 Citizenship Education curriculum model

Syomwene, et al. (2017, 12) conceived the word curriculum as; "the intensions for learning: the actions, interactions and processes elicited and directed by these intensions; and the actual learning that emanates from the prevailing context." From this definition, it can be noted that a curriculum is made up of: certain learning intensions (aims and goals of education); actual thing that is learnt (content); learning process (instructional

methods); learning environment and assessment of what is learnt. It is these characteristics or elements that disclose the nature of a curriculum. On the other hand, a model is a pattern that serves as guidelines to action (Syomwene, et al.,2017).In educational context, it implies the means of organizing and managing educational policies, procedures and concepts in systematic ways (IBE-UNESCO, 2017c). A curriculum model is thus defined as a set of parameters, directions and standards for curriculum policy and practice (IBE-UNESCO, 2017c). This section reviews literature in relation to Citizenship Education curriculum model.

Scholars have developed various models for Citizenship Education. To start with is McLaughlin's (1992) who developed a binary Citizenship Education model of *Minimal* and *Maximal* interpretations. According to Kerr (1999), the *Minimal* interpretation had a narrow definition and approach to Citizenship Education -what was termed as 'civics education.' He further argued that this kind of interpretation of Citizenship Education was largely content-led and knowledge-based. It was centred on formal education programs that concentrated on the transmission of knowledge of; a country's history and geography, structure and processes of its system of government and its constitution to students (Namasasu, 2012). For Muleya (2015), the *Minimal* interpretation lent itself to didactic teaching and learning approaches, with teacher-led, whole-class teaching as the dominant medium. Through these methods, there was little opportunity or encouragement for student interaction and initiative. Additionally, its outcomes were narrow and largely involving the acquisition of knowledge and understanding, thus often easily measured through written examinations.

Scholars such as; Cohen (2013), Ghebru and Lloyd (2020) and Mokotso (2019)summarized the *Minimal* interpretation of Citizenship Education as one that was; reputed for philosophical, curriculum and learning outcomes which were thin, elitist, formal, content-led, knowledge-based, didactic transmission, easier to achieve and measure in practice. For Johnson and Morris (2010) it is such kind of Citizenship Education that resulted in citizens that were essentially obedient to government: law abiding and public spirited, but with limited autonomy.

Kerr (1999) further expounded the *Maximal* interpretation as one that had broad definition and approach to Citizenship Education - what was termed as "Citizenship Education". The *Maximal* interpretation sought to actively include all groups and interests in society and applied broad mixture of formal and informal instructional approaches (Kerr, 1999). It included content and knowledge components of *Minimal* interpretations, but actively encouraged investigation, integration and interpretation of many different ways in which these components (including the rights and responsibilities of citizens) were determined and carried out (Namasasu, 2012).

According to Kerr (1999), the main aim of the *Maximal* interpretation of Citizenship Education was not only to inform but also to use that information to help students understand and enhance their capacity to participate. The interpretation was as much about content as about the process of teaching and learning the content (Namasasu, 2012). It thus lent itself to a broad mixture of teaching and learning approaches, from the didactic to the interactive, both inside and outside the classroom. In this interpretation, structured opportunities were created for student interaction through discussion and

debate and encouragement was given to students to use their initiative through project work, other forms of independent learning and participatory experiences (Muleya, 2015).

Scholars such as; Cohen (2013) and Ghebru and Lloyd (2020) summarized the *Maximal* interpretation of Citizenship Education as one that; drew from philosophical, pedagogical and curriculum elements that were thick, inclusive, activist-oriented, participative, process-led, values-based, interactive, interpretation and more difficult to achieve and measure in practice. Through this interpretation, assessment was often done through non-formal assessment or what Kankam et al. (2014) referred to as alternative authentic assessment. For Johnson and Morris (2010) the *Maximal* interpretation of Citizenship Education led to citizens who actively questioned and applied critical thinking to all important matters.

In the same vein as McLaughlin's (1992), other scholars developed other binary Citizenship Education curriculum models. For instance, Andreotti (2006) developed the *Soft* and *Critical* Citizenship Education model. According to Blackmore (2016), Andreotti's (2006) work highlighted the importance of students reflecting upon their own knowledge and assumptions, exploring the implications of their own ways of seeing and being in the world in relation to power, relationships, and the distribution of labour and resources. The binary Citizenship Education curriculum models are essential in identifying sets of ideals for Citizenship Education. However, they have a weakness of providing polarised distinctions between 'positive' and 'negative' conceptions of Citizenship Education (Oxley & Morris, 2013).

Besides the afore-discussed binary Citizenship Education curriculum models, scholars have also developed three dimensional and even multi-dimensional models. For example, Parker (1996) observed three very different conceptions of Citizenship Education: *Traditional, Progressive,* and *Advanced.* The scholar explained that traditionalists emphasized an understanding of how government works. Therefore, they advocated for the study of traditional subject area content as well as commitments to core democratic values. Progressives shared a similar commitment to this knowledge, but they placed a greater emphasis on civic participation in its numerous forms. According to Parker (1996), *Advanced* citizenship was one that built on the *Progressive* perspective. Additionally, it added careful attention to inherent tensions between pluralism and assimilation.

Comparably, Kerr (1999) developed the *Education About* citizenship, *Education Through* citizenship and *Education For* Citizenship Education model. Similar to Parker's (1969) traditionalists conception, Kerr's (1999) *Education About* citizenship aimed at developing knowledge and understanding of national history. It also focused on the structures and processes of government and political life. Kerr (1999) further opined that *Education Through* citizenship aimed at instilling participatory skills in the student; this was in preparation for the active roles and responsibilities that awaited them in their adult lives. Finally, *Education For* citizenship not only combined *Education About* citizenship and *Education Through* citizenship but also integrated aptitudes and values (Muleya, 2015). The aim of *Education For* citizenship was to shape and change attitudes and behaviour of young people into their adult lives.

Similar to Parker (1996) and Kerr (1999), Westheimer and Kahne (2004) developed the justice oriented model of Citizenship Education. In particular, the model entailed the *Personal Responsibility* conception, which advocated for the development of each citizen's own individualistic character including development of values such as; honesty, integrity, self-discipline and hard work. The second conception was *Participation* conception that promoted citizenship that preparedstudents for active engagement in collective, community-based efforts. Finally, the *Justice-Driven* conception called for citizens to critically assess the structures of injustice in society (Cohen, 2013).To further exemplify the three conceptions of citizenship, Westheimer and Kahne (2004) observed that in times of catastrophes like hunger, the *Personally Responsible* citizens would contribute cans of food for the homeless, while the *Participatory* citizen would organize the food drive. As for the *Justice-Oriented* citizens they would be asking why people were hungry and acting on what they discovered.

In the same vein, Veugelers (2007) observed *Adaptive, Individualistic and Critical-Democratic* conceptions of citizens. For Veugelers (2007) an *Adaptive* citizen was one who acted responsibly and obediently. On the other hand, an *Individualistic* citizen participated in society from an individualist perspective within the given structures. Finally, a *Critical-Democratic* citizen was motivated to challenge and change those structures which reproduce injustices.

Scholars have also developed multi-dimensional models for Citizenship Education. To start with is Cogan and Derricott (1998) multi-dimensional Citizenship Education model that encompasses; *Personal, Social, Spatial* and *Temporal* conceptions. Comparably, Rubin (2007) conceptualised a multi-dimensional Citizenship Education model that was

composed of; *Aware, Empowered, Complacent* and *Discouraged* Citizenship Education conceptions. In the same vein, Johnson and Morris (2010) identified; *Ideology, Collective, Subjectivity* and *Praxis* as the main conceptions of their critical Citizenship Education framework. Finally, Oxley and Morris (2013) offered a model for distinguishing eight multiple conceptions of Citizenship Education. The conceptions identified by the two scholars included; *Political, Moral, Economic, Cultural, Social, Critical, Environmental* and *Spiritual*.

The afore-reviewed Citizenship Education curriculum models -both the three dimensional models (Kerr, 1999;Parker, 1996; Veugelers, 2007; Westheimer & Kahne, 2004) and the multi-dimensional models (Cogan& Derricott, 1998; Johnson& Morris, 2010; Oxley& Morris, 2013; Rubin, 2007)- were a great improvement to the binary Citizenship Education curriculum models. For instance, they introduced extra conception/s of Citizenship Education thus reducing the polarisation limitation exhibited by the binary Citizenship Education curriculum models. However, each conception continued to be viewed as distinct and at times in competition of each other. For example, Kerr (1999) emphasized the *Education For* Citizenshipover the other two conceptions of Citizenship Education. Comparably, Westheimer and Kahne (2004) also advocated for *Justice-Oriented* conception over *Personal Responsibility* conception and *Participation* conception. Contrastingly, Adebayo (2019) and Marovah (2019) opined for the three conceptions to be viewed as aspects of a continuous continuum.

In 2013 Cohen also offered a descriptive theoretical model of the Citizenship Education process that was composed of different conceptions of Citizenship Education as identified from his study on three Israeli civics classrooms. The model was composed of

three different phases of the Citizenship Education process, that is; *Disciplined, Participatory* and *Critical* conceptions. The *Disciplined* conception related mainly to the building of trust between students and their social surroundings and political institutions. It was thus mainly concerned with transmission of foundational knowledge regarding citizenship in the state. According to Cohen (2013) this conception (Disciplined) was a foundation on which *Participatory* and *Critical* conceptions were built on. For instance, *Participatory* conception entailed demonstrations to students on how knowledge acquired in the *Disciplined* conception could be translated into active modes of citizenship. Finally, the *Critical* conception encouraged thoughtful, active citizens. In this manner students were to demonstrate critical stance towards knowledge that they had been taught in the other phases of the model, thus creating a coherent and purposeful education process.

According to Cohen (2013), his model had an advantage of not forcing teachers to choose one conception of Citizenship Education over the other as it had been the case with earlier models. Specifically, conceptions of Citizenship Education were not seen as representing contradictions between one another but rather as necessary combinations. They thus completed each other rather than competing with one another. In this manner each teacher had the freedom to decide which conception to emphasize on, based on the context he or she was instructing. Eventually various conceptions of Citizenship Education would be covered, thus offering a remedy of teachers concentrating on one conception alone.

Blackmore (2016) expounded on Cohen's (2013) work and introduced a fourth conception, that is, *Responsible Being* and *Action* which he viewed as the end point of the

Citizenship Education process. Specifically, Blackmore's (2016) Citizenship Education model consisted of: *Critical Thinking; Dialogue; Reflection;* And *Responsible Being* and *Action.* According to Eten (2015), the first three dimensions in the model operate somewhat in an interconnected and interactive manner towards developing the desired civic and critical competencies in students, culminating in the fourth dimension of *Responsible Being* and *Action.* For Blackmore (2016), *Responsible Being* and *Action* is important in bringing about transformation and challenging oppressive structures. His conceptions are summarised in the following model (see figure 2.1).

Figure 2.1 Critical Global Citizenship Education (Blackmore, 2016)
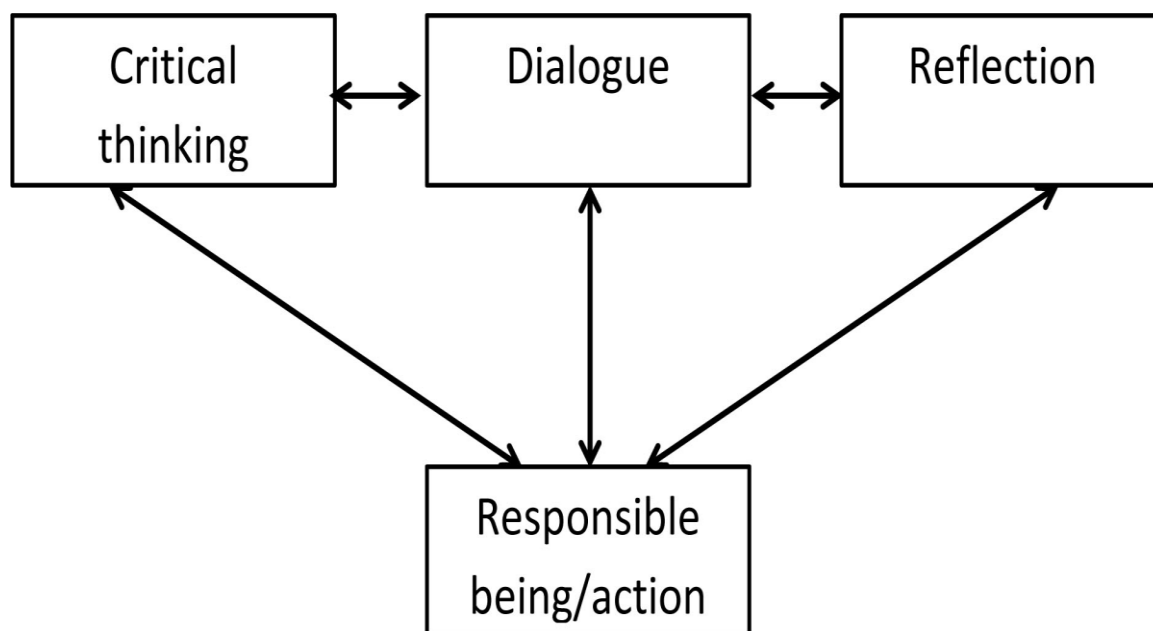
2.4 Chapter summary

This chapter has reviewed literature relating to; citizenship, Citizenship Education and Citizenship Education curriculum models. From the review, citizenship in Kenya relates to: duties and responsibilities; freedoms and rights; participation and identity or sense of belonging to the Kenyan nation. On the other hand, Kenya's Citizenship Education as

integrated in other subjects is described as being; thick, inclusive, civic and values-based, activist-oriented, participative, process-led and authentic based assessment. Finally, the chapter ends with a review of Citizenship Education curriculum models that reveal a range of models including; binary models, three dimensional and multi- dimensional models. The models provide various conceptions of citizenship and Citizenship Education. In particular, the three dimensional models conceptualize Citizenship Education as to be of knowing, doing and valuing. Literature reviewed in this chapter together with the Hunkin's decision making curriculum model of 1980 (theoretical framework of this study) were used as analytical lens for findings of this study. Next is chapter three that provides details of the methods of inquiry that informed the design, data collection and analysis of this qualitative research study.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.1 Introduction

This study centred on the exploration of conceptualisation and instruction of Citizenship Education in grade four Social Studies curriculum in Kenya. In particular, it sought to answer the questions of: How appropriate are the aims and goals of Citizenship Education in grade four Social Studies curriculum in Kenya? How suitable is the scope and sequence of Citizenship Education content in grade four Social Studies curriculum in Kenya? How effective are the instructional methods used in Citizenship Education in grade four Social Studies curriculum in Kenya? And, how is Citizenship Education assessed in grade four Social Studies curriculum in Kenya?

To answer the stated questions, there was need to establish a foundation from which the researcher would study the phenomenon being researched (Citizenship Education) while at the same time offering appropriate philosophical and theoretical justification for the way he or she was studying the phenomenon in that manner. To do so, the study detailed the research paradigm that guided this study in the next section.

3.2 Research Paradigm

Creswell and Creswell(2018) refer to a research paradigm as a basic set of beliefs that guide action. In research, these set of beliefs fosters particular ways the researcher asks questions, thinks through problems and conducts a study (Leavy, 2017; Schutt, 2011). Different scholars use different terminologies while referring to a research paradigm. For instance, Creswell (2014) views it as 'a world view', while Neuman (2014) refers to it as 'research methodologies'. Additionally, scholars such as; Creswell (2014) and Tracy

(2013) identified four research paradigms, that is positivism, interpretive or constructivism, transformative or critical and pragmatism. This study will be guided by the interpretivist paradigm.

3.2.1 Interpretive Paradigm

The interpretive paradigm is also referred to as the constructivist paradigm due to its view that knowledge is socially assembled by those people who are active in the research process (Denzin& Lincoln, 2018). Moreover, some scholars like Lincoln and Guba (1985) (as cited in Creswell & Creswell, 2018) refer to this paradigm as the naturalistic paradigm due to its advocacy of studying a phenomenon in its naturalistic state. The scholars further emphasized that constructions of realities in social sciences cannot be separated from the world in which they occur or are experienced. To further interrogate the interpretive paradigm and its suitability to the current study, this section will be guided by four dimensions. The dimensions include; ontology, epistemology, axiology and methodology. According to Tracy (2013) these four dimensions are what make up a research paradigm.

Ontology relates to the nature of reality and its characteristics (Cohen, et al. 2018). Here, the researcher asks, what is the reality and what is it that can be known of it? According to the interpretive point of view, reality is not something "out there," which a researcher can clearly explain, describe, or translate into a research report (Tracy, 2013). Rather, both reality and knowledge are constructed and reproduced through communication, interaction and practice (Cohen, et al., 2018). Similarly, this study viewed conceptualisation and instruction of Citizenship Education as an aspect that was not

outside there to study on its own rather constructed through the interactions of the researcher and respondents, in this case: curriculum designers and teachers.

Creswelland Poth (2018) observe that in research on social sciences there exist multiple realities such as those of the researcher, participants, reader or audience interpreting the study. It is these people's knowledge, views, understandings, interpretations and interactions that provide meaningful properties of social reality (Cohen, et al., 2018). It is further important to understand this multidimensional world of lived experience from the standpoint of those who live it (Neuman, 2014). This is an important aspect that guides this study. Specifically, this study focused on investigating the conceptualisation and instruction of Citizenship Education at the basic education level from the perspectives of those who lived it and made sense of it - those who constructed its meaning and interpreted it personally (curriculum designers and teachers).

Epistemology concerns the nature of knowledge (Neuman, 2014). It answers the question; what is the relationship between the knower or who would be the knower and what can be known? To this paradigm, the inquirer and the 'object' of inquiry interact to influence one another; the researcher and the research subject are inseparably interconnected (Creswell & Poth, 2018). The researcher in this study utilized the services offered by this interpretive paradigm by coming closer to the respondents to gain deeper views and knowledge about the subject being studied. In particular, the study employed prolonged engagement techniques.

According to Tracy (2013), Axiology relates to the values associated with areas of research and theorizing. It answers the question; what is the role of values in the research

process? According to this paradigm, an inquiry cannot be neutral but is influenced by values inherent in the choice of area of investigation, paradigm, theory or theories as well as the context in which the research is conducted (Cohen, et al., 2018). Therefore, there is no objective reality that can be discovered by researchers and replicated by others. However, to limit the researcher's biases and increase the trustworthiness of the study, a reflexive journal was kept. In the journal, the researcher's values and biases, as well as the value-laden nature of the information gathered from the field were documented.

The interpretive paradigm reflects a keen interest in the construction of contextual meaning rather than the generalization of ideas. This is an advantage to this study for the concept of understudy (Citizenship Education) is contextual in nature (Kankam, 2012; Mhlauli, 2010). Further, the paradigm can be used on individuals and small groups in naturalistic settings. This paradigm was hence found most appropriate as it sought to provide a deeper understanding of conceptualisation and instruction of Citizenship Education in grade four Social Studies curriculum in Kenya.

Methodology relates to the strategies of gathering, collecting and analysing data (Creswell, 2014). It answers the question, how can the inquirer (the would-be knower) go about finding out whatever he or she believes he can know? Namasasu (2012) cites Mason, (2002) as having observed that an interpretive paradigm employs methodologies that celebrate the richness, depth, nuance, context, multi-dimensionality and complexity rather than being embarrassed or inconvenienced by them. The paradigm relies heavily on methods that capture voices and interpretations of the informants in their natural setting. Such methods include interviews, observations and analysis of existing texts. These methods allow adequate dialogue between the researchers and respondents in order

to collaborate meaningfully with reality. For Creswell (2014) these methods are linked to the qualitative research approach which is further elaborated in the next section.

3.3 Research Approach

Research approaches are plans and procedures for research that span decisions from broad assumptions to detailed methods of data collection and analysis (Cohen, et al., 2018). According to Creswell (2014) a research approach involves the intersection of philosophical assumptions, the procedure of inquiry (research designs) and specific research methods of data collection, analysis and interpretation.

There exist three approaches to research; quantitative, qualitative and mixed methods (Creswell & Creswell, 2018). Creswell (2014) directs that the selection of a research approach should be based on the nature of the research problem or issue being addressed, researchers' personal experiences and audiences for the study. For Tracy (2013), a researcher should be guided by the question, "What type of method is best suited for the goals of my research project?" To answer this question, it is important to revisit what was discussed in the literature review (chapter two) concerning the nature of Citizenship Education and how it relates to the research approaches.

In the literature review, it was first established that, Citizenship Education is a complex, controversial, multifaceted and contested concept. The phenomenon being studied was not straightforwardly perceivable as it was constructed by various perspectives and opinions in multiple ways. It thus called for a research approach that was flexible and emergent so as to accommodate the diverse responses and adapt to new developments or issues during the research process itself (Creswell&Poth, 2018; Yin, 2016).

Secondly, the literature review revealed that, Citizenship Education is a contextual concept, that is, the Citizenship Education that works in one context cannot simply be transferred to another. Lune and Berg (2017) point out that the qualitative research approach is suitable in studying contextual concepts as it allows for a deep, detailed understanding of the subject under investigation, within participants' natural environment. Similarly, Creswell and Poth (2018) opine that this approach provides for an understanding of a phenomenon at a particular point in time and a particular context.

Thirdly, little research exists on Citizenship Education, specifically on its conceptualisation and instruction as a stand-alone subject. Lune and Berg (2017) argued that qualitative research approach is appropriate and effective when little or nothing is known about a phenomenon, as they do not require a predictive statement, but seek answers to open questions.

This study based its data on perspectives of curriculum designers and teachers on Citizenship Education. According to Creswelland Creswell (2018) a purely qualitative research approach allows participants to reflect on their experiences without imposing judgment on their perspectives.

Finally, in a study such as this one, statistics may show trends, but they do not explain why the research participants perceive Citizenship Education the way they do. There was thus a need for adoption of a qualitative research approach, which entailed deep engagement (Leavy, 2017), providing an ample opportunity of capturing reasons for participants' perceptions and perspectives on Citizenship Education in grade four Social Studies curriculum in Kenya.

Based on the preceding discussion, a qualitative research approach was suited for this study. The next section thus details the qualitative research approach and how it was used in this study.

3.3.1 Qualitative Research Approach

According to Lune and Berg (2017), quality refers to the what, how, when, where and why of a thing -its essence and ambiance. Qualitative research therefore refers to the meanings, concepts, definitions, characteristics, metaphors, symbols and descriptions of things (Lune& Berg, 2017). Creswell and Creswell (2018) defined qualitative research as an approach for exploring and understanding the meaning individuals or groups ascribed to a social or human problem. Conversely, this is a narrow definition of qualitative research for this approach can describe and offer explanations in addition to the exploration alluded to by the authors. Yin (2016) observes that the diversity in qualitative research brought about by its relevance to different disciplines and professions challenges any attempt to arrive at a succinct definition. For instance, a brief definition of qualitative research seems to exclude one discipline or another while a broad definition seems uselessly global (Yin, 2016).

A review of the features of qualitative research further provides answers to what a qualitative study is and how it is related to this study. To start with, in qualitative studies data is collected in its natural setting, that is, field at the site where participants experience the issue or problem being studied (Leavy, 2017; Stake, 2010). This study collected data in its natural setting, that is; K.I.C.D and school level where Citizenship Education conceptualisation, structuring and implementation is carried out.

Secondly, qualitative studies focus on learning the meaning that the participants hold about the problem or issue, not the meaning that the researchers bring to the research or that writers express in the literature (Flick, 2014; Tracy, 2013). Specifically, it focuses on answering research questions instead of testing hypothesis. In this study, the perspectives of curriculum designers and teachers informed the understanding of conceptualisation and instruction of Citizenship Education at the basic level in Kenya.

To scholars such as; Leedy and Ormond (2015) and Yin (2016) qualitative studies employ the emergent design in which the initial plan for research cannot be tightly prescribed and some or all phases of the process may change or shift after the researcher enters the field and begins to collect data. This study conducted interviews which were guided by open-ended questions. This allowed the researcher to probe, clarify, deepen and adjust his understanding of the emerging data.

Moreover, in qualitative studies the researcher is the primary data collection instrument in the study as he is the one who gathers the information through examining documents, observing behaviour or interviewing participants (Creswell, 2014). In this approach questionnaires or instruments developed by other researchers are not relied upon. As the most important instrument in the study, the researcher was required to be unbiased in his observations, descriptions, reflections and interpretations this was achieved through keeping a research journal.

According to Creswell and Poth (2018) qualitative studies adopt multiple sources of data that includes interviews, observations, documents and audio-visual information. Through these multiple sources of data qualitative research attempts to develop a complex picture

of the problem or issue being studied. Document analysis and interview were used to collect data in this study. In addition, the data collected was mainly expressed in words and not numbers (Tracy, 2013).

Creswell and Creswell (2018) observed that qualitative studies adopt both inductive and deductive data analysis. To start with, the analysis is inductive for it builds patterns, categories and themes from the bottom by organizing the data into increasingly more abstract units of information. Secondly, it is deductive for it allows the researcher to look back at the data from the themes to determine if more evidence can support each theme or whether they need to gather additional information (Creswell & Creswell, 2018). In this study, data collection and analysis developed together in an iterative process by employing the grounded theory method of analysis.

Finally, Jwan and Ong'ondo (2011) argued that the criterion of research quality and rigor in qualitative studies is ensured through credibility, transferability, dependability and conformability. The trustworthiness of this study was ensured through credibility, transferability, dependability and conformability (as detailed in section 3.10).

From the stated features Jwan and Ong'ondo, (2011) summarizes the qualitative research as an approach to inquiry that emphasizes a naturalistic search for relativity in meaning, multiplicity of interpretations, particularity, detail and flexibility in studying a phenomenon. However, qualitative approaches have been criticized (mostly by quantitative scholars) for being 'unscientific'. According to Lune and Berg (2017) this criticism assumes certainty and loses sight of the probability factor inherent in quantitative studies. They further observe that one need not dismiss the qualitative

research approach just because some studies applied it inadequately. For them what is important is to ensure that the research approach is carried out in a rigorous manner to which this chapter endeavours to do. The next section extends this discussion with an in-depth look at the research design which was employed in this study.

3.4 Research Design

A research design is a logical sequence that connects the empirical data to a study's initial research questions and, ultimately, to its conclusions (Yin, 2018). According to Cohen, et al. (2018), it refers to a plan or strategy that is drawn up for organizing the research and making it practicable, so that research questions can be answered based on evidence and warrants. A research design, therefore, aims at providing clear guidance on how a study is to be conducted. It does this by making connections between the research paradigm, research approach and methods of data collection (Corbin& Strauss, 2015). Creswell and Creswell (2018) further elaborates that, within the three research approaches (qualitative, quantitative and mixed methods) exist research designs. For instance, the qualitative research approach includes the following designs: narrative research, phenomenological research, grounded theory, ethnography and case studies (Creswel l& Poth, 2018). This study will adopt a grounded theory research design.

3.4.1 Grounded Theory Design

Grounded theory refers to a qualitative research design in which the inquirer generates a general explanation (theory) of a process, an action or an interaction shaped by the views of participants (Creswell & Poth, 2018; Leedy& Ormond, 2015). To scholars such as; Corbin and Strauss (2015), Charmaz (2014) and Willig (2013) this is a research design in the qualitative research approach whose goal is to formulate a theory based on the views

of respondents in the field. Creswell and Poth (2018) expound that, a theory in this context refers to an explanation of something or an understanding that the researcher develops. This study sought to explore the understanding of Citizenship Education among curriculum designers and teachers in Kenya. Additionally, based on the findings this study, a model of Citizenship Education process of *Transmission, Transactional* and *Reflection* was formulated.

Two popular approaches to grounded theory exist. These are; the systematic procedures approach advocated for by Anselm Strauss and Juliet Corbin (Corbin& Strauss, 2015) and the constructivist approach recommended for by Charmaz (2014). Differentiating the two approaches Creswell and Poth (2018) argued that, in systematic procedures approach, clear procedures of categories emerging from the field are followed. On the other hand, the constructivist approach emphasizes theory development resulting from a co-construction process dependent upon researcher's interactions with participants in the field. Of the two approaches, Creswell and Poth (2018) advocate for systematic procedures approach. This is because the approach provides clear steps which minimizes researcher's biasness and enhances the trustworthiness of the study. In contrast, in the constructivist approach the researcher makes decisions about the categories throughout the process, brings questions to the data and advances personal values, experiences and priorities. This study adopted the systematic procedures approach to grounded theory.

According to Denscombe (2014), a grounded theory research design is suitable for conducting studies aimed at exploring topics that have been relatively ignored in the literature or have been given only superficial attention. This is because the research design guarantees systematic and flexible approach to data collection and analysis (Flick,

2014). Specifically, its flexibility in selection of instances for inclusion in the sample and analysis of the data makes it suited for the exploration of new topics and new ideas such as Citizenship Education as a standalone subject. Therefore, this study utilized the grounded theory research design in exploring the conceptualisation and instruction of Citizenship Education among; curriculum designers and teachers in Kenya.

Secondly, the grounded theory research design emphasizes the importance of empirical fieldwork and the need to link any explanations very closely to what happens in practical situations in the real world (Denscombe, 2014). This is achieved by allowing data based on participants' views to guide the theory development process. According to Corbin and Strauss (2015) explanations developed through the grounded theory approach have a distinct advantage over those derived from the more traditional 'scientific' methods. They argued that, explanations based on grounded theory are more creditable since they are built on a sound foundation of evidence. In this study, the explanation on the conceptualization and instruction of Citizenship Education in Kenya's grade four Social Studies curriculum were based on the views of curriculum designers and teachers. These officials (curriculum designers and teachers) are vital in the formulation, structuring and implementation of Citizenship Education in Kenya's basic education curriculum.

One of the characteristics of grounded theory research design is the need to approach research with an open mind. However, in practice this raises awkward questions on the place of literature review in a study. According to Creswell and Creswell (2018), literature review relates the study to the larger, on-going dialogue in the literature, revealing gaps in certain critical aspects of the phenomenon of interest and further justifying the need for the study. This implies that it is almost impossible to propose a

study of a specific problem without some focus and knowledge about it and therefore literature review throughout the research process is inevitable (Denzin& Lincoln, 2018).In this study, the researcher had an obligation of placing the study within available literature while at the same time developing a theory based on empirical evidence. This was achieved through the constant comparative technique, whereby, the new codes, categories and concepts were compared and contrasted as they emerged.

3.5 Study Site

This study covered multiple study sites. The first area of study was at the Kenya Institute of Curriculum Development's main office (Nairobi), where the perspectives of curriculum designers on Citizenship Education in Kenya were sought. This was followed by a similar study in Vihiga County whereby teachers of Social Studies were the main respondents. The county which is located in the western region of Kenya, neighbouring Kakamega County to the North, Nandi County to the East, Kisumu County to the South and Siaya County to the West is suited for this study as the phenomena under investigation -nature of Citizenship Education at instruction stage- is a national phenomenon of which the County is part of. This gave the County an equal chance of selection as a representative of the whole.

3.6 Target Population

The target population comprised of officers who work at the level of curriculum designation (curriculum designers) and instruction (teachers).

3.7 Sample size and Sampling Techniques

A sample is a small set of cases a researcher selects from a large pool and generalizes to the population (Neuman, 2014). On the other hand, sampling refers to the process by

which a researcher selects a number of individual cases from a larger population (Leavy, 2017). In this study both purposive and theoretical sampling techniques were used. At the start, purposive sampling was used to select5 curriculum designers and 10 teachers that were studied to build the initial categories. According to Tracy (2013), purposive sampling is a non-probability sampling technique in which the primary subjects for the research are identified by the researcher using his/her judgment and purpose of research. This sampling technique suited the initial stage of the study as it enabled the researcher to select information-rich participants for the initial development of categories (Denzin& Lincoln, 2018; Patton, 2015).

After the initial categories had been developed, more participants were selected and studied. Theoretical sampling was used in this second phase of the study. Flick (2014) defines theoretical sampling as a sampling procedure in grounded theory research, where cases, groups or materials are sampled according to their relevance for the theory that is developed and on the background of what is already the state of knowledge after collecting and analysing a certain number of cases. The theoretical sampling enabled; gain rich data, further developing theoretical categories and discovering variations and gaps within or across their categories (Charmaz, 2014). Theoretical sampling continued to the point which gathered data neither revealed new properties nor yielded any further theoretical insights about the emerging grounded theory (Creswell & Poth, 2018). Scholars such as; Corbin and Strauss (2015), Flick (2014), Leedy and Ormond (2015) and Willig (2013) refer to this point as theoretical saturation. It is however not easy to establish the exact point of theoretical saturation. To resolve this, the study was guided by views of Charmaz (2014) and later Creswell and Poth (2018) that the inclusion of

between 20 and 30 participants in a grounded theory study results in the development of a well- saturated theory. In this study 30 participants (12 curriculum designers and 18 teachers)were selected offline and later studied using both online and offline methods. In particular, the 18 Social Studies teachers composed of grade 4 Social Studies across the five sub-counties in Vihiga County. Also, efforts were made to select teachers across different categories of schools: public and private, rural and urban and day and boarding.

3.8 Instruments of Data Collection

There is no particular method of data collection that is claimed to be unique to grounded theory (Denscombe, 2014). This is because grounded theory is compatible with a wide range of data collection instruments (Willig, 2013).However, there are certain instruments that lend themselves better than others to use within a grounded theory research design. According to Denscombe (2014), instruments favoured for grounded theory research design are those that allow for the collection of data in a 'raw' state and are not unduly shaped by prior concepts or theories. He expounds that, there is a preference for unstructured interviews rather than structured interviews, for the use of open-ended questions in a questionnaire rather than fixed-choice answers and the use of field-notes rather than observations based on a tick-box schedule. For Creswell and Poth (2018) instruments used are those that produce qualitative data that are relatively unstructured and they include; unstructured or semi-structured interview, focus group discussion, open-ended questionnaires, participant observation, researcher journals (memoing) and document analysis. In this study, the instruments for data collection included; document analysis guide, interview guide and keeping of researcher's journal.

This was done so as to enhance rigor in the analysis of data for it was drawn from more than one vantage point (Patton, 2015).

3.8.1 Document Analysis Guide

According to MacMillan and Schumacher (2010), this is a non-interactive strategy for obtaining qualitative data with little or no reciprocity between the researcher and the participants. For Merriam and Tisdell (2016) documents are essential instruments in data collection for they help in uncovering official positions and meaning, developing understanding and discovering insights relevant to a research problem. This aspect of document analysis is viewed useful in establishing insights in Kenya's Citizenship Education both at conceptualisation and instructional levels.

In this study, the document analysis guide (Appendix: C) was used to analyse Social Studies curriculum design; Longhorn Social Studies teacher's guide grade four (2019),Longhorn Social Studies grade four learner's book(2019)and(KICD grade four Social Studies approved textbook).In addition, the document analysis guide was used in the analysis of; schemes of work, lesson plans and assessment rubrics from teachers of grade four Social Studies. The documents were obtained both online (whereby the participants were sent documents via e-mail or WhatsApp) or offline (where the researcher physically reached the study site and obtained hardcopy documents). Analysis of documents was important to the study for it provided information on the: appropriateness of the aims and goals of Citizenship Education; suitability of scope and sequence of Citizenship Education content; effectiveness of instructional methods and assessment procedures for Citizenship Education in grade four Social Studies curriculum in Kenya as perceived by curriculum designers and teachers.

Document analysis was conducted at the beginning of the study and in between interviews. This was important for the findings of the analysed documents at first informed further formulation and drafting of questions to be used in interviews. Secondly, the findings were also used to interrogate and consolidate findings from the other instruments of data collection used in this study. This in turn, enhanced the trustworthiness of the study.

3.8.2 Interview Guide

An interview can be described in terms of individuals directing their attention towards each other to opening the possibility of gaining an insight into the experiences, concerns, interests, beliefs, values and knowledge of the other (Punch, 2014). This instrument of data collection is well-suited to the basic, qualitative research approach within the interpretive framework (as discussed in section 3.2.1), as it entails direct interaction with the participants of the study, allowing for in-depth exploration of the research topic through open-ended and flexible questioning techniques, thus allowing the researcher to easily follow up ideas, probe responses and investigate motives and feelings from the interviewee (Cohen, et al., 2018; Merriam & Tisdell, 2016). Creswell and Poth (2018) affirms this point of view by stating that, interviews play a central role in the data collection in a grounded theory study.

Different classifications of interviews exist. For instance, scholars such as; Creswell and Poth (2018), Cohen, et al. (2018), Denscombe (2014) and Merriam and Tisdell (2016) observe that interviews can be classified in terms of: structure (structured, semi-structured and unstructured); number of respondents involved (one on one and group); and technology used (face to face, text-based, telephone and virtual).

In this study the interviews used were semi-structured. The semi-structured interviews were favoured for their flexibility in questioning allowing the researcher to prompt and even probe interviewee's responses as the interviewee was also allowed to elaborate his or her responses (Merriam & Tisdell, 2016). Secondly, the study employed one on one interviews. In terms of technology, the study used both online and offline interviewing technology. The online interviewing enabled the researcher to contact hard-to-reach individuals or specialists. These participants included curriculum designers who were constrained from participating in the study in an offline approach because of practical constraints such as time and availability of both parties to meet face-to face and geographical dispersion (Cohen, et al., 2018). On the other hand, the offline interviews were best suited for participants with limited access to technology and technological proficiency. According to Hewson (2017) researchers should combine the two approaches (where possible) in order to reap the benefits and reduce the weaknesses of each approach thereby increasing the study's trustworthiness.

The offline interviews mainly featured the face to face technique of interviewing. The interviews were mainly conducted on respondents who had limited skills and/or access to technology required for text-based and/or virtual interviewing. Semi-structured interview guide (Appendix: E) containing open-ended questions were used to probe into findings obtained from the analysis of various documents. More questions also emerged from the dialogue between the researcher and the interviewee. The interviews lasted for between 45 minutes to an hour and were tape-recorded for later verbatim transcription and coding. They were scheduled in advance at a designated time and location.

Online interviewing was in the form of text-based interviewing and/or virtual interviewing. Text-based interviews were either conducted through e-mail or WhatsApp. The interviews were suitable for the study as they provided the researcher with ready-made transcripts, making it easy to document what was said without transcription errors (Merriam & Tisdell, 2016).Cohen, et al. (2018), further argued that the technique (text-based interviewing) granted participants in the study flexibility and convenience of different contact and response times, an opportunity to think about and reflect on questions and previous answers and to consider carefully their answers. This resulted in the generation of richer, more reflective, thoughtful and longer answers than face to face or virtual interviews (Hewson, 2014). In addition, the method provided participants with time to check "facts" against documentary evidence, increase levels of participant's anonymity and perceived privacy thus enhancing trustworthiness of data collected.

On the other hand, the text-based interviewing was affected by reduced continuity and flow of the communication due to the lengthier timescale and lack of immediacy between questions, responses, follow-ups and further responses (Hewson, 2017). This further impacted upon the coherence and reflexivity of a conversation. Additionally, text-based interviewing provided the study with limited extra-linguistic cues (such as; body language, facial expressions, tone of voice). This limited the ability of the researcher to effectively interpret the gathered data (O'Connor& Madge, 2017). The text-based interviewing was thus complemented with virtual interviewing.

In conducting virtual interviews, interview guide (Appendix: E)was used. The interviews were carried out using Zoom technology. They provided the study with extra-linguistic cues (that were missing in text-based interviews). These extra-linguistic cues enhanced

understanding of the data for the analysis phase. Additionally, it generated more spontaneous responses which were often 'honest' in nature as there was little time to consider the social desirability of the response (O'Connor& Madge, 2017). This later enhanced the trustworthiness of data collected. On the down side, the interviewing technique suffered from sample biasness as it locked out respondents with low access to required technology and technological proficiency. There was thus need for inclusion of other approaches of interviewing such as the face to face interviews.

Data obtained from the interviews provided further in-depth investigation on the: appropriateness of the aims and goals of Citizenship Education; suitability of scope and sequence of Citizenship Education content; effectiveness of instructional methods and assessment procedures for Citizenship Education in grade four Social Studies curriculum in Kenya as perceived by curriculum designers and teachers. Moreover, findings from initial interviews enlightened questions on further; document analysisand interviews to follow until the point of saturation was attained (as discussed in section 3.7).

3.8.3 Researcher's Journal

In this study, the researcher kept detailed field notes in a researcher's journal. According to Merriam and Tisdell (2016) field notes are the descriptions of the content and interactions that took place; made by the researcher during the research process. The descriptions in this study centred on; perceptions, observations, feelings and insights of the researcher during the study. Specifically, observations made by the researcher during the study were kept. This was done through taking of pictures of the various instructional materials and activities that were found by the researcher in the field. The aim of keeping a journal was to describe all the events the researcher witnessed in the exploration of

conceptualisation and instruction of Citizenship Education in grade four Social Studies curriculum in Kenya as well as the researcher's impressions and interpretations. The field notes not only enhanced trustworthiness of the study (MacMillan& Schumacher, 2010), but also informed decisions on further data collection, analysis and interpretation (Charmaz, 2014).

3.9 Data Collection Procedure

In this study, data was obtained using both offline and online techniques. The offline techniques included physical acquisition of hardcopy documents from study sites and carrying out face to face interviews. On the other hand, the online techniques were both asynchronous (text-based interviews) and synchronous (virtual interviews). The text-based interviews were conducted via e-mail or WhatsApp while the virtual interviews were carried out through Zoom technology.

Permission to carry out the study was sought from; NACOSTI, Moi university ,KICD and the sampled schools. The researcher then made personal visits to KICD and the sampled schools to meet curriculum designers and teachers respectively. During these visits the researcher acquired informed consent from the participants (Cohen, et al., 2018). He also informed them about the research and arranged possible dates for data collection. Moreover, the researcher used the opportunity to establish rapport with the participants. According to Creswell and Poth (2018) establishing rapport with the participants is important for successful data collection process in grounded theory studies as it enabled them (participants) to disclose detailed perspectives on phenomenon understudy. For Hewson (2017) good rapport with participants may lead to richer, more honest and higher quality qualitative data.

The study started at the KICD main offices whereby the researcher in the company of one research assistant (inter-rater) studied officers who were responsible for designing the learning area of Social Studies. Each of them (researcher and his research assistant) collected and analysed data independently to ensure the trustworthiness of the study. The first instrument of data collection to be used was the document analysis. With the help of this technique documents obtained from, curriculum designers were analysed. The acquisition of documents was both online (whereby the participants sent documents via e-mail or WhatsApp) and offline (where the researcher physically reached the study site and obtained hardcopy documents). To guide the document analysis process, a document analysis guide (Appendix: C) was used.

In between and at the end of document analysis, semi-structured interviews were conducted. Interview guide/s (Appendix: D and/or Appendix: E) were used. The interviews provided a chance for the voice of curriculum designers on the conceptualisation and instruction of Citizenship Education in grade four Social Studies curriculum in Kenya. In these sessions, curriculum designers were given a chance to confirm, reinforce or contradict the findings from document analysis (Patton, 2015). Moreover, the interviews provided information for further document analysis. This iterative process (moving back and forth between document analysis and interviews) continued until the sources repeated what had been previously found and no longer deepened or challenged the findings (Glaser & Straus, 1967 as cited by Payne, 2016).

The last stage of data collection occurred at the school level whereby the researcher together with his research assistant analysed instructional documents from the sampled grade 4 Social Studies teachers. The documents analysed included; schemes of work and

lesson plans. To guide the data collection process, a document analysis guide (Appendix: C) was used. The findings of document analysis were incorporated in the interview schedule (Appendices: D and E) for interview sessions with the teachers which were mainly face to face interviews. Like the prior stage of data collections (at KICD), the process was iterative (move back and forth) until the point of theoretical saturation was achieved.

Most importantly, a research journal was kept while executing the above data collection techniques (document analysis and interviews). The researcher together with his inter-rater each wrote field notes entries in the fieldwork journals. Also pictures of the various instructional materials and activities that were found by the researcher in the field were taken. These pictures together with the field notes were essential in making important decisions about further data collection, analysis and interpretation (Charmaz, 2014).

3.10 Quality Assurance

Trustworthiness of the Research

Qualitative researchers have conceptualized the idea of reliability and validity of research in multiple ways. For this study, the work by Lincoln and Guba (1985), which discusses the concept of trustworthiness will be applied. For Jwan and Ong'ondo, (2011) trustworthiness refers to the process of ensuring that the research process is truthful, careful and rigorous enough to qualify to make the claims that it does. Lincoln and Guba (1985), as cited by Miles, Huberman and Saldana (2014) emphasized the application of trustworthiness in qualitative studies as opposed to reliability and validity as it is the case with quantitative studies. This is because of the nature of knowledge within the quantitative paradigm which is different from the knowledge in the qualitative paradigm.

For instance, while the quality of a quantitative paradigm emphasizes the salience of method(s) over interpretation, the quality of a qualitative paradigm operates in the conflation between method and interpretation (Denzin& Lincoln, 2018). That is, in a qualitative paradigm the method does not yield local and context-grounded findings by itself, but such results emerge from the process of interpretation. Hence, in qualitative research, there are two parallel forms of research quality (method and interpretation) with each requiring paradigm-specific criterion for addressing the quality of research. Jwan and Ong'ondo (2011) thus observe that; whereas the criteria to reach the goal of rigor within the quantitative paradigm is internal validity, external validity, reliability and objectivity, the criteria in the qualitative paradigm to ensure trustworthiness is credibility, transferability, dependability and conformability. These are the concerns that the researcher addresses in the next sub-section of this discussion.

Credibility

It refers to the extent which a research fact or finding is what it is claimed to be (Jwan & Ong'ondo, 2011). Four techniques were built into this research design to ensure the credibility of the findings: prolonged engagement in the field, member checking, triangulation and peer debriefing. Prolonged engagement involved spending sufficient amount of time in the field to build trust and rapport with the participants and also investigating possible misinformation or distortions introduced by the researcher or the participants (Creswell & Poth, 2018). Therefore, the researcher spent two months collecting data for this study.

To complement pro-longed engagement, member checking techniques were used. According to Creswell (2014), this technique not only assisted the researcher in havinghis

findings confirmed by the respondents but also seeking their clarification. Moreover, the respondents provided critical observations and interpretations and even suggestions on further sources of data (Jwan & Ong'ondo, 2011). To apply this technique, copies of the draft analysis and interpretation of the findings were submitted to the participants for their feedback before writing the final document.

The third strategy of ensuring credibility was triangulation. According to Cohen, et al. (2018), this refers to the use of multiple sites, sources of data and methods of data collection in studying the same topics to strengthen the trustworthiness of the findings. The basic idea underpinning the concept of triangulation was that the phenomenon being studied can be understood best when approached with a variety or combination of research methods (Flick, 2014). In this study, triangulation was achieved through triangulation of sources; in this case, the study sought information from both curriculum designers and teachers; triangulation of investigators whereby, with the help of a research assistant data was collected, analysed and comparisons made on the research results to determine consistency. Finally, triangulation of methods, in which data was collected using different methods (document analysis, interviews and researcher's journal) and compared for instances of discrepancies and disconformities to reduce biases (Miles, et al.,2014; Patton, 2015; Yin, 2018).

Finally, the research data and interpretations were exposed to peers through the technique of peer debriefing. Using this technique peers played the role of devil's advocate. That is, they posed hard questions about the procedures, meanings, interpretations and conclusions of the research (Lincoln & Guba, 1985 as cited in Creswell & Poth, 2018).This in turn enabled the researcher to refine his methods, develop a greater

explanation of the research design and strengthen his arguments in the light of the comments made.

Transferability

This is the extent to which the reader can generalize the findings of a study to her or his context (Denscombe, 2014). Demonstration of transferability in a qualitative study is normally problematic due to the uniqueness of the case being studied, the small sample size and the absence of statistical analyses (Creswell & Creswell, 2018; Flick, 2014). However, Yin(2016)suggests that qualitative researchers can generalize their findings, for such findings in each case are an example within a broader group. Similar views are shared by Jwan and Ong'ondo (2011) who opine that it is possible to transfer some understanding analytically to a similar context. For Merriam and Tisdell (2016)transferability is possible in a qualitative study if the researcher provides a thick description of the phenomenon under investigation that will allow readers to have a proper understanding of it, thereby enabling them to compare the instances of the phenomenon described in the research report with those that they have seen emerge in their situations.

In line with Merriam and Tisdell (2016), this study adopted a thick description strategy of enhancing transferability with the researcher providing detailed description of the area of study together with the process of data collection used.

Dependability

This is a parallel criterion for testing reliability in qualitative studies. It refers to the extent to which a researcher provides sufficient detail and clarity of the research entire

process in a way that would make it feasible for a reader to visualize and appreciate and for a researcher to replicate the study (Jwan&Ong'ondo, 2011). Conversely, obtaining the same results in a qualitative inquiry is extremely unlikely since qualitative research is largely interpretative, thus even in similar conditions, researchers might arrive at different conclusions (Merriam&Tisdell, 2016).Therefore, in qualitative research dependability lies in the research design; in which the inquirers are responsible for ensuring that the process of research is logical, traceable and well documented.

In this study, dependability was established through an audit trail, that is, a detailed chronology of research activities and processes; influences on the data collection and analysis; emerging themes, categories, or models and analytic memos (Merriam&Tisdell, 2016). In keeping the audit trail, a detailed description of the data collection methods, the strategies of analysis and interpretation, have been presented (which is one of the main purposes of this chapter). The audit trail is meant to enable an observer to trace the course of the research step-by-step via the decisions made and procedures described. The information provided in the audit trail can be used as an operating manual by which other researchers can replicate the study (Merriam, 1988 as cited by Cohen, et al., 2018).

Dependability was further ensured by the same techniques used in credibility -prolonged engagement in the field, member checking and triangulation- since there can beno credibility without dependability (Lincoln &Guba, 1985, as cited by Merriam&Tisdell, 2016).

Conformability

It refers to the degree to which findings are determined by the respondents and conditions of the inquiry and not by the biases, motivations, interests or perspectives of the inquirer (Schutt, 2011). According to Denzin and Lincoln (2018), every research is subjective because a researcher always influences the phenomenon being studied. Nevertheless, this study made efforts to ensure conformability, by adopting a rigorous and systematic methodological approach. In particular, the research applied strategies of; triangulation, research journal and audit trail. These three strategies have already been discussed while looking at procedures for accomplishing the goal of credibility and dependability.

3.11 Procedure of Data analysis

According to MacMillan and Schumacher (2010), data analysis in the qualitative research approach refers to the logical method of coding, categorizing and interpreting data to provide clarifications on the topic of interest. For Lune and Berg (2017) it is the reduction of data, displaying and offering conclusions and verifications. Leedy and Ormond (2015) expounds that, the data analysis process naturally involves the following steps: organization of details in which specific facts about the case are arranged in logical order; categorization of data where data is clustered into meaningful groups; interpretation of single instances where the information is examined for the specific meanings that they might have concerning the case; identification of patterns which is accomplished by scrutinizing the data for underlying themes and synthesis which is when the generalizations of an overall picture is constructed and conclusions are made.

For Taylor, Bogan and DeVault (2016) data collection and analysis in the qualitative research approach typically go hand in hand to build a coherent interpretation. A similar

view is shared by Merriam and Tisdell (2016), who argues that qualitative data analysis and collection are done simultaneously. It is on this understanding that data collection and analysis in this study developed together in an iterative process (as shown in figure 3.11.1). That is, data was collected and analysed before going back to the field and collecting more data for further analysis. This iterative process allowed for research findings that were more grounded on empirical evidence (Neuman, 2014). Additionally, the researcher and his research assistant (inter-rater) each analysed the data independently to ensure the trustworthiness of the study.

In this study, a grounded theory method of analysis was applied. According to Hawker and Kerr (2016), this refers to a systematic method of qualitative data analysis and theory development. They expound that grounded theory aims at identifying the social processes that produce the phenomenon being studied and to use these insights derived from the data, to generate new theory that explains the phenomenon.

The grounded theory method of analysis was suited to this study for it enabled analysis of data for research topics that little was known about such as, the conceptualisation and instruction of Citizenship Education at the basic level in Kenya (Payne, 2016). Further Payne (2016), opines that the method can help in eliciting participants' understandings, perceptions and experiences of the world. Additionally, it offers a relative advantage when compared to thematic analysis for it is not only limited to descriptive studies but also exploratory and explanatory studies. Flick (2014) attributes this to the method's ability in creating a deeper understanding of the content and meaning of the text beyond paraphrasing and summarizing it.

The process of data analysis began with the reading through the document analysis guides. As the researcher and his assistant (inter-rater) each read through the data, they started to analyse the data through the process of open coding. Punch (2014) describes open coding as a process of close examination of data, identification of conceptual categories in the data and the theoretical possibilities the data carry.

Through open coding, they (researcher and research assistant) summarized the data into short sections referred to as descriptive codes. The codes were handwritten on the margins of the document analysis guides. During this initial coding, reflections on the process of data analysis were recorded in the audit trail as analytic memos. Corbin and Strauss (2015) define analytic memos as notes that contain the products of analysis or directions for the analyst. These memos enhanced the dependability of the study and guided decisions on the additional collection of data and its analysis.

After open coding, the next step was axial coding, although in some instances open and axial coding were done concurrently. Through axial coding, the descriptive codes generated through open coding of document analysis were interconnected to form more general codes referred to as theoretical codes (Punch, 2014). The process of interconnecting the descriptive codes was guided by a constant comparative method of analysis. According to Charmaz (2014) the constant comparative method of analysis refers to, a data analysis method of comparing different participants' views, situations, actions, accounts and experiences; comparing data from the same individuals with themselves at different points in time; comparing incident with incident; comparing data with category and comparing a category with other categories.

Similar to the document analysis guides, data gathered through the researcher's journal was summarized the data into short sections through open coding. This was followed by axial coding in which the descriptive codes generated in the first stage of coding (open coding), were interconnected further to form more general codes, that is theoretical codes.

The theoretical codes generated from axial coding of the document analysis guides together with researcher's journal were then fitted in the semi-structured interview guides (Appendix: D) and (Appendix: E) to generate a list of interview questions for an interview with curriculum designers and teachers. The interview questions elicited additional information about the theoretical codes from the respondents (curriculum designers and teachers). These interviews were tape-recorded before verbatim transcription was done. Open coding was conducted with the unit of analysis consisting of several sentences within a transcript (Merriam&Tisdell, 2016). Then again new theoretical codes were established. Guided by the new theoretical codes, there was further analysis of documents. The process (moving back and forth between document analysis and interviews) continued until to the point of theoretical saturation (Creswell&Poth, 2018).

Once the dimensions and properties of core categories were established through axial coding, selective coding was executed to develop the core categories. According to Punch (2014), selective coding refers to the process through which the researcher deliberately selects one central aspect of the data as a core category. To enable selective coding comparative analysis technique was applied. Through this technique, theoretical codes generated from document analysis and interview schedules were compared. The

comparative analysis technique not only resulted in the formation of the core categories but also enabled the researcher to conceptualize the possible relations and differences between data from multiple sources.

Figure 3.11.1Procedure for data analysis

Data Collected Through

Document analysis	Researcher's journal	Interviews
Open coding	*Open coding*	*Open coding*

Data summarized into short sections (descriptive codes)

Axial coding

Interconnect the descriptive codes through constant comparative method of analysis to form more general codes (theoretical codes)

Selective coding

Through comparative method of analysis deliberately selection central aspect of the data as a core category

After the core categories for curriculum designers and teachers were established, the researcher applied the constant comparative method of analysis to identify commonalities and differences in Citizenship Education as perceived in the two study sites. Whereas the commonalities were elements of Citizenship Education as perceived across the two study sites, the differences were elements of Citizenship Education that were perceived uniquely in each study site. This analysis helped the researcher compare the core categories across the two participant study sites and consolidate the categories.

The findings of data analysis were conveyed in the next chapter of this thesis.The next chapter further provides a discussion of findings whereby the study findings are interrogated in light of Hunkin's decision making curriculum model of 1980 which is the theoretical framework of this study and reviewed literature.

3.12 Ethical considerations

Data collection in this study used both online and offline approaches. O'Connor& Madge (2017) acknowledge that, where as many ethical dilemmas arise when conducting data collection through the offline approach, online data collection increases the ethical challenges. To scholars such as; Creswell and Poth (2018), Cohen, et al. (2018), and Merriam and Tisdell (2016), such ethical challenges relate to; obtaining complete informed consent, ensuring privacy, confidentiality and anonymity of the participants.

Before conducting the study, the researcher sought a research permit from the Ministry of Education Science and Technology (MoEST). Permission was also obtained from Kenya Institute of Curriculum Development (KICD) and sampled schools. Moreover, consent of the participants was sought. While seeking the consent the researcher informed

participants of the data collection process together with data collection techniques to be used and their potential effects on their (participants) privacy, confidentiality and anonymity.

The researcher made further attempts to protect participants' privacy, confidentiality and anonymity by; scrubbing data to remove all personal identifying material, providing restricted access and anonymity in the data-collection process and use of pseudonyms. However, the researcher also informed the participants that absolute privacy, confidentiality and anonymity was not guaranteed considering part of the data collection process was to be online which would use a network that was not owned or controlled by the researcher. Finally, participation in the research was on a voluntary basis and research respondents were free to opt out of the study at any stage.

3.13 Chapter summary

This chapter explored the methodological procedures to be used in the study. It discussed the qualitative grounded theory research method and gave the procedure to its application. According to the chapter, participants in the study were selected through both purposeful and theoretical sampling techniques. The data collection process employed both online and offline approaches with the instruments of data collection including; document analysis guide, researcher's journal and interview guide. Besides, the qualitative data generated was analysed inductively through the grounded theory technique with strategies of ensuring trustworthiness being provided. The next chapter presents analyses of findings of this study together with its interpretations and discussions.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS, INTERPRETATION AND DISCUSSION

4.1 Introduction

This chapter presents the results of data analyses pertaining to the main research question of this study, which is; 'What is the conceptualization and instruction of Citizenship Education by curriculum designers and teachers in grade four Social Studies in the competency-based curriculum in Kenya? Specifically, results of data analyses relating to the research questions posed in this study are presented. The research questions being studied include: How appropriate are the aims and goals of Citizenship Education in grade four Social Studies curriculum in Kenya? How suitable is the scope and sequence of Citizenship Education content in grade four Social Studies curriculum in Kenya? How effective are the instructional methods used in Citizenship Education in grade four Social Studies curriculum in Kenya? And how is Citizenship Education assessed in the grade four Social Studies curriculum in Kenya?

The main research question of the study led to the emergence of two study sites. These sites are KICD for curriculum designers and School for teachers. Guided by the two study sites as detailed in the previous chapter, data presented in this chapter is divided into two phases. That is, within-site (PHASE ONE) and cross-site analyses (PHASE TWO).

The first phase is divided into two sections. The first section deals with the understanding of Citizenship Education by curriculum designers. On the other hand, section two of the same phase outlines the conceptualization and instruction of Citizenship Education by teachers. In phase two of this chapter, commonalities and differences in Citizenship

Education as perceived in the two study sites is detailed. The chapter ends with discussion of that interrogates the findings by way of juxtaposition with the existing considering literature as earlier reviewed in chapter two.

4.2 Phase One: Within-site conceptualization and instruction of Citizenship Education through grade four Social Studies curriculum

Qualitative researchers such as, Leavy (2017) and Stake (2010) emphasize the place of study site in understanding the phenomenon being studied. Besides, Denscombe (2014) advocates for the linking of explanations given to a phenomenon with what happens in practical situations in the real world while conducting grounded theory (see also, the research design section of this study). This phase therefore tries to convey a full picture of each study site by specifying everything a reader needs to know to understand the findings (Punch, 2014). Participants' anonymity is further ensured using pseudonyms such as: "D1"; "D2"; "D3" … for curriculum designers while "T1"; "T2", "T3" … for teachers. Also, both the curriculum designers and teachers are referred to as curriculum officers.

4.2.1 Conceptualization of Citizenship Education by curriculum designers in grade four Social Studies curriculum

4.2.1.1 Profile of study participants

Data presented in this section was collected from a panel of 12 curriculum designers. The panel composition was diverse. For instance, it consisted of: 3 KICD officials; 3 teachers; 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. The diversity enhanced not only the

trustworthiness of the findings reported here (Flick, 2014) but also the understanding of the phenomenon understudy from varied viewpoints.

4.2.1.2 How appropriate are the aims and goals of Citizenship Education in grade four Social Studies curriculum in Kenya?

This section presents findings relating to the first research question that explored curriculum designers' conceptualizations on the aims and goals of Citizenship Education in grade four Social studies curriculum in Kenya. Specifically, the section focused on; definitions of citizenship and Citizenship Education, qualities of a good citizen, and the aims, goals and learning outcomes of Citizenship Education.

To start with, nearly all the curriculum designers interviewed (except one) opined that citizenship relates to a sense of belonging or a sense of identification to a given country. Thus, the curricularists conceptualized Citizenship Education to have a strong relation to the communitarian dimension of citizenship. However, when asked to enumerate the characteristics of a good citizen, the other dimensions of citizenship that relates to; duties and responsibility, rights and freedoms and participation emerged. For instance, they pointed out that a good citizen is one who: participates in developmental activities of his country like by paying taxes, law abiding, patriotic, honest, respectful and conscious of his own rights and the rights of others.

Besides, most of the curricularists interviewed believed; 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 opined that, "it is an area of learning that aims

at imparting into the child desired knowledge, values and skills on how to participate in decision making in his or her own society."

The curriculum designers' views on definition and aims of Citizenship Education mirrors the essence statement provided by grade four Social Studies curriculum design. The document details 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 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. Additionally, 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 vein, 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 learners: cognitive development through specific learning outcome (a & c); psychomotor development through specific learning outcome (b & d); and finally affective development through specific learning outcome (e).

In summary, the data collected revealed broad conceptualization of the aims and goals of Citizenship Education in grade four Social Studies curriculum in Kenya. Specifically, it aimed at equipping learners with knowledge, skills, values and dispositions in relation to participation, rights and freedoms, duties and responsibilities and sense of belonging. Besides, its goals were inclusive as they were founded on all the three domains of learning. The next section interrogates the scope and sequence of the learning area as conceptualized by the curriculum designers.

4.2.1.3 How suitable is the scope and sequence of Citizenship Education content in grade four Social Studies curriculum in Kenya?

This section presents findings relating to the second research question that explored curriculum designers' conceptualizations on the scope and sequence of Citizenship Education content in grade four Social studies curriculum in Kenya. In a brief, the data gathered revealed that the Citizenship Education content was mainly made up of; core competencies, pertinent and contemporary issues, and values as exhibited in figure 4.2.1).

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 *(Peace gardens/nature trails, Peace corners, Peace competition essays)*. • Plan for a viable peace education project at school. • Share responsibilities on the planned peace education project. • Undertake the peace education project at school and evaluate its success.	
Core Competencies to be developed: 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.				
PCIs: Promotion of citizenship as they role-play good citizenship at school and write essays on qualities of good citizenship at school.			**Values:** Promotion of unity and peace as they undertake the peace education project at school. Social justice as they learn about forms of child abuse.	
Links to other subjects: - Language, Art and Craft, Religious Education, Science and technology.			**Suggested Community Service Learning activities:** 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.	

Tostart with core values, the data collected from the curriculum designers revealed eight core values to be instructed through grade four Social Studies curriculum. The values are; love, responsibility, respect, unity, peace, patriotism, social justice and integrity (see figure, 4.2.1). Further analysis of grade four Social Studies curriculum design detailed that the eight core values are distributed across the seven Social Studies strands as shown in table 4.2.1. Similar findings were revealed by an analysis of Longhorn Social Studies learner's book for grade four (2019) as indicated in table 4.2.1.

Table 4.2.1 Summary analysis of conceptualization of values

<div align="center">VALUES</div>

		Curriculum Designs							Teacher's guide						
		T1	T2	T3	T4	T5	T6	T7	T1	T2	T3	T4	T5	T6	T7
1	Unity	■	■	■	■			■	■	■			■	■	■
2	Love	■	■						■	■	■				■
3	Respect	■	■		■			■	■	■	■	■	■		■
4	Peace		■				■			■				■	■
5	Responsibility				■	■	■				■	■	■		
6	Honesty					■	■					■			
7	Integrity					■							■		
8	Social Justice					■	■						■		
9	Patriotism	■	■	■					■	■	■	■			■

(The shaded boxes denote presence of the value mentioned while unshaded boxes denote absence of the value mentioned)

Further interviews conducted on the curriculum designers disclosed pertinent and contemporary issues (PCI) that are integrated in grade four Social Studies. The pertinent and contemporary issues 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 by grade four Social Studies curriculum design (see figure, 4.2.1). The curriculum design distributed the pertinent and contemporary issues among the seven grade four Social Studies strands as shown in table

4.2.2 below. Moreover, 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, good governance, and child abuse as indicated in table 4.2.2.

Table 4.2.2 Summary analysis of conceptualization of pertinent and contemporary issues

PERTINENT AND CONTEMPORARY ISSUES

		Curriculum Designs							Teacher's guide						
		T1	T2	T3	T4	T5	T6	T7	T1	T2	T3	T4	T5	T6	T7
1	Life skills	■			■					■	■		■		■
2	Financial literacy			■		■		■				■			
3	Self-awareness					■							■	■	
4	Citizenship						■							■	
5	Good governance							■							■
6	Child abuse													■	
7	Environmental conservation	■			■				■			■			

(The shaded boxes denote presence of the PCI mentioned while unshaded boxes denote absence of PCI mentioned)

On development of core competencies, data collected from the curricularists' interviews indicated inclusion of seven competencies in grade four Social Studies curriculum. The competencies are; communication and collaboration, critical thinking, problem solving, creativity and imagination, citizenship, digital literacy, learning to learn and self-efficacy. According to the curricularists, grade four Social Studies curriculum design had been designed in a manner that would infuse learning activities such as; working in groups, executing projects, problem solving, undertaking enquiries, role playing and debating that would give the learner an opportunity to develop the afore-mentioned competencies. These sentiments were further confirmed by a document analysis that was conducted on grade four Social Studies curriculum design (see figure, 4.2.1) and the Longhorn Social

Studies learner's book for grade four (2019). Table 4.2.3 provides a summary of this analysis.

Table 4.2.3 Summary analysis of conceptualization of core- competencies

		CORE-COMPETENCIES													
		Curriculum Designs							Teacher's guide						
		T1	T2	T3	T4	T5	T6	T7	T1	T2	T3	T4	T5	T6	T7
1	Communication & collaboration	■	■	□	■	■	■	■	■	■	■	■	■	■	■
2	Critical thinking & problem solving	■	□	□	■	□	□	□	■	□	□	■	□	□	□
3	Creativity & imagination	□	■	■	□	■	□	■	□	■	■	□	■	□	■
4	Citizenship	■	□	□	□	■	□	□	■	□	■	□	□	■	■
5	Digital literacy	■	□	■	□	□	□	□	■	□	■	□	■	■	□
6	Learning to learn	□	■	□	□	□	■	■	□	■	□	□	□	■	■
7	Self-efficacy	□	□	□	□	■	■	■	□	□	□	□	■	■	■

(The shaded boxes denote presence of the competence mentioned while unshaded boxes denote absence of competence mentioned)

Commenting on the scope of values, pertinent and contemporary issues, and core-competencies, the curriculum designers believed 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 vein, 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 shared by grade four Social Studies curriculum designer (D10) 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 and it also related to what they could see within their own environment as illustrated in Figure 4.2.2.

Figure 4.2.2Sample 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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Moreover, the curricularists opined that there were attempts to include more learning activities in grade four Social Studies curriculum instead of increasing content. This was aimed at creating a platform for learners to learn the content in varied ways. Specifically, one of the curriculum designers 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 or a young growing lady would take responsibility of making sure that her environment was 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, 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.*

Similar views were shared by another curriculum designer while discussing the concept of pertinent and contemporary issues. According to the designer, "the pertinent and contemporary issues are emerging issues and emerging issues do not stop, they keep on emerging." He further expounded that these issues are infinite and cannot be structured in one curriculum design. It is thus his opinion that teachers adopt flexible instructional approaches that allow integration of the pertinent and contemporary issues as they emerge.

Based on the afore-presented data as summarised by Table 4.2.1 (values), Table 4.2.2 (pertinent and contemporary issues) and Table 4.2.3 (core- competencies), the values, pertinent and contemporary issues and core- competencies have been integrated across

the seven strands of Social Studies at grade four. This is in line with the information shared through interviews conducted on the curriculum designers. For example, one of the curriculum designers elaborately revealed how the integration of values in the seven grade four Social Studies strands was done:

> **D1:** *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.
> **D1:** *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.
> **D1:** *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.
> **D1.** *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.
> **D1:** *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.
> **D1:** *We also have a strand on Governance, and we are linking it to what happens in schools such as children's 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.*

Further analysis of data revealed that the curriculum designers favoured the sequencing of Citizenship Education content across the seven Social Studies strands. This is because

the approach guaranteed tackling of the same content from different dimensions. This further enhanced understanding and application of the learnt content.

In conclusion, the study revealed of conceptualization of inclusive and activity oriented Citizenship Education content. Besides, the content was to be sequenced and instructed across the seven grade four Social studies strands. The next section centres on instructional methods.

4.2.1.4 How effective are the instructional methods used in Citizenship Education in grade four Social Studies curriculum in Kenya?

This section presents findings relating to the third research question that explored curriculum designers' conceptualizations on the instructional methods used in Citizenship Education in grade four Social studies curriculum in Kenya. Particularly, this section focused on; instructional approach, instructional methods and instructional activities.

First and foremost, this study revealed the dominance of learner centred approach to instruction. This was a standout feature pointed out by most of the curriculum designers; when called upon to distinguish Social Studies instruction under the previously used 8-4-4 curriculum and the competency-based curriculum. According to the curriculum designers, learner centred 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 is clearly expressed in the following excerpt from curriculum designer's interview:

> ***DI:*** *I want to say that since independence these issues of citizenship have 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 centred 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 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.*

Similar sentiments were shared by another curriculum designer. She argued that, under the previously used teacher-centred approach, teachers employed mainly narration method. Students thus used to think that what is talked about only happened elsewhere and was not relevant to them. However, through the learner centred approach, students are now actively involved in learning aspects such as human rights, democracy and the electoral process. They then transferred the learnt knowledge once they got out of the school.

According to curriculum designers interviewed, effective instruction of Citizenship Education through learner centred approach entailed employment of learner centred instructional methods such as; group work, field work, discussion, enquiry, role play, simulations and question and answer. Comparably, their views were similar to the advocated instructional methods for instructing Social Studies as outlined in grade four Social Studies curriculum design. Specifically, the recommended instructional methods were 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 the other instructional methods used in Social Studies at grade four.

Of the above ten listed instructional methods, the enquiry method emerged as the favourite method for Citizenship Education. According to curriculum designers, the enquiry method was the main method as it would promote learners learning on their own (promote learning to learn). Indeed, the sentiments shared by the curricularists seemed to be true as they were in line with the results of document analysis conducted on grade four Social Studies curriculum design. As stated by the document, the 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 breadth, the Longhorn Social Studies teacher's guide grade four (2019) advocated for the inclusion of key inquiry questions in every learner's lesson. This was further outlined in teacher's professional documents of, schemes of work and lesson plans under the section of key inquiry questions. As stated by 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 the 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 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. As stated by 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 grade four Social Studies curriculum design (2019), the suggested learning experiences in the sub strands included brainstorming, enquiring over the internet, conducting group discussions and role playing.

Further collection and analysis of data revealed that besides the enquiry and project method, the Longhorn Social Studies learner's book for grade four (2019) highly

employed varied instructional methods. The instructional methods included group work, field work, discussion, role play, report writing and brainstorming.

The instructional process of Citizenship was 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. Moreover, 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 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.
> **D12:** *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
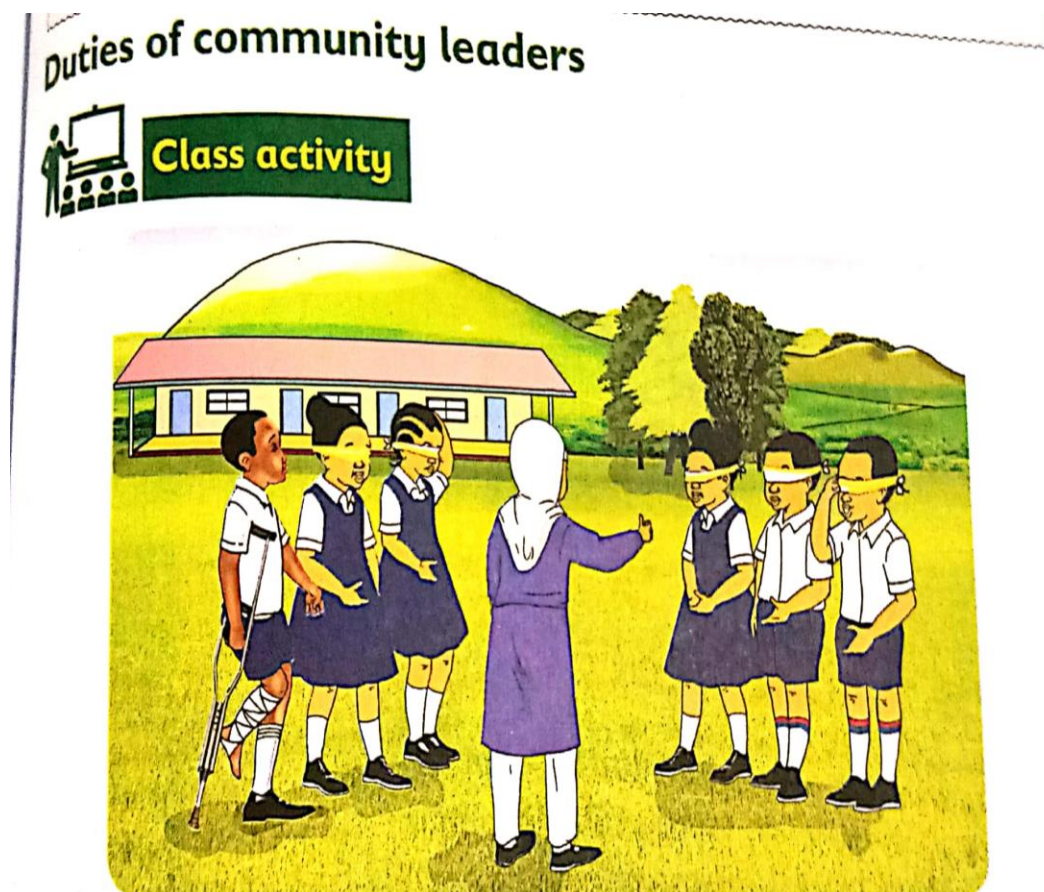
1. Go to the field.
2. Form groups and choose your leader.
3. Blindfold all the group members except the group leader.
4. Let the group leader lead all of you back to class safely while blindfolded.

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

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Figure 4.2.3 provides a vivid example of how a range of values including responsibility, respect, love, leadership, unity, tolerance and cooperation can be inculcated in learners through class activities such as role play. Also, such activities can 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.

Further analysis of the Longhorn Social Studies learner's book for grade four (2019) reveals that besides advocacy of learner centred activities (as discussed in the preceding section), there also exists for provision of application of teacher-centred activities. These teacher-centred activities include listening to teacher narrations, reading of stories and recitation of poems.

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 suggest the engagement of learners in non-formal activities at the end of every strand (topic). Longhorn Social Studies teacher's guide grade four (2019) expound the non-formal out of classroom activities in this grade to be focused 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 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) detailed 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.

In brief, the instructional methods as conceptualized by the curriculum designers can be described as; inquiry-based, cooperative, experimental and reflective methods. The next section explores how Citizenship Education is assessed.

4.2.1.5 How is Citizenship Education assessed in grade four Social Studies curriculum in Kenya?

This section presents findings relating to the fourth research question that explored curriculum designers' conceptualizations on the assessment procedures for Citizenship Education in grade four Social studies curriculum in Kenya. Particularly, this section centred on; form and type of assessment, assessment techniques and reporting of learners results.

To begin with the analysis of the data collected from the curriculum designers' interviews revealed emphasis on practical form of assessment. According to one of the curriculum designers the practical approach to assessment had the benefits of assessing what the learner can do instead of what he or she knows. To another curriculum designer, the move from theoretical based assessment to practical based assessment was brought about by the fact that values are acquired and not taught. It was thus important that the adopted assessment approach had to be authentic to the environment of the learner. As stated by the designer this would enable assess learners' change in behaviour.

The study further revealed emphasis of formative over summative type of assessment. According to one of the curriculum designers, the formative assessment was suitable since it offered the teacher an opportunity to constantly gauge whether the strategies, they were using were effective. Another designer expounded that the formative assessment

increased the validity and reliability of the assessment process. This is because the values and competencies assessed were observed over a period thus reducing possibility of what was recorded to be accidental.

According to 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 the observation assessment technique was favourite among the curriculum designers. This is because it is only through observation that the teacher could see whether the learner was acquiring the intended competencies. Also, the teacher could 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 was examination cheating. Another expounded that this form of assessment entailed providing learners with activities that would require them show case the 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 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 using assessment rubrics (see figure, 4.2.4). Commenting on the application of assessment rubrics, one of the curriculum designers elaborately informed the study 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.

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Further analysis of the assessment techniques as provided for by Longhorn Social Studies learner's book for grade four (2019) indicated that though there was inclusion of practical techniques of assessment like; observations, project work, journaling and the keeping of portfolios, theoretical techniques of assessment seemed dominant. For instance, at the end

of every strand, the Longhorn Social Studies learner's book for grade four (2019) provided an assessment unit that was mainly composed of written questions whose response required students to mostly recall what was learnt in the strand as shown in figure 4.2.5.

Figure 4.2.5Sample Instructional Activity (Longhorn Social Studies learner's book for grade four, 2019:109)

Take home assignment

With the help of your parent or caregiver, find out ways of supporting leaders in your community. Present your findings in class.

Assessment 5.1

1. Who is a leader?
2. Name five community leaders.
3. Mention five qualities of a good leader.
4. What are the duties of a leader?

Most of the questions posed to the learners through the assessment units provided by the Longhorn Social Studies learner's book (2019) focused on the lower level of the Bloom's

taxonomy (remembrance and understanding). However, there were also efforts to pose questions that targeted the higher level of the Bloom's taxonomy (analysis, evaluation, and creation). When asked to comment on this (dominance of lower-level questions over higher level questions), one of the curriculum designers disclosed that the questions were posed in consideration of the learners' cognitive level. The curriculum designer further expounded that it was only possible to pose higher order questions (analysis, evaluation and creation) after the achievement of mastery of lower levels (remembrance and understanding). The curriculum designer thus concluded, "A leaner can only apply learnt knowledge if he or she still remembers what was learnt in the first place."

According to another curriculum designer, the continued dominance of lower-level order questions over higher order level questions signalled slow transition from an exam oriented 8-4-4 system to a more activity-based CBC system of education. She further acknowledged the need for more conceptualization and restructuring of the forms of assessment. For example, there was need to enhance teachers' ability to conduct valid and reliable observations and improve their listening skills while conducting oral assessment. This would further enhance clearer assessment of learners' behavioural changes. She however appreciated the assessment changes proposed and termed them as a move to the positive direction.

Data collected and analysed from the study revealed an emphasis of activity-based reporting of learner's progress. This was to be achieved by learner's progress reports that accentuated on performance indicators as shown in figure 4.2.6.

Figure 4.2.6 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.

In summary, this study conceptualised of a practical form of assessment together with standardization of learners' performance through assessment rubrics. Recording and reporting of the performance is first done in each and every strand and sub-strand and later aggregated in an assessment summary report at the end of the term.

Put together, Citizenship Education as conceptualized by the curriculum designers can be described as one that encompasses: Broad aims that are not limited to the instilling of a sense of belonging but also relates to the development of rights and freedoms, duties and responsibilities and participation; Content that is activity based and one that integrates and sequence core competencies, pertinent and contemporary issues and values across the seven grade four Social studies strands. Moreover, its instructional approach is learner centred with a strong advocacy for engagement of learners in both formal and non-formal out of classroom activities. Finally, its assessment is practical and employs activity-based reporting of learners' performance. The next section focuses on the understandings and instruction of Citizenship Education by teachers in grade four Social Studies curriculum at the instructional level.

4.2.2 Conceptualization and instruction of Citizenship Education by teachers in grade four Social Studies curriculum

4.2.2.1 Profile of study participants

Data presented in this section was collected from 18 teachers. Specifically, 9 teachers from public schools; 3 teachers from private schools; 3 teachers from KICD (who were involved in the formulation of grade four Social Studies curriculum design); and 3 CBC trainers of trainees (who also taught grade four Social Studies) participated in this study. The diversity in the 18 teachers who were selected for this study exemplified the maximum variation strategy applied to ensure that the phenomenon understudy was understood from varied viewpoints (Patton, 2015).

4.2.2.2 How appropriate are the aims and goals of Citizenship Education in grade four Social Studies curriculum in Kenya?

This section presents findings relating to the first research question that explored teachers' conceptualizations and instructions of the aims and goals of Citizenship Education in grade four Social studies curriculum in Kenya. Specifically, the section focused on; definitions of citizenship and Citizenship Education, qualities of a good citizen, and the aims, goals and learning outcomes of Citizenship Education.

Like the curriculum designers, the teachers interviewed had the opinion that citizenship refers to a sense of belonging or a sense of identification to a given country. Thus, to the teachers, the conceptualization of citizenship in Kenya had a strong relationship with the communitarian dimension of citizenship. Conversely, when asked to detail the features of a good citizen, the other dimensions of citizenship that related to: duties and responsibility, rights and freedoms and participation emerged. For example, they identified that a good citizen was one who was: cooperative, honest, tolerant; knows and guards his or her own rights and was also respectful of other peoples' rights; and actively participated in the development of their own country through service, payment of taxes, prudent use of public resources and reporting law breakers. This was in line with findings from the study on curriculum designers.

In terms of definition of Citizenship Education, the interviewed teachers had a similar view with the curriculum designers. According to teachers this referred to an area of study that aimed at educating learners to grow into people who were morally upright and who could effectively participate in the development of their country. This was

exemplified in the views shared by one of the teachers as captured in the following excerpt:

> **T2:** *I think one of the reasons that make us to teach Social Studies is that we want to bring out children who are patriotic and respects other people's culture.*
> **Researcher:** Yes.
> **T2:** *You know when we achieve such at school level; we can say one of the goals of education is achieved.*
> **Researcher:** Ok, so it is for posterity?
> **T2:** *Yes, it is not something that should end at school level but rather it is something for a lifetime.*

The definition of Citizenship Education offered by the teachers further implied that the learning areas main aim was to inculcate good mannerism, values, and desired skills into pupils to develop them into active citizens that fitted to the demands of the society. There also existed large similarity in the conceptualisations of the goals of Citizenship Education between the teachers and curriculum designers. For instance, in a similar view to the curriculum designers, the teachers observed the learning area as one that is tailored to instilling values in learners. Examples of the values included love, unity, patriotism, honesty, respect, unity and peaceful coexistence. Moreover, most of the teachers interviewed believed skills on aspects such as environmental conservation, entrepreneurship, leadership, democracy, and governance were being promoted in grade four Social Studies. This was through strands that included 'Natural and Built Environments', 'Resources and Economic Activities,' 'Political Systems and Change', 'Citizenship' and 'Governance in Kenya' respectively.

An analysis on data collected on the specific learning outcomes revealed existence of discrepancies. The differences emanated from teachers' ability to break down the goals of grade four Social Studies into specific learning outcomes. From the analysis three

categories emerged. The first category was made up of learning outcomes that majored only on the cognitive domain. Figure 4.2.7 elaborates this discussion.

Figure 4.2.7 Sample Lesson Plan A

According to teachers in this category, there was no difference in the formulation of learning outcomes for Social Studies between the old (8-4-4 content-based curriculum) and the new curriculum (competency-based curriculum). Hence the continued formulation of learning outcomes that centred on cognitive dimension.

The second category consisted of learning outcomes that were duplicates of what was outlined in grade four Social Studies curriculum design and Longhorn Social Studies teacher's guide grade four (2019). For instance, Figure 4.2.8 depicts a sample lesson plan collected from one of the teachers that was duplicated from grade four Social Studies curriculum design (2019, 3) and Longhorn Social Studies teacher's guide grade four (2019, 23). Unlike learning outcomes in the first category which mainly majored on one domain of learning (cognitive level), the learning outcomes in the second category were inclusive of all the three domains (cognitive, affective, and psychomotor). Conversely, it was not feasible to cover the aspects of the three domains adequately as outlined in the learning outcomes within a lesson of 35 minutes. According to grade four Social Studies curriculum design (2019) and Longhorn Social Studies teacher's guide grade four (2019), the suggested learning outcomes were to be covered in the whole sub strand of 'Compass direction' which consisted of six lessons and not one lesson as outlined by the teachers. When further asked how they were able to cover all the outlined learning outcomes within one lesson, the teachers confessed that they only set the learning outcomes as a routine and for supervision purposes but paid little attention to them when instructing.

Figure 4.2.8 Sample Lesson Plan B

GRADE	LEARNING AREA	DATE	TIME	ROLL
4B	SOCIAL STUDIES	12/01/2020	2.10 2.50	

STRAND: NATURAL AND BUILT ENVIRONMENTS.

SUB STRAND: Natural Environment. Compass direction.

SPECIFIC LEARNING OUTCOME: By the one of the lesson the learner should be able to
a, Identify the four Cardinal points of a Compass.
b, Use the Cardinal points to give direction of places.
c, Identify the eight compass points.
d, Use the eight points to show direction on a map.

KIQS: - How could we tell direction of places?
- How could we give direction of places using a Compass.

Core Competencies: Promotion of Citizenship as the appreciate and conserve the physical features and historic built environments. Digital Literacy as learners use digital device, to play games on the eight compass points.
- Critical thinking, Communication and Collaboration. As learners work in groups.

Values: Promotion of Patriotism, unity, Love and respect

PCIs: Promotion of environmental Conservation.

Links to other Subjects: Language, Music, Art and Craft, Religious Education, Science and Mathematics.

Learning resources: Learners book Pg 1-3.
Pictures, Photographs, Environment.

Lesson development.

Step 1: Learners to talk about what they see in the Environment.

Step 2: Learners to brainstorm in pairs the four Cardinal points.

- Learners to Practice in pairs giving direction of places using the four Cardinal points.

Step 3: Learners to draw and label four Cardinal points.

Assessment: Written Work.

According to the teachers in the second category, there exist discrepancies in how learning outcomes for grade four Social Studies were formulated in the old (8-4-4 content-based curriculum) and the new curriculum (competency-based curriculum). For the teachers, whereas Social Studies under the old curriculum emphasized only on cognitive domain, Social Studies under new curriculum advocated for all the three domains of learning (cognitive, affective, and psychomotor). Thus, teachers in this category strived to duplicate the suggested learning outcomes as outlined by grade four Social Studies curriculum design and Longhorn Social Studies teacher's guide grade four (2019).

The third and final category of learning outcomes were those that were formulated in line with grade four Social Studies curriculum design and Longhorn Social Studies teacher's guide grade four (2019). These learning outcomes were formulated in relation to pupils' learning context and covered all the three domains of learning that is the: cognitive, affective, and psychomotor. Figure 4.2.9 of a sample lesson plan collected from the interviewed teachers depicts this discussion.

Figure 4.2.9 Sample Lesson Plan C

LESSON PLAN TEMPLATE

CIANYI

LEARNING AREA	GRADE	DATE	TIME	ROLL
SOCIAL	4	26·2·21	12·05–12·40	35

Strand...... CITIZENSHIP

Sub-strand.... Good   Citizenship   in   school

Specific learning outcomes:

By the end of the lesson the learner should be able to:

(a) Define   the   term   good   citizenship   in school.

(b) explain   the   qualities   of   good   citizenship   in   School.

(c) desire   to   be   ~~be~~   a   good   citizen   in   school

Key inquiry question

(1) What   is   citizenship?

(2) What   are   the   qualities   of   good   citizenship   in   school?

Core competences to be developed

• Promotion   of   Communication   and   collaboration   as   they   work   in   pairs

• Promotion   of   Self-efficacy   as   they   role play   good   citizenship   at   school

Links to values

• Promotion   of   unity   and   peace   as   they   undertake   the   peace   education   project   at   school

Links to pertinent and contemporary issues (PCI)

• Promotion   of   citizenship   as   they   Role   play   good   citizenship   at   school   and   write   essays   on   qualities   of   good   citizenship   at   school.

Learning resources

Wanghoxn Social Studies Learner's Book pg 119-121

Suggested teaching / Learning experiences

(i) Introduction / Getting started

Provoke learners thinking to understand the meaning of citizenship at school? Who is a good citizen

(ii) Exploration / Lesson development

Steps (1) Tell the learners to read the story of Uzalen Primary School pg 119-120 of Learner's Book Identify

(2) qualities of a good citizen from the story. Ask them to explain who is a citizen?

(3) In groups learners to discuss the qualities of a good citizen and write them down

(4) Look at the picture and learners to fish out the qualities of a good citizen from the river

(iii) Reflection

Learners were able to identify qualities

(iv) Extension

Learners to write essays on good citizenship

Suggested parental involvement activity / Community service learning activity

Let the learners seek to know from parents siblings o caregivers about the qualities of good citizens in the country.

Self evaluation / Remarks

Learners were engaged in identifying qualities of good citizenship

In the same vein with teachers in category two, the teachers in third category of learning outcomes recognized a difference in terms of how the learning outcomes for Social Studies were formulated in the two curricula (old 8-4-4 content-based curriculum and new competency-based curriculum). According to teachers in this category, the new curriculum advocated for learning outcomes that related to both psychomotor and affective domains in addition to the cognitive domain that was emphasized in the old curriculum. Moreover, teachers in this category went further to formulate learning outcomes suitable to their instructional context instead of duplicating those suggested for by the curriculum design or textbooks.

In brief, the study revealed variance in the aims and goals of Citizenship Education as integrated in grade four Social Studies. For instance, some teachers broadly conceptualised and instructed the aims and goals of the learning area while others emphasized narrow aims to Citizenship Education that were only limited to cognitive domain. The next section explores the suitability of the scope and sequence of Citizenship Education content.

4.2.2.3 How suitable is the scope and sequence of Citizenship Education content in grade four Social Studies curriculum in Kenya?

This section presents findings relating to the second research question that explored teachers' conceptualizations and instructions of the scope and sequence of Citizenship Education content in grade four Social studies curriculum in Kenya. In general, data gathered revealed divergence in conceptualization and instruction of Citizenship Education content. Comparable findings were also reported on the aims and goals of Citizenship Education in the preceding section.

Tostart with, all the teachers interviewed identified the instruction values as a key component of Citizenship Education content. In particular, the teachers argued that the learning area was value loaded in both the old curriculum (8-4-4 system content-based curriculum) and the new curriculum (competency-based curriculum). They further opined that the new curriculum only emphasized values that existed earlier. Among the values that were frequently mentioned by the teachers included patriotism, love, unity, respect, peace, and responsibility. However, the values of integrity and social justice were rarely mentioned to be part of the grade four Social Studies.

The teachers' sentiments were confirmed by an analysis conducted on grade four Social Studies lesson plans as shown in figure 4.2.8 and figure 4.2.9 in the preceding section. Conversely, some of the interviewed teachers failed to detail the identified values in their lesson plans (see figure, 4.2.7). According to the teachers, much emphasis should be put on content that aimed at cognitive development (knowledge based) over affective development (value based). The teachers further observed that it is knowledge-based content that is frequently tested in national exams as compared to value-based content. Moreover, some of the teachers opined that those values could not be instructed and that adherence to values only depended on personal choice.

From the study, the strands of; 'Citizenship', 'Political systems and change' and 'Governance in Kenya' emerged as areas that leads to inculcation of the identified values. Specifically, some of the teachers argued that some strands did not lead to the instilling of values in learners. For instance, one of them had the following to say.

> **T13:** *You see like in grade four we are dealing with the compass you see it is now tricky to bring out the values.*
> **Researcher:** Ok.

> **T13:** *Like if I may pose to you this question which values can you develop in the learners while teaching compass directions?*
> **Researcher:** Ok.
> **T13:** *May be just appreciating that you can use this compass in your daily life or give direction to somebody so that he can reach your school or your home but how do you bring that value?*
> **Researcher:** But don't you think by enabling the learner to give correct directions to others you are nurturing the values of cooperation and unity among the learners.
> **T13:** *Yes, that one is there … in fact that is the only value that can be brought out. But tell me where values like integrity or even social justice in a compass are… (Laughs) nowhere.*

Further interrogation of the teachers on the inclusion and sequencing of the identified values in the various strands revealed a second category. In this category, the teachers were able to clearly point out the values they were to instruct in the various strands. However, they were unable to clearly elaborate how these values were being instructed through those strands. For instance, most of the interviewed teachers pointed out the value of love to have been emphasized when learning compass directions. However, when asked to explain how this was instilled one of them argued that the learners loved the compass, they had made during their project work. Although the teacher's claim could be true, the kind of love advocated for by grade four Social Studies curriculum design is the love for one another and not materialistic love.

Additionally, one of the teachers disclosed that she personally had problems deriving content to be taught. Specifically, the teacher pointed out derivation of values as one of her areas of weakness. The teacher's sentiments were confirmed through document analysis that was conducted, in which it was established that she was using commercially made schemes of work. According to the teacher she was forced to use commercial schemes which at times did not suit her instructional context because she lacked the

ability to derive her own schemes of work from the curriculum design. Figure 4.2.10 provides a sample of the commercial scheme of work used by the teacher.

Figure 4.2.10 Sample Scheme of Work

Grade Four

Social Studies Schemes Of Work

Term _____ One _____ Year _____ School _____

Week	Lsn	Strand/Theme	Sub Strand	Specific learning outcomes	Key inquiry Questions	Learning experiences	Learning Resources	Assessment methods	Refl
1	1	Natural And Built Environments	Natural Environment : Compass Direction	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 direction of places	1. How could we tell direction of places? 2. How could we give direction of places using a compass?	Learners are guided to: • Brainstorm in pairs the four cardinal points. • Practice in pairs giving direction of places using the four cardinal points	Local and extended environment, mas, realia, photographs, artefacts, newspapers, approved textbooks	Oral questions, Teacher made test, observation, project work, checklist, portfolio	
	2		Natural Environment : Compass Direction	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 direction of places	1. How could we tell direction of places? 2. How could we give direction of places using a compass?	• Draw and label the four cardinal points • Think, pair and share the eight compass points	Local and extended environment, mas, realia, photographs, artefacts, newspapers, approved textbooks	Oral questions, Teacher made test, observation, project work, checklist, portfolio	
	3		Natural Environment : Compass Direction	c) identify the eight compass points d) use the eight compass points to show direction on a map	1. How could we tell direction of places? 2. How could we give direction of places using a compass?	• Practice giving direction using the eight compass points • Play computer games on compass direction for enjoyment	Local and extended environment, mas, realia, photographs, artefacts, newspapers, approved textbooks	Oral questions, Teacher made test, observation, project work, checklist, portfolio	
2	1		Natural Environment : Compass Direction	c) identify the eight compass points d) use the eight compass points to show direction on a map	1. How could we tell direction of places? 2. How could we give direction of places using a compass?	• Draw and label the eight compass points • Use the eight compass points to show direction on the worksheet/interactive map to enrich the mapping skill	Local and extended environment, mas, realia, photographs, artefacts,	Oral questions, Teacher made test, observation, project	

The third category composed of teachers who argued that the afore-outlined values were included across all the strands. In addition, they were able to clearly explain how they would develop various values during Social Studies instruction. For instance, one of them elaborately shared the following:

T8: While instructing a concept such as the compass direction there are very many values that can be developed in the learners.

Researcher: Which are these values?

T8: I mean values such as; respect, love, unity, responsibility and even peace can be easily developed.

Researcher: Yes, but how do you instil them?

T8: Ok, let me give you an example.

Researcher: Please do.

T8: When I was teaching the compass direction, I involved them in a small exercise, or do I call it a project where using locally available materials we made our own compasses in groups of five pupils.

Researcher: Yes.

T8: For the learners to carry out this exercise they had to organise themselves into groups and in there was the aspect of working together which is unity. Still in the groups there was sharing of responsibilities.

Researcher: Yes.

T8: That is another value that was instilled, responsibility. Also, in working together there was need for the members to respect each other's opinion, work in a peaceful manner, and even show each other love in order for the exercise to be successful.

As stated by most of the teachers, there existed a great difference in terms of content between the old curriculum (8-4-4 system content-based curriculum) and the new curriculum (competency-based curriculum). The difference emanated from the new curriculum emphasized on development of skills through advocacy of teaching core-competencies. However, to some of the interviewed teachers little had changed in terms of content for Social Studies between the two curricula. Specifically, one of the teachers shared the following.

Researcher: Are the core- competencies that you have identified infused into grade four Social Studies curriculum?

T9: Yeah they are infused, because there is no way you can avoid them, even in the old curriculum those things were there only that they were not being mentioned loudly.

Researcher: Yes.

T9: I don't think if there is a big difference only that we did not mention them. But they were there.

Researcher: Ok, so competencies such as communication and collaboration, critical thinking and problem solving, digital literacy were there in the previous curriculum?

T9: Ok, competencies like this digital literacy… may be that was missing, but communication…

Researcher: Yes.

T9: We used to ask questions and pupils answer… they were communicating.

Researcher: Yes.

T9: But you know there is a challenge with this competence of digital literacy, the government brought the gadgets but there are no bundles to browse. Ok there are instances where pupils are to use their parents' smart phones but in these villages, parents do not have them in the end no digital literacy is taking place.

Researcher: And what of critical thinking and problem solving?

T9: You know critical thinking is a higher level of thinking and most of these learners who are average cannot achieve that level.

Researcher: So learner's ability is also a constraint in instructing these competencies?

T9: Yes, it requires higher level... I even think critical thinking is not suitable for learners of grade six and below it should be left for students of junior secondary and above.

The teacher went on to disclose that the old 8-4-4 content-based curriculum and the new competency-based curriculum were only different sides of the same coin and that what differed were only terminologies used to refer to the same thing. For instance, he pointed out that: instructional objectives were now being referred to as learning outcomes; syllabus as curriculum design; subject as learning area; topic as strand; and subtopic as sub strand.

Moreover, the data collected and analysed revealed that although most of the interviewed teachers agreed that the learning area had integrated various competencies, some of them were unable to name the seven competencies as outlined by the competency-based curriculum. A further review of instructional documents such as lesson plans confirmed these findings. For instance, figure 4.2.7 of a sampled grade four Social Studies teacher's lesson plan depicts this discussion. In the reviewed lesson plan, the teacher outlined that he aimed at equipping the learners with knowledge on importance of forests instead of detailing the core- competencies he intended to develop in the learners by the end of that

lesson. In the same vein, another teacher claimed environments together with its resources and building good family relations to be the competencies instructed through grade four Social Studies curriculum.

The second category of teachers was able to clearly name the seven core- competencies as outlined by the competency-based curriculum. However, the teachers had difficulties in elaborating how they developed the competencies while instructing the various strands of grade four Social Studies curriculum. An example is the teacher who used the lesson plan in figure 4.2.8. The teacher was unable to expound on how he promoted the competence of 'Citizenship' during the instruction of compass direction. In addition, he was unable to identify the digital devices he used to develop learners' digital literacy through playing of games as he had outlined in his lesson plan. The teacher later disclosed that he duplicated the core competencies from grade four Social Studies curriculum design (2019, 5). He further informed the study that the area of development of core competencies had little emphasis to his lessons. The teacher concluded that what was important was for students to remember the cardinal points of a compass together with its eight points.

Data collected and analysed also revealed a third category of teachers. In this category, the teachers were not only able to identify the seven core- competencies as outlined by the competency-based curriculum but were also able to elaborate how the competencies would be developed while teaching the various strands. For instance, one of them had the following to share.

> *T2: Like when we are looking at the first strand in grade four Social Studies that is 'Natural and Built Environments'. You are supposed to develop the*

> *competence of digital literacy in the learners while teaching the sub strand of compass direction.*
> **Researcher:** Yes.
> *T2: You will tell the learner to go and Google the compass, after Googling the compass he or she sends it to you. So that is digital literacy. Therefore, the competence of communication and collaboration, you can design a small project which will put the learners in a situation that they will need to communicate and work together for the project to be successful. Also, the project may make the students to be more creative and thus enhancing the competence of creativity and imagination.*

Data collected on the pertinent and contemporary issues (PCI) revealed that, most of the teachers were able to identify the various pertinent and contemporary issues that could be instructed through grade four Social Studies curriculum. Among the pertinent and contemporary issues that were identified included environmental conservation, good citizenship, entrepreneurship, democracy, child abuse, early marriages, Covid-19 pandemic, unemployment, peace, digital literacy and climatic change. However, the instruction of these pertinent and contemporary issues varied among the teachers.

The first category of teachers paid little attention to the pertinent and contemporary issues in their instruction and even failed to include them while planning for instruction as exemplified in figure 4.2.7. As argued by the teachers, pertinent and contemporary issues had little contribution in the learners' knowledge development in Social Studies. In addition, they observed that pertinent and contemporary issues were integrated in all strands. One area that was pointed out not to have included pertinent and contemporary issues was Compass direction under the strand of 'Natural and Built Environments'. The teachers thus opined those other channels such as mass media, family and religious organizations were suitable for instructing learners on the pertinent and contemporary issues.

According to the second category of teachers, it was important to infuse the pertinent and contemporary issues in the instruction of Social Studies curriculum. These teachers thus included the outlined pertinent and contemporary issues in their lesson plans. However, they had difficulties in explaining how they instructed the identified pertinent and contemporary issues in the various Social Studies strands. For example, the teacher who used the lesson plan in figure 4.2.8 was unable to explain how he instructed the pertinent and contemporary issue of environmental conservation while covering the four cardinal points of a compass.

Data collected also revealed a third category of teachers. These were teachers who not only planned but also effectively instructed the various pertinent and contemporary issues. According to these teachers the pertinent and contemporary issues emerged through engagement of learners in the various instructional activities. For instance, one of them shared the following.

> **T10:** *There are so many pertinent and contemporary issues that can be taught through grade four Social Studies.*
> **Researcher:** Yes, like which ones?
> **T10:** *Like now we have this Covid 19 pandemic. Take a strand like 'Resources and Economic Activities.'*
> **Researcher:** Yes.
> **T10:** *You will inform learners that in exploiting various resources and conducting the various economic activities we need people to work.*
> **Researcher:** Yes.
> **T10:** *And if we need people to work then people must be energetic. But you now find that this pandemic has reduced the lifespan of the people and thus the labour force. For instance, most of the companies are losing the elderly labour force that has lots of experience and expert.*

Additionally, the study revealed that most of the teachers were of the view that the learning area as taught under the new curriculum (competency-based curriculum) was narrow. For example, the teachers pointed out sub strands such as fishing, forestry and

agriculture had been removed from grade four Social Studies curriculum. Moreover, strands such as 'Natural and Built Environment' only had general information about physical features while skipping out content specific to the physical features in the county. This is best captured in the following excerpt:

> **T7:** *You see like when you look at the strand of 'Natural and Built Environment.*
> **Researcher:** Yes.
> **T7:** *Under Social Studies in the new curriculum, there is nowhere I am going to teach about the various hills and rivers that are found in my county.*
> **Researcher:** Yes.
> **T7:** *In the previous curriculum, I would teach my students about hills such as the Maragoli hills, rivers like the river Lunyere, Igukhu, Izava and others. But in this one (competency-based curriculum) there is none…. Only activities.*
> **Researcher:** Ok, but don't you think through instructional activities such as nature walks and field trips learners can learn the same but in a practical way?
> **T7:** *Ok, to some extent the activities you are talking about could help, but to what extent do teachers involve their learners in these activities?... eenhe may be once or twice in a while, is that enough?*
> **Researcher:** Of course not.
> **T7:** *Yes, thus why I think the end product of this curriculum (competency-based curriculum) will be learners who know very little about their county yet the focus of grade four Studies is the county level.*

The foregoing teacher's assertions on Social Studies content were also shared by most of the interviewed teachers. The teachers further reported that they complemented the grade four Social Studies KICD approved textbooks for competency-based curriculum with the previous 8-4-4 content-based curriculum textbooks. In one instance, one of the teachers confessed to have abandoned the grade four Social Studies KICD approved textbook for competency-based curriculum. Alternatively, the teacher was now instructing solely depending on a class four Social Studies textbook that he used in the previous 8-4-4 content-based curriculum. According to him the new textbook had overemphasized learning activities and lacked enough content to teach the learners.

The teacher's sentiments in the foregoing discussion were confirmed with the lesson plans he shared. For example, figure 4.2.7 provides a lesson plan shared by the teacher. In the lesson plan, it was indicated that the teacher taught using the 'Comprehensive Social Studies Vihiga County' textbook. The lesson instructed majored on the strand of 'Resources and Economic Activities' and sub strand of 'Forestry'. Conversely, the grade four curriculum design only outlines 'Trade' and 'Industry' as key economic activities to be instructed. Additionally, other economic activities would be instructed through the sub strand of 'Enterprise Project at school'.

On the other side, there existed another category of teachers who argued that the scope of grade four Social Studies content had adequately been addressed through suggested learning activities. According to the teachers the use of learning activities was suitable as it provided them with opportunities to cover a wide range of issues through several activities. For instance, one teacher shared that through the activity of nature walk she was able to cover most aspects of the strand of 'Natural and Built Environments'. She further opined that the same amount of content could not have been covered in one classroom lesson as it had been the norm under the previous curriculum.

Additionally, some of the teachers observed a change in approach of content delivery between the previous curriculum and the new curriculum. This is well illustrated in the following excerpt.

> **Researcher:** When you make a comparison of the content of Social Studies under the previous curriculum and the present curriculum is there any difference in their scope and sequence?
> **T12:** *Yes, there is a big difference.*
> **Researcher:** How?

T12: In the previous curriculum it is the content that led to an activity, like last year when I was teaching the strand 'People and Population'. Specifically, the aspect of 'Interdependence'...

Researcher: Yes.

T12: I had to first define to the learners the term 'Interdependence' and then inform them its importance together with relevant examples before I could actively involve them in the lesson maybe through role playing of the concept learnt.

Researcher: Yes.

T12: But now you see under this curriculum, it is the child who comes up with the content by engaging in the various activities and the work of the teacher is now only to reinforce what the learner brings.

Researcher: Yes

T12: Like you see when I am teaching the same (Interdependence), first I will involve the learners in activities where they will learner aspects of interdependence, then may be through class discussion I will enquire the advantages of learners assisting each other instead of working alone.

Researcher: Yes

T12: And you see at the same time I will be teaching the competencies of Communication and Collaboration, Critical thinking and problem solving together with values such as; Unity, Love and peace.

Moreover, some of the teachers informed the study that the sequencing of the content through activities allowed learners to be informed not only about their county but Kenya as a whole. According to the teachers this was suitable as it ensured uniformity in content learnt across the country. The teachers further expound that it was the duty of the teacher to relate the content as provided for through activities within his or her own context. For example, if the teacher was instructing 'Natural Environments'. He or she had to visit the nearby physical features such as nearby rivers, hills, and valleys instead of depending on the textbooks in outlining out the physical features that were in his locality as it was in the previous curriculum. Conversely, one of the teachers pointed out that teachers who had recently been posted from different counties were having difficulties in identifying the various physical features in their new counties. These teachers were thus advised to seek assistance in instructing such aspects from teachers who had resided in the area for a

longer period. The other teachers could be deployed as resource persons during instructions.

In conclusion, the study revealed divergence in the instruction of the learning area. For example, whereas some teachers emphasized on a thick, inclusive, activist-oriented and process-led content instruction while others advocated and instructed a thin, elitist, formal, content-led instructional process. Next is the instructional methods used in Citizenship Education.

4.2.2.4 How effective are the instructional methods used in Citizenship Education in grade four Social Studies curriculum in Kenya?

This section presents findings relating to the third research question that explored teacher's conceptualizations on the instructional methods used in Citizenship Education in grade four Social studies curriculum in Kenya. Particularly, this section focused on; instructional approach, instructional methods and instructional activities.

In this study, learner centred approach to instruction emerged as the recommended instructional approach for Social Studies at grade four. Nearly all the teachers claimed that they employed the approach more often. According to the teachers, the learner centred approach was suitable as it enhanced active learner participation in the learning process making learning enjoyable to the learner. In addition, some of them opined that, the learner centred activities led to instruction of wide range of values, competencies, and pertinent and contemporary issues. This was further in line with the recommendations of the new competency-based curriculum.

Additionally, the learner centred approach was highlighted by teachers as a distinguishing feature between the new competency-based curriculum and the old 8-4-4 content-based curriculum. According to the teachers, the previous curriculum regarded the teacher as the only source of learning information and his duty was to transmit all that was supposed to be learnt to the learner. In return, the learner was required to memorise all that had been transmitted by the teacher and reproduce it during exams. The teachers further informed the study of a paradigm shift in the instructional process under the new competency-based curriculum. Specifically, learners were now being stimulated through engagement in various activities to generate content that was learnt. Therefore, in the new competency-based curriculum the role of the teacher had been restricted to a facilitator of learning from source of learning in the previous 8-4-4 content-based curriculum.

The teachers further reported of the recommended instructional methods. These instructional methods included group work, field work, discussion, enquiry, role play, debate, simulations, project work, demonstrations and question and answer. Of these methods, group work, role play, discussion and question and answer emerged as favourite methods amongst most of the teachers. They favoured these methods because of various reasons. First, the teachers reported that the methods could easily be used within the time allocated for the lessons (35 minutes). Secondly, the methods supported the use of readily available improvised instructional resources. Finally, the teachers claimed that they had lots of knowledge and experience in using the identified methods.

Varied responses were collected from the teachers on the use of the enquiry method. Some of them revealed that they employed the method in different ways. For example, some of the teachers reported that they searched over the internet for pictures of various

geographical features, printed them and shared the pictures with learners during the lessons. Alternatively, some of the teachers utilised the parental engagement in learners' studies to give the pupils assignment in which parents would assist their children collect information from the internet. In cases where the grade four pupils were in boarding schools, the pupils were to enquire from their foster parents (teachers) or even elder siblings in the school where possible. The teachers at times tasked their pupils with assignments of finding out information from old newspapers and then reporting the findings during the lesson as depicted in figure 4.2.11.

Figure 4.2.11 Sample of Learner's portfolio Showing Newspaper Cuttings

On the flip side, nearly half of the teachers reported that they rarely employed the enquiry method. They further disclosed that the method was expensive to use as it required internet data bundles which were not readily available. According to the teachers, the enquiry method was only possible through use of electronic devices such as; smart phones and computers which were not enough for all the pupils in the class.

A further review of lesson plans indicated that the afore-identified teachers employed activities of the enquiry method during their instruction. For instance, the teachers' lesson plans detailed a 'Key enquiry question' which they posed to learners during instruction. In addition, in the section of 'Lesson development' of the lesson plan, the teachers lined up questions that guided the various activities learners engaged in. Finally, under the section of 'Suggested parental involvement activity' of the lesson plan, the teachers further outlined questions that learners enquired from their parents or guardians. When asked whether these activities did not amount to use of the enquiry method, some of the teachers admitted that it may have led to the use of the enquiry method though to them these were activities in the question-and-answer method. For the teachers, enquiry method was purely based on conducting research using electronic media such as smart phones and computers. Further, another teacher disclosed that the instructional activities that took place in his classroom were rarely guided by activities as documented in the lesson plan. He further reported that most grade four Social Studies classes were still being dominated by teacher-centred instructional methods such as lecture, teacher led demonstrations and teacher narrations.

Mixed responses were also reported in the use of the project method among the teachers. As stated by grade four Social Studies curriculum design (2019), teachers were supposed

to involve the learners in projects while covering the strands of 'Resources and Economic activities' and 'Citizenship'. However, some of the teachers disclosed that they did not conduct any of the projects. The teachers cited inadequacy in time and resources together with the huge workload as the main hindrance to their carrying out of the projects. In particular, one of them shared the following:

> **T7:** *The new curriculum talks about using locally available materials in carrying out these projects.*
> **Researcher:** Yes.
> **T7:** *But where is the time to collect these materials? You see already the teacher who is supposed to lead the learners in conducting the projects is over worked.*
> **Researcher:** How has the teacher been overworked?
> **T7:** *Ok, I will give you an example.*
> **Researcher:** Yes.
> **T7:** *When you have been walking around these schools collecting data you might have noted a staff of an average eight to ten teachers.*
> **Researcher:** Yes.
> **T7:** *Of these ten teachers in most cases the head teacher, the deputy head teacher and at times the senior teacher have not had CBC training.*
> **Researcher:** Why have they not trained?
> **T7:** *I do not know. That leaves us with only seven teachers to handle all these classes. Moreover, the government has further reduced employment of new teachers at the primary level while those who had degrees were moved to secondary but were never replaced, let alone those who retire or die.*

The teacher's sentiments were in line with researcher's observations in the researcher's journal in which it was noted that, "*in all the twelve schools I have visited so far none of the senior teachers has undergone CBC training.*"

Further study also revealed some teachers who engaged their students in projects. Such projects include enterprise project and the peace education project. For example, one of the teachers reported that she had engaged her learners in an enterprise project in which learners made sisal ropes, key holders, and detergents. The enterprise project was aimed at generating money for the learners to buy story books. Figure 4.2.12 provides a section of lesson plan that was used in carrying out the project. Moreover, figure 4.2.13 provides pictures taken of pupils as they conducted the project to its completion.

Figure 4.2.12 Sample Lesson Plan Used in Conducting the Enterprise Project

Teaching / Learning resources

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Suggested teaching / Learning experiences

(i) Introduction / Getting started

Let learners observe the items shown in the pictures. Talk about an enterprise project that can be started.

(ii) Exploration / Lesson development

Steps (1) Ask learners to identify and talk about materials needed to start various enterprise projects at School

(2) ask learners to choose an enterprise project that they will carry out in School

(3) Guide them to write their plan. Look the groups to present their findings in class

(4) Let them share reponsibilities among the members in each group.

(iii) Reflection

Learners worked in groups and agreed to make Sisal ropes, keyholders and detergent to make money for buying story books

(iv) Extension

Talk with a resource person about starting and managing an enterprise project.

Suggested parental involvement activity / Community service learning activity

Learners to ask their parents / guardians to assist them to get the materials required to make the project successful.

Self evaluation / Remarks

Learners are positive about the project and are working towards its success.

**Figure 4.2.13 Sample Pictures of the Enterprise Project**

The study further established that the teachers used learner centred instructional activities. Among the instructional activities that were reported to be used were: brainstorming, discussion activities, working in pairs, working in groups, debates, and role play. According to the teachers, these activities were suitable for Social Studies 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 the real-life situations. To them this 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.

The foregoing teachers' sentiments were further confirmed by lesson plans reviewed. For instance, sample lesson plans in figure 4.2.8 and figure 4.2.9 indicated that learners were actively involved in learning process. In addition, one of the teachers disclosed that her instruction was often guided by various philosophical quotations that emphasized on learner centred approach. She further revealed that, she had noted philosophical

quotations in most areas of her instructional environment. This was to serve as a reminder to her not to slide back into teacher-centred instructional approach. Figure 4.2.14 depicts the philosophical quotes.

Figure 4.2.14 Sample Pictures of Philosophical Quotes
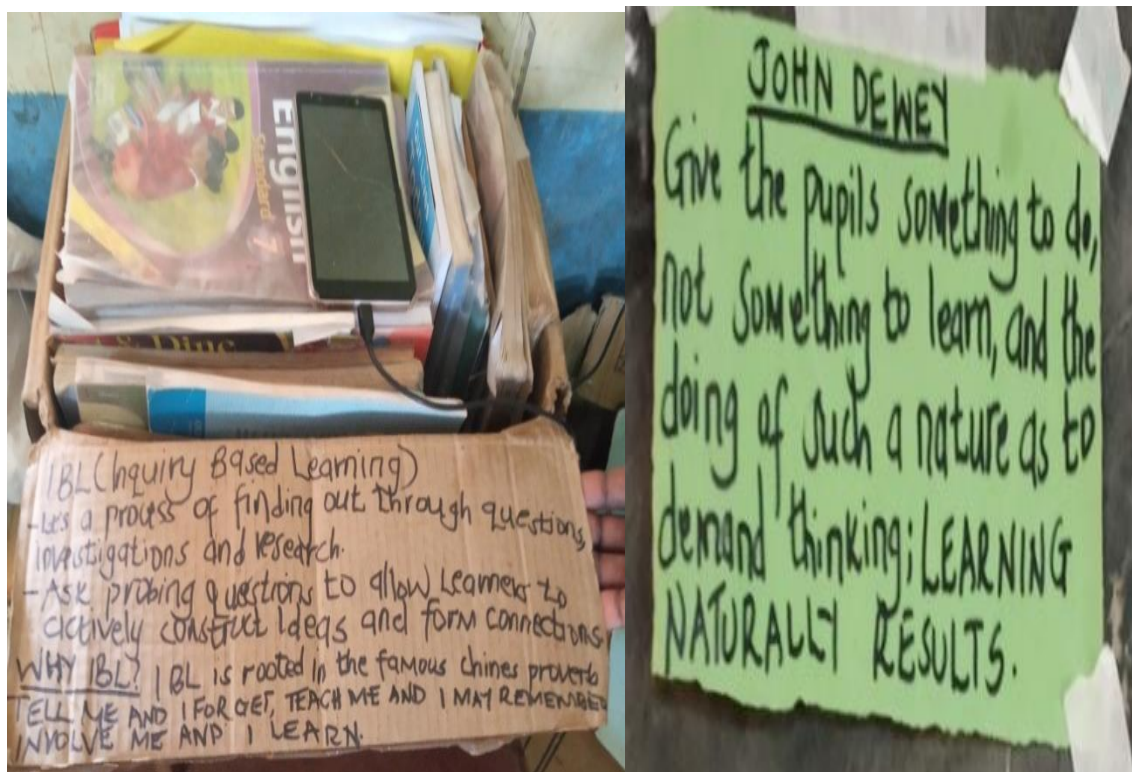
Other learner centred activities were rarely employed. The rarely used activities include engaging learners in computer simulations while learning, conducting internet research and nature walks together with involving resource persons in instruction. Instead, teacher-centred instructional activities were used. Among the teacher-centred activities that were found to be useful include teacher narrations, note taking, dictations, teacher demonstrations and recitation of key points. Comparably, these findings were also recorded in the analysis of lesson plans reviewed. For example, sample lesson plan figure 4.2.7 detailed that there would be naming and explaining of importance of forests and giving of learners' summary notes.

The teachers further opined that it was impossible to engage learners in proposed learner centred activities because of constrains of: time, funds and instructional resources. In particular, time emerged as a major constrain. For instance, one of them had this to share.

> **Researcher:** What could you point out as the major obstacle to your use of recommended learner centred instructional activities?
>
> *T13: Tome it is time.*
>
> **Researcher:** Yes.
>
> *T13: You see under the previous curriculum, Social Studies had an allocation of five lessons in a week but under the new curriculum it has been reduced to three.*
>
> **Researcher:** Ok, but has the content not been reduced?
>
> *T13: Not really, the content is more less the same. Also, the approach to instruction of this content has changed.*
>
> **Researcher:** Yes.
>
> *T13: Whereby now we keep on involving the learner and that takes more time because you have to give some minutes for the learners to conduct certain activities.*
>
> **Researcher:** Yes.
>
> *T13: So you find that you try to teach a certain topic using activities such as; field trips and simulations it spills over to the next lesson and if you want to catch up with the syllabus because of the pressure by the curriculum master, sometimes you are forced to teach the old style so that you cover the syllabus.*
>
> **Researcher:** Yes.
>
> *T13: But if you keep on involving the learner, then the 35 minutes for the lesson are not enough. For example, you need to assess every response of the child, you need to do group work, discuss as you continue, and you also need to be more practical. Like when teaching compass directions, you need to go out then you identify the eastern part, the western part. You also must reach every child in 35 minutes is it possible?*
>
> **Researcher:** It is not possible.

Similar responses were given by the other teachers with most reporting difficulties in covering all suggested instructional activities within stipulated time. For instance, some of them revealed that they had to skip some activities. Most of the activities skipped were those that required instruction outside the classroom. Moreover, teachers reported that they were not able to cover all the Social Studies strands in time. Specifically, they shared that they had been forced to engage pupils in extra classes such as in the

mornings, evenings, and weekends. For another teacher she had to use school holidays to cover all the strands.

Additionally, constraints in time and resources inhibited effective use of parental engagement activities. For instance, teachers revealed complaints from parents on their involvement in collection of learning materials and completion of learners take home assignments. According to the teachers, some of the parents failed to engage fully in the activities as they were busy working to earn a living. Secondly, most parents were poor and lacked required instructional resources such as smart phones, internet bundles and newspapers for effective completion of take-home assignment activities.

In the same view, activities involving use of resource persons were rarely used. Commenting on the same teacher 17 had the following to say:

> **Researcher:** Kindly talk about the use of resource person in your Social Studies lessons.
> *T17: To be honest with you I rarely use them.*
> **Researcher:** Why don't you use them?
> *T17: You see in the use of a resource person; I have to have money to facilitate them. You are not going to bring someone to school, make him or her spend his or her precious time without any form of facilitation. I think you understand...*
> **Researcher:** Yes.
> *T17: Now the problem is, from which kitty are you going to draw this facilitation?*
> **Researcher:** Does it mean that there isn't anyone who wants to volunteer?
> *T17: Of course, there are those who are willing to do it free, but they are usually very busy. Like across the road we have our county assembly speaker who is constructing her house. I have tried reaching out to her on several occasions to no avail.*
> **Researcher:** Ok.
> *T17: So, in most cases the resource persons who have the time to be involved expect facilitation while those who are willing to do it free lack the time.*

In summary, the study revealed discrepancies in the instructional process of Citizenship Education with part of the instruction exemplifying a broad mixture of instructional

methods, from didactic to interactive, both inside and outside the classroom. On contrast, some of the teachers instructed using didactic instructional methods, with teacher-led, whole-class teaching being the dominant medium. Next section deals with how Citizenship Education is assessed.

4.2.2.5 How is Citizenship Education assessed in grade four Social Studies curriculum in Kenya?

This section presents findings relating to the fourth research question that explored teachers' conceptualizations on the assessment procedures for Citizenship Education in grade four Social studies curriculum in Kenya. Particularly, this section centred on; form and type of assessment, assessment techniques and reporting of learners results.

As a start, the analysis of data collected from teacher interviews revealed emphasis of practical form of assessment. According to the teachers, practical form of assessment which they also referred to as competency-based assessment was one of standout features that distinguished the old 8-4-4 content-based curriculum and the new competency-based curriculum. For instance, whereas the old 8-4-4 content-based curriculum advocated assessment through paper and pen examinations, the new curriculum provided a wide range of assessment tools and techniques in addition to paper and pen examinations.

Additionally, teachers opined of a formative type of assessment which was focused on individual learner. This assessment was mainly conducted concurrently with suggested instructional activities. According to teachers this type of assessment was suitable as it was able to reveal what each learner was able to do or not as learning was still taking

place. It further provided the teacher with an opportunity to assess his or her instructional activities and modify them to suit the learners.

As stated by teachers, assessment techniques suggested for the competency-based assessment included oral questions, teacher made tests, rating scales, observations, project work, profiling, journaling, anecdotal records, checklists and portfolio. Of these assessment techniques, oral questions, teacher made tests and observations emerged as favourite. This is exemplified in the schemes of works used by the teachers. For example, in both commercial made schemes of work (see figure, 4.2.10) and teacher made scheme of work (see figure, 4.2.15 below), the assessment process was dominated by the three techniques.

Figure 4.2.15 Sample schemes of works

According to teachers the techniques of oral questions, teacher made tests and observations were suitable as they could be easily used with the available learning resources. Also, the techniques were easier to apply and could be used in assessment of a wide range of instructional activities. Finally, they were more reliable and valid since they could be used over a longer period of time there by increasing reliability and validity of results collected.

Varied responses were given by teachers on the use of project work and portfolio. Although most teachers revealed that they used the assessment techniques, little evidence was available to ascertain their claims. Of the 18 teachers only 5 were able to provide evidence on the use of these techniques. For instance, figure 4.2.11 provides a sample of learner's portfolio showing newspaper cuttings while figure 4.2.13 provides sample pictures of the 'Enterprise' project work.

Further study on the use of portfolio as an assessment technique revealed teachers who did not use it. Additionally, these teachers had a negative attitude towards its use. For instance, T13 while sharing on the place of portfolio as an assessment technique had the following to say:

> **Researcher:** How well do you make use of portfolios in conducting assessment while instructing Social Studies lessons?
> **T13:** *Portfolio this where you collect materials and you put it in something like a file. You know even these people were just coming up with words which are... even I don't know... I even usually ask myself 'why do they even change the word?' Like the word for a topic, they now call it a strand, a syllabus is now a curriculum design and a subject it is called...*
> **Researcher:** A learning area.
> **T13:** *I think to me that is what I call gymnastics... why change the word? Although someone would like to argue that they wanted to change the thinking...*
> **Researcher:** Yes.

T13: *A dog remains a dog even if you call it a tiger it will never become a tiger it will remain a dog. Those habits of the dog will remain in that dog.*

Researcher: (while laughing) Yes.

T13: *A portfolio is just a collection, may be something like a file where learners look for things may be resources that are found in our villages, newspaper cuttings and put it there. And to me... ok it sometimes motivates the learner to have such a thing. But if you try to analyse it critically does not add so much value.*

Researcher: Why, do you think that it does not add value?

T13: *You see this portfolio is also a demoralizer to learners who cannot find materials. For example, a strand like these built environments, maybe you want to look at these historical sites. So, you ask a child to look for newspaper cuttings, but the grandmother does not buy newspaper, no magazines. The child comes the next day with nothing to put in the portfolio. So if you want to balance you avoid using it you try using techniques that each and every child can do.*

The anecdotal records and journaling were the least used competency-based assessment techniques by teachers. To start with, the two techniques were the least identified by the teachers when asked to name the recommended assessment techniques in the competency-based assessment. Likewise, some teachers admitted that they had not heard of the two assessment techniques while others revealed that though they knew them as recommended assessment techniques, they had not yet used them in their assessment process. Moreover, they revealed that they had little knowledge on how to use the techniques. They thus preferred to use other techniques such as oral questions, teacher made tests and observations which they claimed to be familiar with.

Standardization of results collected through various competency-based assessment techniques as afore-discussed was achieved through teacher made assessment rubrics as shown in figure 4.2.16.

Figure 4.2.16 Sample Assessment Rubrics

According to figure 4.2.16, assessment rubrics is made up of four indicators which are Exceeding Expectation, Meeting Expectation, Approaching Expectation and Below Expectations respectively. The four indicators are scored on a scale of between 4 and 1

(respectively). For example, Exceeding Expectation scores highest (4) while Below Expectations scores lowest (1).

Further data collection and analysis revealed that, results of assessment process were reported in individual learner Assessment Rubric Book. In this assessment report, the teacher recorded each leaner's performance in every sub-strand. The recorded performance was based on learner's observed performance in various activities and was scored in relation to the assessment rubric in figure 4.2.16. Figure 4.2.17 depicts this discussion.

Figure 4.2.17 Sample of Learner's Performance in Every Sub-Strand Report

The results of learner's performance in each sub-strand were later aggregated to produce a summary assessment report for the term as shown in figure 4.2.18.

Figure 4.2.18 Sample Learner's Summary Assessment Report

SUMMATIVE ASSESSMENT

Class Teacher's Name _____ Sign _____

Assessment No. __2__ Term __III__ Year __2024__

ACTIVITIES	Exceeding Expectation	Meeting Expectation	Approaching Expectation	Below Expectation
Mathematics		✓		
English		✓		
Kiswahili		✓		
Science and Technology	✓			
Agriculture	✓			
Social Studies	✓			
Christian Religious Education		✓		
Art and Craft		✓		
Music	✓			
Physical and Health Education			✓	
French				
H/SCI	✓			
COMPUTER			✓	

Class teacher's comments _Good attempts though aim higher to exceed expectation in all subject areas._

Headteacher's signature __Msk__

Parent/Guardian's signature __ANIGOO__   Date __24/3/2024__

Date __26/03/2024__

In addition, teachers made a summary their class performance after every sub-strand as shown in figure 4.2.19.

Figure 4.2.19 Sample summary of class performance in every sub-strand

According to figure 4.2.19, of the 35 pupils in class, 17 exhibited performances that exceeded teacher's expectation of the learning outcomes, 12 met the teacher's expectations, 6 were approaching the teacher's expectation while none was below the teacher's expectation. Some of the teachers revealed that it is such kind of reports that were filled in Teacher Professional Appraisal and Development Document (TPAD Document).

Further collection and analysis of data revealed the dominance of paper and pen technique of assessment. This technique of assessment was founded in the traditional form of assessment which was one of the main characteristics of the 8-4-4 content-based curriculum. The paper and pen technique of assessment was mainly carried out at the end of instruction of a strand or several strands (in the case of end term exams). It was made up of questions that aimed at revealing what the learner had been able to memorise during the instructional process.

Additionally, it was reported that the paper and pen exams administered were mainly purchased from examination vendors. Rarely did teachers employ teacher made test. According to the teachers purchased exams were of better quality when compared to teacher made test. To start with, the purchased exams highly resembled national examinations that had been administered in the 8-4-4 content-based curriculum summative assessment of Kenya Certificate of Primary Education (KCPE). Therefore, to the teachers such exams were highly standardized and lacked biasness that would arise when the teacher was setting a test for his own pupils. For instance, one of them shared the following:

> **Researcher:** At the end of the term, how do you assess? Do you take reports from the anecdotal records, checklists and portfolio or you just give an exam as in the previous curriculum?
> *T15: You see when we started first, we were just trying to write a comment.*
> **Researcher:** Yes.
> *T15: Just a general comment. Like you look at how a learner was able to respond in every strand or activity and give a comment about it. But the weakness was that doing so for every learner was quite tiresome and time consuming.*
> **Researcher:** Yes.
> *T15: So, we were forced to assess the students in groups or sample a few for assessment. But you see our kind of sampling had errors maybe you only pick clever students or the time takers... they may not provide the true picture of every student in the class.*
> **Researcher:** Yes.

T15: The same government through KNEC (Kenya national examination council) brought this assessment (referring to the paper and pen exams). You see at the end of grade three they brought an exam, when we were coming back from the Covid 19 school closure break they also brought another one. Although they were referring to it as an assessment and not exam, we could see it had same format as what we used to do in the 8-4-4 curriculum. That is students are asked questions which they are supposed to answer only that in this case there were no multiple choices. But it is just an exam like any other.

Researcher: Okay.

T15: After the two exams people now realised that it means that what is taught can be assessed through such kind of exams. That is when people started buying these commercial papers and these commercial papers are good.

Researcher: How?

T15: The people setting are very fast learners, they adopted the style of setting exams that KNEC was doing and brought papers on the market. So, we buy and do the same.

Researcher: And are those people qualified, are they even teachers or they are just people who work in cyber cafes?

T15: As much as you say they are not qualified or trained ... they are bright people. They have just copied what KNEC has done. So, you cannot say they have done a wrong thing and when you compare their exams with those from national exam council they are the same.

On reporting to parents of learner's progress based on the paper and pen exams, teachers provided varied responses. For example, some of them revealed that they converted the learners' results into four categories. The four categories were composed of scores of between: 0 and 25; 26 and 50; 51 and 75; and finally76 and 100. In line with the four categories of assessment rubrics (see figure, 4.2.16), the learners' scores were categorized as: Below Expectations (0-25); Approaching Expectation (26-50); Meeting Expectation (51-75); and Exceeding Expectation (76-100).

The second group of teachers revealed that their report cards still resembled report cards that were used in reporting learners' progress in the old 8-4-4 content-based curriculum. Figure 4.2.20 depicts this discussion.

Figure 4.2.20 Sample Learner's Assessment Report Card

ACADEMIC REPORT TERM 2 EXTENDED 2020

CLASS 4 COLLIE   HSE:

Class Position: 8 out of: 27   Overall Position: 12 out of: 52   MEAN GRADE: B

Total Marks : 681 out of : 900   Mean Mark: 68.1 %   Total Points: 0   Mean Points: 0.00

	Entrance	Mid Term	End Term	Avg.	Grade	Points	Position	Subject Remarks
AGRICULTURE ACTIVITI	84		88	86	A	0	28	Excellent ()
CREATIVE ARTS	64	.	59	62	B.	0	19	Fairly good ()
HOMESCIENCE ACTIVITI	92		70	81	A	0	8	Excellent ()
PHYSICAL EDUCATION			84	84	A	0	38	Excellent ()
ENGLISH ACTIVITIES	22	.	98	60	B.	0	35	Fairly good ()
KISWAHILI ACTIVITIES	77	.	79	78	A.	0	8	Very good ()
MATHEMATICAL ACTIVI	83		76	80	A	0	11	Excellent ()
SCIENCE AND TECHNOLO	86		70	78	A.	0	18	Very good ()
SOCIAL STUDIES ACTIVIT	44	.	99	72	B+	0	7	Good ()
Totals	552		723	681	B	0.00		

Class Teacher's Remarks: Excellent,You have the potential of doing more better.

Principal's Remarks: Double your effort for better grades next term.

18/3/21

From the study, several reasons for the persistence of the paper and pen examinations (traditional forms of assessment) emerged. First, most teachers revealed that many parents had not been sensitized on practical forms of assessment that were being advocated for in the new curriculum. Thus, the teachers were forced by parents' demands to continue paper and pen examinations that were dominant under the previous 8-4-4 content-based curriculum. In addition, some parents even threatened transferring their pupils to other schools that still assessed their learners using paper and pen examinations. The teachers also reported that most parents favoured ranking of pupils' performance.

Similar to the parents in grade four Social Studies curriculum, most of the school administrators also preferred the traditional forms of assessment (paper and pen examinations). Their preference was guided by parental demands of the same. For instance, many head teachers of school especially in private schools feared losing pupils to neighbouring schools that were still using the traditional forms of assessment. Moreover, through paper and pen examinations school mean scores were calculated. It is through attainment of high mean scores that such schools advertised themselves as academic giants. This later resulted in increased enrolment of students. Most teachers thus reported that they were forced to continue with traditional forms of assessment by demands of their school administrators.

The teachers on their part also favoured the traditional forms of assessment (paper and pen examinations). According to the teachers, the other advocated assessment techniques (oral questions, rating scales, observations, project work, profiling, journaling, anecdotal records, checklists, and portfolio) required assessment of individual learner's performance in every instructional activity. The teachers further argued that the

advocated assessment techniques were time consuming and often resulted in an increased teacher's workload. Moreover, most of teachers had not been inducted on how to conduct self-appraisal on the Teacher Proficiency Appraisal Document (TPAD) using practical forms of assessment. They further revealed that they had to continue with paper and pen examinations since the technique guaranteed calculation of subject mean score. According to the teachers, high subject mean score was important for teacher promotion.

In brief, this study revealed that the assessment procedures of Citizenship Education were full of contradictions. For instance, some of the teachers used assessment procedures that consisted of: collecting and recording of individual learner performance in each and every activity; standardizing recorded learner performance through teacher made assessment rubrics; and finally providing strand-based reporting of the performance. On the contrast, other assessment procedures were characterized by paper and pen examinations techniques and ranking of learners in comparison to other pupils' academic performance.

4.2.3 Phase One Summary

The foregoing phase has discussed in detail the conceptualizations and instructions of Citizenship Education amongst curriculum officers (curriculum designers and teachers) in the competency-based curriculum in Kenya. From the analysis, three categories of Citizenship Education as integrated in Social Studies have emerged. The categories are Ideal Citizenship Education, Intermediate Citizenship Education and Taught Citizenship Education. The next phase of this chapter expounds on the three categories of Citizenship Education.

4.3 Phase Two: Ideal, Intermediate and Taught Citizenship Education

The previous phase presented two detailed Citizenship Education portraits. One of the portraits was from KICD while the other was from studied schools. The two portraits major on conceptualizations and instructions of Citizenship Education amongst curriculum officers (curriculum designers and teachers) in the competency-based curriculum in Kenya. From the two portraits three classifications of Citizenship Education as integrated in Social Studies emerged (Ideal, Intermediate and Taught Citizenship Education). This phase further interrogates the classifications together with elaborating features of each.

4.3.1 Ideal Citizenship Education

Ideal Citizenship Education is Citizenship Education as understood by most of the curriculum designers and teachers. It is mainly conceptual with limited level of instruction. It consists of teachers who had worked with the Kenya Institute of Curriculum Development (KICD) as either curriculum designers or trainers of trainees. From their additional duties (designing and or training of other teachers on the various aspects of the new curriculum), the teachers had a lengthy and closer working relationship with curriculum designers. They thus had vast knowledge of Social Studies as conceptualized and instructed under the new competency-based curriculum.

According to curriculum officers in the Ideal Citizenship Education category, the aims and goals of Citizenship Education as integrated in grade four Social Studies included but was not limited to instilling sense of belonging into the learner. This was best captured by the essence statement that was detailed in grade four Social Studies curriculum design. It read:

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).

Comparably, teachers in this category opined that the learning area aimed at development of learners' values, equipping them with knowledge and skills in safeguarding of human rights. Also it developed learners' skills for active and effective participation in the development of their own community or country.

In addition, the aims and goals of Citizenship Education in the Ideal Citizenship Education were broken down into specific learning outcomes. For instance, the Longhorn Social Studies teacher's guide for grade four (2019) detailed various learning outcomes that were to be achieved through instruction of every strand and sub-strand. Additionally, teachers in this category provided lesson plans that detailed expected learning outcomes. Figure 4.2.9 provides an example of such a lesson plan. Further analysis of the learning outcomes revealed that they covered all the three domains of learning, that is: cognitive, affective and psychomotor domains.

In terms of content, the Ideal category of Citizenship Education encompassed content that was mainly made up of; core competencies, pertinent and contemporary issues and values as exhibited in figure 4.2.1. Specifically, it was found that the values that were recommended and instructed included love, responsibility, respect, unity, peace, patriotism, social justice and integrity. Besides, seven competencies of; communication and collaboration, critical thinking and problem solving, creativity and imagination, citizenship, digital literacy, learning to learn and self-efficacy were advocated for and

instructed in grade four Social Studies curriculum. Finally, the pertinent and contemporary issues consisted of; peace education, disaster and risk reduction, education for sustainable development, life skills, self-awareness, environmental conservation, drug abuse, citizenship and child rights.

The afore-listed core competencies, pertinent and contemporary issues and values were integrated and sequenced across seven grade four Social Studies strands. The seven strands were; Natural and Built Environments, People and Population, Culture and Social Organizations, Resources and Economic Activities, Political Systems and Change, Citizenship and Governance in Kenya. An integrated approach to sequencing of the content was advocated for as it allowed learners to be informed not only about their county but Kenya as a whole. This was suitable as it ensured uniformity in content learnt across the country. The Ideal Citizenship Education further expounded that it was the duty of the teacher to relate the content as provided for through activities within his or her own context.

Content in the Ideal Citizenship Education category emerged through involvement of learners in suggested learning activities. The curriculum officials in this category further referred to this as an activity-based approach to content. According to the officials the approach was appropriate as it provided learners with opportunities to cover wide range of issues through several activities. For instance, one of teacher shared that through the activity of nature walk she was able to cover most aspects of the strand of 'Natural and Built Environments'.

Based on the activity-based approach to content, Citizenship Education was instructed through active involvement of learners in the learning process. This resulted in application of a learner centred instructional approach. Specifically, learner centred instructional methods of; group work, field work, project work, case study, discussion, enquiry, role play, simulations and question and answer were used. For instance, figure 4.2.11 and figure 4.2.13 depict the use of the enquiry method and project work respectively.

Broken down further, Ideal Citizenship Education advocated for and employed both formal and non-formal out of classroom activities (see figures, 4.2.8 and 4.2.9). Examples of classroom activities include brainstorming, discussion activities, working in pairs, working in groups, debates and role play. On the other hand, the non-formal out of classroom instructional activities focused on citizenship, entrepreneurship, financial literacy, life skills, communication skills and research. Additionally, learners were actively involved in community service-learning activities such as cleaning the market. Parental engagement activities were also actively undertaken with the parents being involved in learning activities such as; assisting children with take home assignments, collecting instructional resources and conducting online enquiries.

The foregoing mentioned instructional activities were found suitable 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 the real-life situations. To Ideal Citizenship Education such an instructional approach 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.

In terms of assessment, emphasis was on the practical form of assessment. The curriculum officers in this category argued that practical form of assessment had advantage of assessing what the learner could do in addition to what he or she knew. In particular, assessment techniques of; oral questions, teacher made tests, observations, project work, journaling, checklists and portfolio were advocated for and used. Of these techniques oral questions, teacher made tests and observations were frequently used. This is exemplified in the schemes of works used by the teachers (see figure, 4.2.10 and figure 4.2.15). The techniques were favoured by the teachers for they could be easily used within the available learning resources and supported varied instructional activities.

After collection of results of learners' performance, they were standardized through assessment rubrics as shown in figure 4.2.4 and figure 4.2.16. The recording and reporting of learner's performance was first done in each strand and sub-strand (see figure, 4.2.17) and at the end of the term where a summary of learner's performance in all Grade Four learning areas were given (see figure, 4.2.18). Additionally, teachers made a summary of their class performance after every sub-strand as shown in figure 4.2.19. It is this summary that they filled in their Teacher Professional Appraisal and Development Document (TPAD Document).

The preceding section has described in detail features of Ideal Citizenship Education as conceptualised and instructed by curriculum designers and some teachers. According to the description, Ideal Citizenship Education encompasses: Broad aims that are not limited to the instilling of a sense of belonging but also relates to the development of rights and freedoms, duties and responsibilities and participation; inclusive goals that are founded on all the three domains of learning. Its content is activity based and one that integrates

and sequence score competencies, pertinent and contemporary issues and values across the seven grade four Social Studies strands.

In addition, the instructional approach in Ideal Citizenship Education is learner centred with a strong advocacy for engagement of learners in both formal and non-formal out of classroom activities. Finally, it emphasises for a practical form of assessment with standardization of learners' performance through assessment rubrics. Recording and reporting of the performance is first done in every strand and sub-strand and later aggregated in an assessment summary report at the end of the term. However, not all teachers exemplified the Ideal Citizenship Education category. The next section interrogates the Intermediate Citizenship Education category.

4.3.2 Intermediate Citizenship Education

This Citizenship Education is referred to as the Intermediate Citizenship Education as it is neither Ideal Citizenship Education nor Taught Citizenship Education. It however exemplified characteristics of both the afore-mentioned types of Citizenship Education. It thus could be located at the middle of the continuum of Ideal Citizenship Education and Taught Citizenship Education with some of its elements leaning towards one end while others to the other end. Unlike the Ideal Citizenship Education which was mainly based at the conceptual level with little at the instructional level, the Intermediate Citizenship Education was mainly based at the instructional level. Therefore, this category mainly encompassed curriculum officers involved in instruction, that is, teachers.

Intermediate Citizenship Education had a similar view to the Ideal Citizenship Education in relation to Aims and Goals of Citizenship Education as integrated in Social Studies

curriculum. For instance, it held a view that the learning area aimed at not only instilling in the learners a sense of belonging but also equipping them with knowledge, skills and values for effective participation in development of their communities. Moreover, the Intermediate Citizenship Education also had the opinion that effective learning covers all the three domains of learning. That is, the cognitive, affective, and psychomotor domains. Figure 4.2.8 shares a sample lesson plan that depicts this discussion.

Despite Intermediate Citizenship Education and Ideal Citizenship Education sharing similar conceptualisation of aims and goals of Citizenship Education, their mode of instruction differed. For example, teachers in the Intermediate Citizenship Education category confessed that they had limited knowledge of breaking down the aims and goals into specific learning outcomes. They thus duplicated learning outcomes outlined in grade four Social Studies curriculum design and Longhorn Social Studies teacher's guide grade four (2019). For instance, learning outcomes outlined in the sample lesson plan figure 4.2.8 were duplicated from grade four Social Studies curriculum design (2019, 3) and Longhorn Social Studies teacher's guide grade four (2019, 23). Moreover, curriculum officers in this category did not prepare schemes of work. Instead, they used downloaded schemes of work as shown in figure 4.2.10.

Compared to the Ideal Citizenship Education, the Intermediate Citizenship Education made little planning for instruction. This was exhibited in the duplicated learning outcomes and downloaded schemes of work. According to curriculum officers in this category, the limited planning for instruction was occasioned by large teacher workload which resulted in limited time for teacher preparation for instruction. They further revealed that the instructional documents (lessons plans and schemes of work) had little

influence on the instructional process. For instance, the instructional process was often dominated by the cognitive domain although the duplicated learning outcomes in the lesson plans and downloaded schemes of work advocated for a balance between the three domains.

In terms of content, all the curriculum officers in this category were able to correctly identify all the values, core- competencies and pertinent and contemporary issues that were to be instructed in the various strands of grade four Social Studies curriculum. However, they were unable to elaborately explain how the content could be instructed through those strands. For instance, most of them identified the value of love to have been emphasized when learning compass directions. However, when asked to explain how this was instilled one of the teachers argued that the learners loved the compass, they had made during their project work. Although the teacher's claim could be true, the kind of love advocated for by the curriculum design was the love for one another and not materialistic love.

In the same view, the curriculum officers in the Intermediate Citizenship Education category were able to clearly name the seven core- competencies as outlined by the competency-based curriculum. Conversely, they had difficulties in elaborating how they developed the competencies while instructing the various strands of grade four Social Studies. For example, the teacher in grade four Social Studies who used the lesson plan in figure 4.2.8 was unable to expound on how he promoted the competence of 'Citizenship' during instruction of compass direction. Also he was unable to identify digital devices he used to develop learners' digital literacy through playing of games as he had outlined in his lesson plan.

Further collection and analysis of data on Intermediate Citizenship Education revealed similarity in opinion on scope of content with the Taught Citizenship Education (discussed in the next section). According to the two categories, there existed a narrow scope of content of the learning area under the new curriculum (competency-based curriculum). For example, the strand of 'Natural and Built Environment' only had general information about physical features but lacked content specific to physical features within various counties. They further disclosed that they complemented content outlined in grade four Social Studies KICD approved textbooks for competency-based curriculum with content from the previous 8-4-4 content-based curriculum textbooks.

Similar to curriculum officers in the Ideal Citizenship Education category, the curriculum officers in Intermediate Citizenship Education category advocated and employed learner centred approach to instruction. In particular, the instructional methods of; group work, discussion, enquiry, role play, debate and question and answer were recommended and used. The teachers of grade four Social Studies claimed that they favoured the methods because they could easily be used within the allocated lesson time. The methods also supported the use of readily available improvised instructional resources. Finally, they claimed that they had lots of knowledge and experience in using the afore-listed methods.

The curriculum officers in the Intermediate Citizenship Education category further agreed with the ideas of Ideal Citizenship Education that the instructional process involved a blend of formal and non-formal out of classroom activities. However, in practice the instruction in this category was only limited to formal classroom activities. Such activities include; role playing, discussion activities, working in pairs, working in groups, debating and brainstorming. In addition, the non-formal out of classroom activities were

substituted with teacher-centred activities that included teacher narrations, note taking, dictations, teacher demonstrations and recitation of key points. According to teachers in this category, the substitution was necessary as they did not have the required time, funds and supporting instructional resources and facilities for the effective use of non-formal out of classroom activities.

The assessment in this category involved both practical and traditional forms of assessment. This was exhibited by application of practical assessment techniques that included oral questions, keeping of portfolio and observations together with paper and pen examinations technique of the traditional form of assessment. For Intermediate Citizenship Education, application of practical assessment techniques alone could not effectively assess learners' performance. For example, these teachers lamented that it was impossible to observe every learner's engagement in the suggested instructional activities within the allocated lesson time of 35 minutes. Additionally, observation of every learner engage in all instructional activities in all the strands was tedious to the teachers. The teachers thus opted for paper and pen examinations technique which to them was easier to use.

Results of learners' performance collected through practical assessment techniques such as oral questions, keeping of portfolio and observations were standardized by assessment rubrics as shown in figure 4.2.4 and figure 4.2.16. They were then recorded and reported in every strand and sub-strand (see figure, 4.2.17). On the other hand, results of learners' performance collected through paper and pen examinations technique were also converted into categories that fitted with the sample assessment rubrics in figures 4.2.4 and 4.2.16. For example, learners with scores of between: 0 and 25 were categorised as

being of below expectation while those of scores of between 26 and 50 were said to be approaching learning expectations. Moreover, pupils of scores between 51 and 75 and 76 and 100 were classified as Meeting Expectation and Exceeding Expectation respectively.

Since assessment in Intermediate Citizenship Education employed both practical and traditional forms of assessment, reporting of learners' performance was also done in two ways. For instance, at the end of the term learners were given a summary report like one depicted in figure 4.2.18. The report provided a highlight of learner's performance in all Grade Four learning areas. This is in addition to aggregate learner performance in the paper and pen examinations as captured in figure 4.2.20.

In summary, the Intermediate Citizenship Education at its conceptual level had broad aims and inclusive goals that advocated for a balance between the three domains of learning accompanied by activity-oriented content that integrated values, core-competencies and pertinent and contemporary issues. Also it emphasized on the use of learner -centred instructional methods together with practical forms of assessment.

Contrastingly, the learning area at instruction level encompassed aims that were limited to sense of belonging and goals that were founded in the cognitive domain. This led to memorisation of knowledge in relation to values, core- competencies and pertinent and contemporary issues. Also, there existed a blend of learner centred and teacher-centred instructional methods that frequently occurred within the classroom environment with little non-formal out of classroom activities. Also, a mixture of both practical form of assessment and traditional form of assessment were employed.

The next section details the last category of Citizenship Education that is the Taught Citizenship Education.

4.3.3 Taught Citizenship Education

This is the third category of Citizenship Education. This category was dominated by the teacher's instructions and minimal learner activities. It occurred at the extreme end of Citizenship Education continuum with the Ideal Citizenship Education being its contrast while Intermediate Citizenship Education appeared in the middle. It majored on instructional level with minimal conceptual level. Therefore, the curriculum officials in this category were teachers. Particularly, teachers with minimal or no training on the new competency-based curriculum and or who had negative attitude towards the new curriculum.

According to Taught Citizenship Education, the learning area aimed at instilling sense of belonging into the learner. This was in line with the conceptualization shared by both Ideal and Intermediate Citizenship Education that advocated for communitarian dimension of citizenship. Conversely, the Taught Citizenship Education missed out on the other dimensions of citizenship that were related to, duties and responsibility, rights and freedoms and participation.

The Taught Citizenship Education also emphasized on cognitive domain of the learner leaving out psychomotor and affective domains. For instance, in sample lesson plan in figure 4.2.7 teacher's learning outcomes only majored on equipping learners with knowledge concerning forests in the county. Also curriculum officers in this category argued that there existed no difference in formulation of learning outcomes between the

old 8-4-4 content-based curriculum and the new competency-based curriculum. Hence, they continued to formulate learning outcomes that emphasized on cognitive domain.

Compared to the Ideal and Intermediate Citizenship Education, curriculum officials in the Taught Citizenship Education were unable to clearly identify the values, core-competencies and pertinent and contemporary issues that were to be instructed in the various strands of grade four Social Studies curriculum. For example, the teacher who used sample lesson plan in figure 4.2.7 failed to detail values and pertinent and contemporary issues that were to be instructed in the lesson. Moreover, the teacher outlined that he aimed at equipping learners with knowledge on importance of forests instead of detailing core- competencies he intended to develop in the learners by the end of that lesson. In the same breadth, another teacher claimed environments together with its resources and building good family relations to be competencies instructed through grade four Social Studies curriculum.

In addition, the curriculum officials in the Taught Citizenship Education category showed negative attitudes towards the three integrated areas. For instance, one of the teachers argued that she paid little attention to instruction of values through the learning area as values could not be instructed. According to the teachers the practise of values only depended on personal choice. Another teacher further added that pertinent and contemporary issues had little contribution in the learners' development of knowledge in Social Studies. Thus, the pertinent and contemporary issues could be best developed using other channels which included mass media, family and religious organizations.

The teachers further disclosed that some of the strands failed to neither instil values nor equip learners with core- competencies. This was in contrast with findings recorded in Ideal and Intermediate Citizenship Education where sequencing of values, core-competencies and pertinent and contemporary issues across all the seven strands was observed. For Taught Citizenship Education, values, core- competencies and pertinent and contemporary issues were only concentrated in the strands of; 'Citizenship', 'Political systems and change' and 'Governance in Kenya'. According to these teachers the other four strands had little values, core- competencies and pertinent and contemporary issues to be instructed.

In terms of scope, the Taught Citizenship Education opined of a narrow one. For example, it was pointed out that sub strands of fishing, forestry and agriculture had been removed from grade four Social Studies curriculum. Moreover, strands such as 'Natural and Built Environment' only had general information about physical features while skipping out content specific to the physical features in the county.

The narrow scope of content forced the teachers to complement content outlined in the grade four Social Studies KICD approved textbooks for competency-based curriculum with content from the previous 8-4-4 content-based curriculum textbooks. In some instances, the use of grade four Social Studies KICD approved textbook for competency-based curriculum as an instructional resource had been abandoned. Alternatively, the teachers' instruction was solely depended on class four Social Studies textbooks that were used in the previous 8-4-4 content-based curriculum. According to teachers the new textbooks had overemphasized learning activities and lacked enough content to teach the learners.

To exemplify the fore-going assertions, figure 4.2.7 which is a sample lesson plan shared by one of the teachers indicated that the teacher taught using 'Comprehensive Social Studies Vihiga County' textbook (A textbook that was used in the previous 8-4-4 content-based curriculum). In addition, the content instructed was one of the previous 8-4-4 content-based curriculum. Specifically, it focused on the strand of 'Resources and Economic Activities' and sub strand of 'Forestry'. Conversely, grade four curriculum design only outlines 'Trade' and 'Industry' as key economic activities to be instructed.

According to Taught Citizenship Education, the old 8-4-4 content-based curriculum and the new competency-based curriculum were only different sides of the same coin. Specifically, what had changed was mere alteration of terminologies used to refer to the same thing. For example, the curriculum officers in this category argued that the instructional objectives were being referred to as learning outcomes while syllabus was now referred to as curriculum design. Moreover, the term subject was now known as learning area, the term topic had changed into a strand while subtopic was sub strand.

Teachers in this category further showed little change in their approach to instruction for the learning area. In particular, the curriculum officers continued to advocate and use teacher-centred instructional approach that was dominant in the previous 8-4-4 content-based curriculum. Among the instructional methods that were favourite in Taught Citizenship Education category include lecture, teacher led discussions, teacher led narrations and teacher led demonstrations. In general, the instructional process was mainly limited to classroom setting with formal classroom activities that include teacher narrations, note taking, dictations, teacher demonstrations and recitation of key points dominating. For example, in sample lesson plan in figure 4.2.7 it was detailed that the

teacher would name and explain importance of forests and give learners summary notes. According to the teachers these activities were suitable as they equipped learners with knowledge that was tested in national exams.

Compared to the Ideal and Intermediate Citizenship Education, curriculum officials in the Taught Citizenship Education failed to use learner centred instructional activities. The dearth of learner centred instructional activities was attributed to several reasons. Among the reasons were constrains of; time, funds and instructional resources. Moreover, teachers complained of huge teacher workload in the instructional process of the learning area under the new competency-based curriculum.

Commenting on the challenges of time and huge teacher workload, the teachers revealed that they were unable to cover all the seven grade four Social Studies strands in time using suggested instructional activities. They thus skipped some of the suggested instructional activities and or replaced them with teacher-centred activities. Most of the skipped activities were those that required outside classroom instruction.

Further expounding on the challenge of time and resources, curriculum officers in this category gave an example of parental engagement activities. According to the officials, parental engagement in their learners' studies was low. This was attributed to parents spending most of their time working to earn a living hence having limited time to engage in learners' work. Additionally, most of parents were poor and lacked required instructional resources for completion of take-home assignment activities.

In addition, it was noted that curriculum officers in Taught Citizenship Education had limited knowledge on use of some of the suggested learning activities. For example, most

of the teachers reported that they rarely used enquiry activities. They further disclosed that the activities were expensive to use as it required internet data bundles which many schools were not providing. According to the teachers, enquiry activities were only possible through use of electronic devices such as smart phones and computers which were not enough for all the pupils in the classes.

Contrastingly, a review of lesson plans indicated that the afore-identified teachers employed enquiry activities while instructing. For instance, the teachers' lesson plans detailed a 'Key enquiry question' which they posed to learners during instruction. Likewise, in the section of 'Lesson development' of the lesson plan, the teachers lined up questions that guided various activities learners engaged in. Finally, in the area of 'Suggested parental involvement activity' of the lesson plan, the teachers further outlined questions that learners enquired from their parents or guardians. When asked whether these activities did not amount to the use of the enquiry method, some of the teachers admitted that it may have led to the use of the method though to them these were activities in the question-and-answer method.

In line with the teacher-centred instructional approach (as discussed in the preceding section), traditional form of assessment was advocated for and used in the Taught Citizenship Education. This was exhibited through domination of paper and pen examination techniques. Also the assessment was mainly assessment of learning (summative) as it was conducted at the end of each strand. Specifically, end of strand revision questions and end of term paper and pen examinations were done. In applying this technique, the curriculum officers rarely designed tests as advocated for by competency-based curriculum. Instead, exams administered were mainly purchased from

examination vendors. This is because the teachers viewed them to be of better quality when compared to teacher made tests. For instance, the purchased exams highly resembled national examinations that had been administered in the 8-4-4 content-based curriculum. According to the teachers such exams were highly standardized and lacked biasness as it was the norm with teacher made tests.

As stated before, the paper and pen examinations formed a major technique of assessment in the Taught Citizenship Education. Other assessment techniques employed included oral questions and observations. However, unlike Ideal and Intermediate Citizenship Education whereby results collected were standardized through assessment rubrics (see figure, 4.2.16) and reported in every sub-strand (see figure, 4.2.17). Results collected in Taught Citizenship Education were neither standardized nor reported. Instead, teachers observed students' engagements unsystematically without recording. Also they engaged pupils in oral questions randomly without also recording learners' performance. According to the teachers the process of collection, standardization and reporting of learners' responses was tedious and time consuming. For example, a teacher had to observe and record every learner's performance in all instructional activities. However, this was not possible due to constraint of allocated time for the lesson (35 minutes) in relation to the large number of pupils to be observed.

Other than oral questions and observations, other practical assessment techniques were rarely employed in Taught Citizenship Education. Among techniques that were least used include project work, portfolio, anecdotal records, and journaling. Specifically, some teachers admitted that they had never heard of anecdotal records and journaling. As for the other teachers, they were yet to use the two techniques due to limited knowledge on

how to employ them. They thus continued to use paper and pen examination technique which they were familiar with.

On the use of portfolio as an assessment technique, teachers in this category exhibited a negative attitude. For example, one teacher revealed that he avoided using the technique to assess his learners as it acted as a demoralizer to the learners. He further expounded that in keeping a portfolio, learners who were unable to find materials to put in their files often disliked the technique.

In Taught Citizenship Education, learners' performances were mainly reported using report cards similar to ones depicted in figure 4.2.20. These are report cards that were used in reporting learners' progress in the old 8-4-4 content-based curriculum. According to teachers in this category, parents in grade four Social Studies curriculum had not been adequately sensitized on the new form of assessment. Thus, teachers were under immense pressure from parents to provide them with report cards indicating learner's performance in relation to others as it was the norm in the previous curriculum. Similar pressure was put on teachers by school administrators as they favoured the old form of reporting due to its ability to rank students and calculate learners' mean score. According to school administrators high mean scores often translated to higher pupil enrolment as parents transferred their children to schools that topped in academic performance.

In summary, Taught Citizenship Education can be viewed as a category of Citizenship Education that exemplifies: Aims that are limited to sense of belonging and goals that are founded in the cognitive domain; Narrow content that focuses at impacting knowledge with little development of skills and instilling of values. It further employs classroom-

based teacher dominant instructional methods together with traditional form of assessment.

4.3.4 Phase Two Summary

From the findings in the fore-going phase, three categories of Citizenship Educations emerged. They include Ideal, Intermediate and Taught Citizenship Education. When arranged on a continuous continuum, the Taught Citizenship Education locates itself at the extreme lower end of the continuum. The Intermediate Citizenship Education appears at the middle while Ideal Citizenship Education is found at the extreme higher end of the continuum. Figure 4.2.21 depicts this discussion. The rest of this chapter interrogates these and other findings of the study in view of the theoretical framework that guides this study together with reviewed literature in chapter two.

Figure 4.2.21 Summary of findings on conceptualisation and instruction of Citizenship Education in the grade four Social Studies curriculum

		Taught		Intermediate		Ideal	
		Conceptualization	Instruction	Conceptualization	Instruction	Conceptualization	Instruction
Element of citizenship instilled		Sense of belonging	Sense of belonging	Sense of belonging; Duties & responsibilities; Rights & Freedoms; Participation	Sense of belonging	Sense of belonging; Duties & responsibilities; Rights & Freedoms; Participation	Sense of belonging; Duties & responsibilities; Rights & Freedoms; Participation
Aims	Aims	Narrow aims	Narrow aims	Broad aims	Narrow aims	Broad aims	Broad aims
	Goals	Cognitive domain	Cognitive domain	Cognitive, affective and psychomotor domains	Cognitive domain	Cognitive, affective and psychomotor domains	Cognitive, affective & psychomotor domains
	Learning outcomes	Narrowly formulated	Narrowly formulated	Duplicated	Duplicated	Broadly formulated	Broadly formulated
Content	Scope	Elitist	Elitist	Inclusive	Elitist	Inclusive	Inclusive
	Sequence	Knowledge-oriented	Knowledge-oriented	Activity-oriented	Knowledge-oriented	Activity-oriented	Activity-oriented
Instruction process	Approach	Teacher centred	Teacher centred	Blend of teacher and learner centred	Blend of teacher and learner centred	Learner centred	Learner centred
	Methods	Teacher centred	Teacher centred	Blend of teacher and learner centred	Blend of teacher and learner centred	Learner centred	Learner centred
	Activities	Formal classroom activities	Formal classroom activities	Both formal & non-formal out of classroom activities	Formal classroom activities	Both formal & non-formal out of classroom activities	Both formal & non-formal out of classroom activities
Assessment procedures	Forms	Theoretical	Theoretical	Both theoretical and practical	Both theoretical and practical	Practical	Practical
	Type	Summative	Summative	Both formative and summative	Both formative and summative	Both formative and summative	Both formative and summative
	Technique	Paper and pen examination	Paper and pen examination	Both practical and paper and pen examination	Both practical & paper & pen examination	Practical assessment techniques	Practical assessment techniques
	Reporting of results	Norm-referenced	Norm-referenced	Both Norm & Criterion-referenced	Both Norm & Criterion-referenced	Criterion-referenced	Criterion-referenced

4.4 Discussion of Findings

4.4.1 Introduction

The purpose of this qualitative grounded theory was to explore the conceptualisation and instruction of Citizenship Education among curriculum designers and teachers in the newly introduced grade four Social Studies curriculum in Kenya. Specifically, the study sought to: analyse the appropriateness of the aims and goals of Citizenship Education; determine the suitability of scope and sequence of Citizenship Education content; examine the effectiveness of instructional methods used in Citizenship Education; evaluate the assessment procedures for Citizenship Education and develop a curriculum model for the instruction of Citizenship Education. It is based on these research objectives that the next section of this chapter interrogated the findings of this study. The discussion is conducted considering views shared by various scholars as detailed in the literature review (in chapter two of this thesis) together with guidelines offered by Hunkin's decision making curriculum model of 1980 which is the theoretical framework for this study.

4.4.2 Appropriateness of the aims and goals of Citizenship Education in grade four Social Studies curriculum in Kenya

This study established that 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 Falade and Adeyemi (2015), Muleya (2019), Magudu (2012) and Sibanda (2015) who viewed it as to be aiming at

equipping learners with political, cultural, democratic ideals and values that enabled them to function as effective and productive citizens.

In addition, the learning area was further conceptualised as one that was not only characterized by broad aims that were not limited to instilling a sense of belonging but also included development of knowledge, skills and values that related to, active participation, rights and freedoms and duties and responsibilities. Comparably, the Neo-republican theory of citizenship (Van Gunsteren, 1998) advocated for development of citizens who possessed; repertoire of skills, consensus on norms and values in relations to: duties and responsibilities; freedoms and rights; participation; and identity or sense of belonging to given nation or community.

Contrastingly, the instruction of the learning area over emphasized the aspect of identity or sense of belonging to given nation or community compared to other aspects of citizenship (duties and responsibilities; freedoms and rights; and participation). Similarly, Oats (2014) observed communitarian citizenship to have strongly advocated for citizenship (education) that involved belonging to a historically developed community.

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 conceptualisation 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 (2003a). According to Kerr (2003a), 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 breadth, KICD(2017a) recommended for a learning process that equipped learners with requisite knowledge, skills, attitudes and values for thriving in modern world. Westheimer and Kahne (2004), and Veugelers (2007) classified such citizens as critical-democratic or justice-oriented. These citizens were often motivated to challenge and change those structures which reproduced injustices (Westheimer& Kahne, 2004; &Veugelers, 2007).

Paradoxically, instruction of the learning area mainly emphasized on passing of civic knowledge to learners. This was exemplified in formulation of learning outcomes that

mainly advocated for cognitive domain. This related to the *Education About* citizenship domain that was outlined by Kerr (2003b). According to Namasasu (2012), this dimension often resulted in development of formal education programs that concentrated on transmission to learners, knowledge of a country's, history and geography, structure and processes of its system of government and its constitution. For Johnson and Morris (2010) the end products were citizens who were essentially obedient to government: law abiding and public spirited, but with limited autonomy. Suchcitizens were classified as adaptive or personally responsible citizen because of their ability to act responsibly and obediently (Westheimer& Kahne, 2004; Veugelers, 2007).

Additionally, findings of instruction in some schools indicated a third dimension that was neither *Education For* citizenship nor *Education About* citizenship but rather *Education Through* citizenship. This was exemplified by use of duplicated learning outcomes that were outlined in grade four Social Studies curriculum design and Longhorn Social Studies teacher's guide grade four (2019). Even though outlined learning outcomes covered all the three domains of learning (cognitive, psychomotor, and affective), teachers in this category lacked enough pedagogical skills to achieve all the outlined domains. The instruction thus tended to concentrate on achievement of cognitive and to some extent psychomotor domains of learning. Kerr (2003b) classified this as *Education Through* citizenship. Specifically, the domain was geared towards instilling participatory skills in the student; this was in preparation for active roles and responsibilities that awaited them in their adult lives (Kerr, 2003b). Westheimer and Kahne (2004) and Veugelers (2007) referred to these citizens as individualistic or participatory citizens.

This is because they often tended to participate in society from an individualist perspective within the given structures.

In summary, similarities and differences existed in the conceptualisation and instruction of the aims and goals of Citizenship Education in grade four Social Studies curriculum in Kenya. To start with, both curriculum designers and teachers conceptualised the learning area to be aiming at educating learners to grow into people who were morally upright and who effectively participated in development of their own country. Conversely, divergent views emerged in the domains of learning of Citizenship Education. For instance, whereas most curriculum designers and teachers emphasized on conceptualisations that majored on all domains of learning (cognitive, psychomotor, and affective), some of them only conceptualise it to focus on the cognitive domain. Additionally, there existed discrepancies between conceptualisations held and instruction. For example, some teachers identified all the three domains to be important in learners' development but only emphasize the cognitive domain in their instructions. The foregoing assertions are in contradiction with the views shared by Hunkin's decision making curriculum model of 1980 that formed the theoretical framework for this study. According to the model, conceptualisations of a learning area often guide its instruction.

4.4.3 Suitability of the scope and sequence of Citizenship Education content in grade four Social Studies curriculum in Kenya

According to this 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 integrated 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 (Falade&Adeyemi, 2015; 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, rationality, loyalty, peace, equity, justice, good governance, patriotism, critical thinking, 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).

Moreover, 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 (2017a), Muleya (2019) and Sibanda (2015) that the learning area enhances impaction 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).

Discrepancies were recorded in opinions shared by curriculum officers on instruction of the afore-mentioned Citizenship Education content as integrated in grade four Social Studies curriculum. For example, three categories of Citizenship Education content were observed. These were the; Ideal, Intermediate and Taught Citizenship Education content. The divergence in opinion was in relation to the scope and sequence of the content. For instance, Ideal Citizenship Education content opined of an activity-based approach to content that provided learners with opportunities to cover wide range of Citizenship Education content through several activities. Moreover, content was sequenced and instructed across seven grade four Social Studies strands. The activity-based approach to content that was conceptualised and advocated for by Ideal Citizenship Education compared with views of Namasasu (2012) who argued that conceptualisation and instruction of Citizenship Education should be as much about content as it is about the process of teaching and learning the content. This was further in line with the opinions of Cohen (2013) and Ghebru and Lloyd (2020) that characterized Citizenship Education content as one that was thick, values-based, and inclusive in scope and activity oriented in sequencing.

Contrastingly, Taught Citizenship Education content which was located on the lower end of the Citizenship Education continuum observed a narrow scope of Citizenship

Education content as integrated in grade four Social Studies curriculum. To Taught Citizenship Education, Citizenship Education content was too general and lacked content that was specific to the county. These findings are in line with observations made by Namasasu (2012) of the *Minimal* interpretation of Citizenship Education. For Namasasu (2012), its scope of content was mainly limited to, a country's history and geography, structure, and processes of its system of government and its constitution. These findings further compared with views shared by Scholars such as Cohen (2013), Ghebru and Lloyd (2020) and Mokotso (2019) that summarized content in the *Minimal* interpretation of Citizenship Education as one that was thin and elitist. Additionally, the study found out that Citizenship Education content was only sequenced in the strands of; 'Citizenship', 'Political systems and change' and 'Governance in Kenya'. This was against views of Igbokwe (2015) who opined that the best approach to Citizenship Education content was one in which content flowed systematically and spirally across all the strands. Such sequencing ensured continuity and flow of themes and experiences at all strands (Igbokwe, 2015).

Finally, the findings of this study established the Intermediate dimension of Citizenship Education content which was located in between Ideal and Taught Citizenship Education continuum. Like Ideal Citizenship Education, the Intermediate Citizenship Education opined that Citizenship Education content had been structured across the seven grade four Social Studies strands. In contrast, curriculum officers in the dimension (like those in the Taught Citizenship Education dimension) were unable to elaborately explain how the content could be instructed through those strands.

Comparably, similar findings were recorded by Kafyulilo, Rugambuka and Ikupa, (2012) where it was observed that teachers were unable to effectively instruct content they had conceptualised as to have been recommended in the competency-based curriculum. This was further in contradiction with the tenets of the Hunkin's decision making curriculum model of 1980 (theoretical framework for this study) that argued that instruction was often guided by conceptualisations of the learning area held by the instructor. Further interrogation of the instructional process of the subject area is done in the next section of this discussion.

4.4.4 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 centred 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, et al. (2020) who found out that Citizenship Education favoured an instructional approach that was learner centred. ToJotia 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.

In addition, the leaner 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 centred, interactive and activity–based (Olayinka, 2015). In South Africa, the recommended learner centred 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).

In line with learner centred instructional approach, it was further established that learner centred instructional methods were advocated for in Citizenship Education by both the curriculum designers and teachers. 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. Similar observations were made by Ngozwana (2014) of Citizenship Education during pre-colonial period. According to Ngozwana (2014), the instructional process was formal as it was offered through initiation schools and informal as it was offered through peer-to-peer transmission, parental education and incidental education through ceremony and festivity attendance.

Among formal instructional activities that were conceptualised as suitable for Citizenship Education 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, this study found out 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 in learning activities such as assisting children with take home assignments, collecting instructional resources, and conducting online enquiries.

Comparable findings to the afore discussed 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 dramatization, 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 of being 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 centred 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.

It was further found that, though there existed general conceptualisation amongst the curriculum officers that Citizenship Education was best instructed through learner centred instructional approach, divergence in views were recorded in actual instruction of the learning area. For instance, in instructing the learning area three dimensions of; Ideal, Intermediate and Taught Citizenship Education emerged.

In Ideal Citizenship Education, the instructional process was learner centred with strong advocacy for engagement of learners in both formal and non-formal out of classroom activities. This was in line with conceptualisations of the instructional process of the

learning area shared by the curriculum designers and teachers in the fore-going section. Similarly, Muleya (2015) observed of an instructional process that lend itself to a broad mixture of teaching and learning approaches, from the didactic to the interactive, both inside and outside the classroom. Sigauke (2019) referred such an instructional approach as critical Citizenship Education in which learners were able to engage in critical discussions of issues, using evidence; exploring alternatives and developing dispositions and skills that allowed them to act on other possibilities. To Westheimer and Kahne (2004) and Veugelers (2007 this often resulted in critical-democratic or justice-oriented citizens.

The study further revealed that, Intermediate Citizenship Education shared similar conceptualisation with Ideal Citizenship Education. According to the two dimensions, learner centred instructional approach was best suited for the learning area. Additionally, the instructional process of Citizenship Education through Social Studies was to involve a blend of formal and non-formal out of classroom activities. However, in practice the instruction of Citizenship Education in this dimension was only limited to formal classroom activities such as; role playing, discussion activities, working in pairs, working in groups, debating and brainstorming. Moreover, non-formal out of classroom activities were substituted with teacher-centred activities that included teacher narrations, note taking, dictations, teacher demonstrations and recitation of key points. Similar results were earlier recorded by studies of Mhlauli and Muchado (2013) and later Dingili (2017) that revealed existence of mismatch between Citizenship Education instructional policy and its actual practice.

It was further found out that the mismatch was occasioned by constraints of, technical know-how, instructional time, funds and instructional resources and facilities. Similar findings were shared by studies conducted by; Jotia and Matlale (2011), Mhlauli (2012) and Ogunyemi (2011) in which it was found that; superficial understanding of Citizenship Education by teachers, inadequacy in funds and resources for out of classroom activities, together with congested Social Studies syllabus were the main causes of inconsistency in training empowered and active citizens.

Finally, the findings of the study reported of Taught dimension of Citizenship Education. According to this dimension of Citizenship Education, emphasis in instructional process was on classroom-based teacher dominant instructional approaches. Among the instructional methods that were favourite in Taught Citizenship Education category included lecture, teacher led discussions, teacher led narrations and teacher led demonstrations. In general, the instructional process was mainly limited to classroom setting. Moreover, there was domination of formal classroom activities that included teacher narrations, note taking, dictations, teacher demonstrations and recitation of key points.

Comparably, studies by scholars such as Abobo, et al. (2014), Abudulai (2020), Imbundu and Poipoi (2013), Magasu, et al. (2020), Ruto and Ndaloh (2013) and Tadesse (2019) all reveal dominance of teacher-centred instructional approach in instruction of Citizenship Education. Particularly, Mwathwana, et al., (2014) record; lecture, narration, teacher led discussion, dictation and teacher led demonstrations to be frequently used instructional methods. These findings are further in line with Muleya (2015), observations of *Minimal* interpretation of Citizenship Education that lends itself to didactic teaching and learning

approaches, with teacher-led, whole-class teaching as dominant medium. He expounds that through these methods, there was little opportunity or encouragement for student interaction and initiative and that, its outcomes were narrow, largely involving acquisition of knowledge and understanding.

Abudulai (2020) and Magasu, et al. (2020), further attribute the continued teacher domination of instructional process to inadequacy in knowledge among teachers on learner centred approaches together with negative attitudes to change. The scholars' opinions are in line with findings of this study in which it was established that curriculum officers in Taught Citizenship Education had minimal or no training in competency-based curriculum. Also they showed negative attitudes towards the new curriculum.

In summary, this study established that there existed general conceptualisation among curriculum officers that Citizenship Education was best instructed through learner centred approach. Conversely, divergence existed in actual instruction with findings reporting instruction in Ideal Citizenship Education resembling general conceptualisation while instruction in Taught Citizenship Education being the contrast. In between Ideal and Taught Citizenship Education was instruction in Intermediate Citizenship Education that exemplified features of both (instruction in Ideal and Taught Citizenship Education).

4.4.5 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 and teachers. According to this 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 Kankamet al. (2014) that the approach used activities that resembled closely to those performed by adults in real world.

In addition, 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 KICD(2017a) proposed for adoption of competency-based assessment whereby learners were to be given opportunity to put into practice what they had 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 Kankam et al. (2014) 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.

It was further revealed by the findings of the study that curriculum officers conceptualised practical assessment techniques. 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 curriculum designers and teachers. In particular, the conceptualisation involved collection and recording of individual learner's performance in each activity. This would be followed by standardization of recorded learner performance through teacher made assessment rubrics. Finally, there would be 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) followed by KNUT (2019) observed that the new competency-based curriculum was proposing an assessment process in which evidence of pupils' learning would be gathered through practical assessment techniques. Also 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).

Divergence in findings emerged amongst curriculum officers on execution of the assessment procedures. For instance, dimensions of Ideal, Intermediate and Taught Citizenship Education emerged. To start with, the Ideal Citizenship Education encompassed an assessment procedure similar to one conceptualised by curriculum

designers and teachers as discussed in fore going section. The assessment procedure was exemplified by practical form of assessment together with strand-based reporting of learner's performance. These findings were in line with Maximal interpretation of Citizenship Education that emphasized authentic based form assessment (Ghebru& Lloyd, 2020).

Contrastingly, Taught Citizenship Education advocated for traditional form of assessment. In particular, paper and pen examinations techniques dominated the assessment procedures. Moreover, learners were ranked with respect to achievement of others in broad areas of knowledge (norm referenced assessment). Similar findings were also shared by studies conducted in the learning area under the previous 8-4-4 content-based curriculum. For instance, a study conducted by Nasibi (2015) reported of dominance of paper and pen examinations. Through this technique, learners were often required to; identify, describe, explain and even recall events. Similarly, Jebet (2011), Kutto (2013) and Mwashigadi (2012) all revealed paper and pen examination as the main tool for assessment of subjects that integrate Citizenship Education. These findings were further in agreement with the tenet of Minimal interpretation of Citizenship Education that advanced assessment through written examinations (Muleya, 2015).

In between Ideal and Taught Citizenship Education assessment procedures was Intermediate Citizenship Education assessment procedure. This assessment procedure exemplified features of both Ideal and Taught Citizenship Education assessment procedures. For example, both practical and traditional forms of assessments were employed. This was exhibited by application of practical assessment techniques that included oral questions, keeping of portfolio and observations. Paper and pen

examinations technique of the traditional form of assessment was also used. Additionally, reporting of results was both criterion referenced assessment and norm referenced assessment. Therefore, for each learner two report cards were generated. Similar results were reported by Bekoe, et al. (2013), in Ghana and Okobia (2015) in Nigeria where teachers blended practical and traditional forms of assessment.

In conclusion, the actual assessment procedure in Ideal Citizenship Education resembles conceptualisations held by curriculum designers and teachers that it should be practical based. Contrastingly, the actual assessment procedure of Taught Citizenship Education is mainly traditional based while that of the Intermediate Citizenship Education is a blend of the two.

4.4.6 Suggested Citizenship Education process model

The fore-going sections have examined: the appropriateness of the aims and goals of Citizenship Education; the suitability of scope and sequence of Citizenship Education content; the effectiveness of instructional methods used in Citizenship Education; and evaluated the assessment procedures for Citizenship Education. In this section, a descriptive theoretical model of Citizenship Education process based on the three categories of Citizenship Educations that emerged from this study are offered. The categories include Taught, Intermediate and Ideal Citizenship Education.

The afore-mentioned categories compared with the three phases of learning identified by Levy (2007) in his *Gradual Release of Responsibility* model. According to the model, at the beginning of a lesson or when new material is being introduced, the teacher has a prominent role in delivery of the content. In this phase the teacher instructs students

through teacher led demonstrations, narrations and dictations (Fisher& Frey, 2008). Levy (2007) refers to this as the "I do" phase. In the second phase, the teacher and students participate in interactive instructional process. Learning shifts from teacher-directed instruction to student processing activities. In this phase which Levy (2007) refers to as "We do", the teacher continues to model, question, prompt and cue students. The final phase is the "You do" phase, where students rely more on themselves and less on the teacher to complete the learning task. They work alone or in collaboration with peers in order to practise and demonstrate how well they understood the instruction (Fisher& Frey, 2008).

Guided by Levy's (2007) "I Do, We Do, You Do" phases, this study also derives three Citizenship Education instruction phases of; *Transmission, Transactional* and *Reflection* as shown in figure 4.2.22. The *Transmission* phase encompasses teachers providing students with knowledge and understanding of national history, structures and processes of government and political life. This is achieved through the study of traditional subject area content that is usually elitist and knowledge based. The instructional process is basically teacher-centred and dominated with formal classroom activities such as; teacher narrations, note taking, dictations, teacher demonstrations and recitation of key points. Finally, the assessment process is mainly theoretical that is, based on paper and pen examination and norm-referenced reporting of results. Despite this phase being teacher-centred, it forms a critical foundation for the subsequent phases of Citizenship Education instruction. More importantly it is through this phase that teachers are able to transmit knowledge and organize the learning environment in line with intended curriculum provisions since teachers are important curriculum gatekeepers.

The second phase (*Transactional* phase) entails engaging learners in learning activities, both formal and non-formal, inside and outside the classroom setting. The aim is to allow the students to learn transmitted knowledge from multiple perspectives. To Blackmore (2016) such learning entails, learning from and with others as opposed to learning about as it is the case in the *Transmission* phase. Content learnt in this phase is mainly inclusive and activity oriented. The instructional approach therefore is a blend of teacher and learner centred. Specifically, learners are allowed to engage in; inquiry based, practical, active collaborative and participatory learning. Examples of instructional methods employed include; group work, field work, project work, case study, discussion, enquiry, role play, simulations and question and answer. Finally, the assessment procedure encompasses both theoretical and practical forms of assessment together with practical and paper and pen examination.

The third phase (Reflection phase) relates to the learner making important connections between thinking, feeling, and acting. This is achieved through the learner demonstrating conscious and critical stance towards knowledge that was taught by the teacher in the first phase and what he or she learnt from the multiple agents in the second phase. The learner locates himself or herself within the multiple contexts learned in the *Transactional* phase which enhances self-awareness. In addition, the phase develops values such as social justice and integrity together with competencies of self-efficacy and learning to learn. The instructional approach is majorly learner centred while assessment process takes a purely practical form.

Figure 4.2.22A Model Of Citizenship Education Process Based On The Findings Of The Study
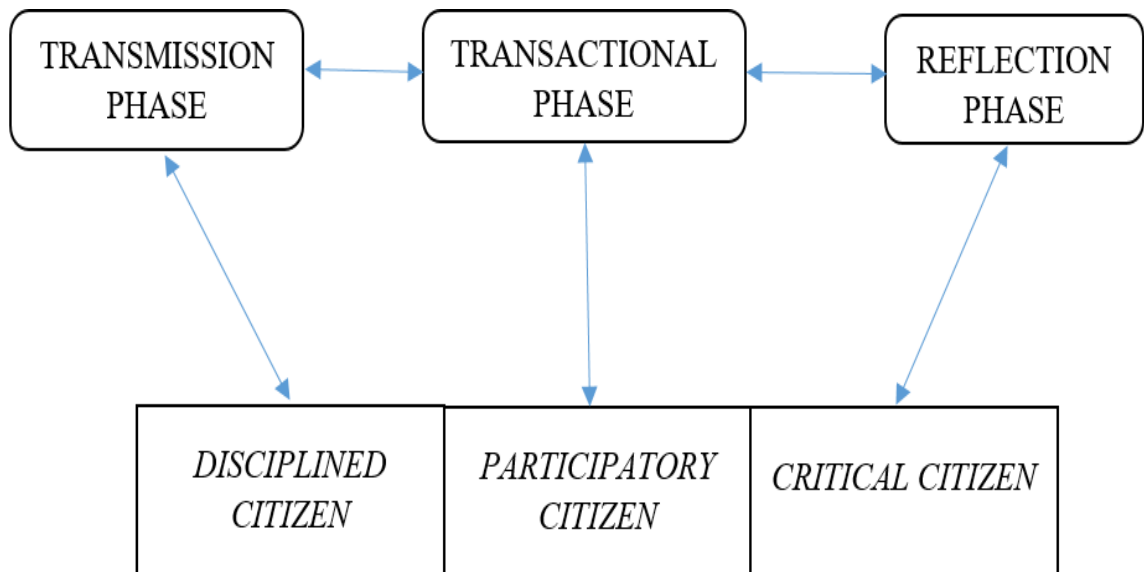
The Citizenship Education process of *transmission, transactional* and *reflection*, often results in transformation and change. However, this process is not linear or straightforward. The nature of transformation is not defined but emerges through careful consideration of what is transmitted by the teachers, transacted with others, and self-reflection. The *Transmission, Transactional* and *Reflection* phases results into *Disciplined, Participatory* and *Critical* citizens respectively.

Tostart with, the *Disciplined* citizen is one who acts responsibly, obediently and law abiding. This is because of being exposed to a learning process (Transmission oriented learning) that emphasizes on development of values such as; honesty, integrity, self-discipline, and hard work. Comparably, Parker (1996), Westheimer and Kahne (2004), and Veugelers (2007) conceptualized *Traditional* citizen*, Personal Responsibility* citizen and *Adaptive* citizen respectively. These three conceptions mirror the*Disciplined* citizens conceptualized in this study.

The *Participatory* citizen actively engages in collective and community-based efforts. Specifically, it translates the acquired knowledge in the *Disciplined* conception of citizenship into active modes of citizenship. *Participatory* citizenship is enhanced through instructional approaches that emphasize on active collaboration and participatory learning. Parker (1996), Westheimer and Kahne (2004), and Veugelers (2007) similarly conceptualized *Progressive* citizen*, Participatory* citizen, and *Individualistic* citizen, respectively. These three conceptions resemble the*Participatory* citizens conceptualized in this study.

Finally, the *Critical* citizens actively question and apply critical thinking to all important matters. The critical ability is developed from the learning process that emphasizes on demonstration of conscious and critical stance towards knowledge that was taught and learnt from multiple agents. Parker (1996), Westheimer and Kahne (2004), and Veugelers (2007) also conceptualized *Advanced* citizen*, Justice-Oriented* citizen, and *Critical-Democratic* citizen respectively. These three conceptions resemble the*Critical* citizens conceptualized in this study.

The model developed from this study is an improvement to models made by earlier scholars such as; Parker (1996), Westheimer and Kahne (2004), and Veugelers (2007) in that the conceptions of Citizenship made (*Disciplined, Participatory* and *Critical*) are viewed to be instilled in a continuous process of *Transmission, Transactional* and *Reflection.* In this way each subsequent phase builds on what was learnt in the earlier phase. Therefore, the three conceptions of Citizenship Education are viewed as completing and complementing each other rather than competing each other as it was the case in the previous models.

Secondly, the model builds on Cohen (2013) model by including the transformation and change aspect that is because of learners engaging in the various phases of the Citizenship Education process. Moreover, unlike the Blackmore (2016) model that generalizes learners' transformation and change into the *Responsible being or action* dimension, this study specifies learners' transformation and change into *Disciplined, Participatory* and *Critical*. This is in line with the vision of the basic education curriculum reforms which is to enable every Kenyan to become an *Empowered*, *Engaged* and *Ethical* citizen.

4.5 Chapter Summary

At the start of this chapter, two detailed portraits of conceptualizations and instructions of Citizenship Education in grade four Social Studies curriculum in Kenya were presented. The presentation revealed similarities in conceptualisation of Citizenship Education amongst curriculum designers and teachers in Kenya. However, there also existed divergence in the instructional process. The differences were further exposed through the cross site analysis in which commonalities and differences in Citizenship Education as perceived in the two study sites were detailed. From the cross-case analysis, a continuum of three categories of Citizenship Education as conceptualised and instructed through grade four Social Studies curriculum emerged.

At the lowest point of the continuum was Taught Citizenship Education which was exemplified by: narrow aims and goals; elitist and knowledge-based scope and sequence of content; teacher-centred instruction and theoretical assessment procedures. On the other end of the continuum was the Ideal Citizenship Education epitomised: broad aims and goals; inclusive and activity-based scope and sequence of content; learner centred

instructional methods and practical assessment procedures. In between the two categories of Citizenship Education was the Intermediate Citizenship Education that shared characteristics of both Ideal and Taught Citizenship Education.

Conceptions of Ideal, Intermediate and Taught Citizenship Education resulted in the formulation of *Transmission, Transactional* and *Reflection* model of Citizenship Education process. The model centred on the three domains of learning (cognitive, psychomotor, and affective). This was exemplified in the advocacy of conceptions of knowing, doing and valuing.

Next is the final chapter of this study that offers a brief of the findings of this study, conclusions together with recommendations.

CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

Kenya's education system has adopted an integrated approach to Citizenship Education. This approach aims at developing knowledge, skills, values and dispositions for effective citizenry by learning Citizenship Education through other subject areas. Such subject areas include Religious Studies and Social Studies. However, the aims of this integrated approach to Citizenship Education might remain lofty unless there is clear conceptualisation and instruction of the learning area as integrated in these subject areas (Hunkin's decision making curriculum model of 1980). The study therefore sought to explore conceptualisations and instruction of Citizenship Education among curriculum designers and teachers in the newly introduced grade four Social Studies curriculum in Kenya. This final chapter provides a summary of findings, conclusion and recommendations stemming from the study findings.

5.2 Summary of the findings

Success of Citizenship Education as integrated in Social Studies depends partly on clarity of conceptualisation of the learning area and secondly the putting into practice of the conceptualisations made (instruction). The research reported here explored conceptualisations and instructions of Citizenship Education among curriculum designers and teachers in the newly introduced grade four Social Studies curriculum in Kenya. Five specific questions were used to generate responses. These were: How appropriate are the aims and goals of Citizenship Education in grade four Social Studies curriculum in Kenya? How suitable is the scope and sequence of Citizenship Education content in

grade four Social Studies curriculum in Kenya? How effective are the instructional methods used in Citizenship Education in grade four Social Studies curriculum in Kenya? How is Citizenship Education assessed in grade Social Studies curriculum in Kenya? And which is the suitable curriculum model for instruction of Citizenship Education in grade four Social Studies curriculum in Kenya?

In general, the research results revealed similarities in conceptualisation of Citizenship Education amongst curriculum designers and teachers in Kenya. However, there existed divergence in the instructional process that gave rise to a Citizenship Education continuum. At the highest point of the continuum was Ideal Citizenship Education while at the lowest point was Taught Citizenship Education. The Intermediate Citizenship Education oscillated at the middle of the continuum.

The first research question explored *appropriateness on the aims and goals of Citizenship Education in grade four Social Studies curriculum in Kenya.* According to literature reviewed, the learning area should aim at equipping learners with knowledge, skills, values and dispositions in relation to participation, rights and freedoms, duties and responsibilities and a sense of belonging (Falade&Adeyemi, 2015; DeJaeghere, 2009; Johnson& Morris, 2011; Muleya, 2019; Magudu, 2012; Sibanda, 2015). A similar conceptualisation of the learning area was offered by the study. Specifically, 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. However, variance appeared in instruction with Ideal Citizenship Education exemplifying the conceptualised aims of

Citizenship Education while Taught Citizenship Education exhibiting narrow aims to Citizenship Education that were only limited to cognitive domain. The Intermediate Citizenship Education displayed features of both Ideal and Taught Citizenship Education.

The second question assessed suitability of the scope and sequence of Citizenship Education content. The question asked, *how suitable is the scope and sequence of Citizenship Education content in grade four Social Studies curriculum in Kenya?* According to literature reviewed, Citizenship Education should be characterized by content that is thick, value-based, and inclusive in scope and activity oriented in sequencing (Cohen, 2013; Ghebru& Lloyd, 2020). Comparably, this study provided a similar conceptualisation of the content of the learning area. For instance, it was found out that the curriculum officers conceptualised of an activity-based approach to content that provided learners with opportunities to cover wide range of Citizenship Education through several activities. Moreover, the content was sequenced and instructed across the seven grade four Social Studies strands. Conversely, there was divergence in the instruction of the learning area. For example, the Ideal Citizenship Education emphasized on a thick, inclusive, activist-oriented, and process-led content instruction while Taught Citizenship Education advocated for a thin, elitist, formal, content-led instructional process. The Intermediate exhibited both the characteristics of Ideal and Taught Citizenship Education.

The next research question focused on *effectiveness of the instructional methods used in Citizenship Education in grade four Social Studies curriculum in Kenya.* According to the views of scholars reviewed in this study, Citizenship Education favours an instructional approach that is learner centred (Bayeh, 2016; Magasu, et al., 2020). Also a

practical, interactive, and activity-based instructional approach is recommended for by various curricula documents across Africa (KICD, 2017a; CRDD, 2012; DBE, 2011). This study similarly conceptualized the instructional methods for the learning area as; inquiry-based, cooperative, experimental, and reflective methods. Conversely, the actual instructional process revealed discrepancies with the Ideal Citizenship Education encompassing a broad mixture of instructional methods, from didactic to interactive, both inside and outside the classroom. In contrast, the Taught Citizenship Education exemplified didactic instructional methods, with teacher-led, whole-class teaching being the dominant medium. The instruction of Intermediate Citizenship Education oscillated in between the Ideal and Taught Citizenship Education.

The fourth question aimed at describing assessment procedures for Citizenship Education in grade four Social Studies curriculum in Kenya and it asked: *How is Citizenship Education assessed in grade four Social Studies curriculum in Kenya?* Literature reviewed advocated for an assessment process that included activities that resemble closely, to those performed by adults in real world (Kankamet al., 2014). This is by allowing for creative and flexible learning to take place while at the same time infusing of informal and practical assessments (DBE, 2008). In the same vein, this study conceptualised of a practical form of assessment together with activity-based reporting of learners' performance. Contradictions however occurred in the actual assessment procedures. For instance, Ideal Citizenship Education had an assessment process made up of collecting and recording of individual learner performance in each and every activity; standardizing recorded learner performance through teacher made assessment rubrics; and finally providing strand-based reporting of the performance. On the contrast,

assessment in Taught Citizenship Education was characterized by paper and pen examinations techniques and ranking of learners in comparison to other pupils' academic performance. The Intermediate Citizenship assessment procedures encompassed both practical and traditional forms of assessment.

The last research question spotlighted on *the suitable curriculum model for instruction of Citizenship Education in grade four Social Studies curriculum in Kenya.* Literature reviewed informed of binary, three dimensional and multi-dimensional models for Citizenship Education. These models provided various conceptions of citizenship and Citizenship Education. In particular, the three-dimensional models for Citizenship Education conceptualized Citizenship Education to be of knowing, doing and valuing. In the same vein, this study concluded in formulation of the *Transmission, Transactional* and *Reflection* model of Citizenship Education process. In this model, the three conceptions of Citizenship Education are viewed as completing and complementing each other rather than competing each other as it was the case in the previous models.

5.3 Conclusions

The research gained insights into conceptualisation and instruction of Citizenship Education among curriculum designers and teachers in the newly introduced grade four Social Studies curriculum in Kenya. The following conclusions were derived:

i. The aims and goals of Citizenship Education in grade four Social Studies curriculum in Kenya were appropriately conceptualised as they were in line with both various countries' curricula and Citizenship Education scholars' recommendations for the learning area. Specifically, it aimed at equipping learners with knowledge, skills, values, and dispositions in relation to

participation, rights and freedoms, duties and responsibilities and sense of belonging. However, variance appeared in instruction with Ideal Citizenship Education exemplifying the conceptualised aims and goals of Citizenship Education while Taught Citizenship Education exhibiting narrow aims and goals to Citizenship Education that were only limited to the cognitive domain.

ii. The scope and sequence of Citizenship Education content in grade four Social Studies curriculum in Kenya was suitably conceptualised as it adhered to both various countries' curricula and Citizenship Education scholars' advocacies for activity-based approach to content. Moreover, the content was to be sequenced and instructed across the seven grade four Social Studies strands. Conversely, there were divergence in its instruction with Ideal Citizenship Education emphasizing on; a thick, inclusive, activist-oriented, and process-led content instruction while Taught Citizenship Education advocating for a thin, elitist, formal, content-led instructional process.

iii. The instructional methods used in Citizenship Education in grade four Social Studies curriculum in Kenya were effectively conceptualised as they followed both various countries' curricula and Citizenship Education scholars' recommendations of; practical, interactive, and activity-based instructional approach together with learner centred instructional methods. On the contrary, the actual instructional process revealed discrepancies with Ideal Citizenship Education encompassing a broad mixture of instructional methods, from didactic to interactive, both inside and outside the classroom. In contrast, Taught

Citizenship Education exemplified didactic instructional methods, with teacher-led, whole-class teaching being a dominant medium.

iv. Citizenship Education as integrated in grade four Social Studies curriculum in Kenya was properly conceptualised as it abides to both various countries' curricula and Citizenship Education scholars' advocacies for practical form assessment together with activity-based reporting of learners' performance. Contradictions however emerged in the actual assessment procedures with Ideal Citizenship Education detailing an assessment procedure made up of collection and recording of individual learner performance in each activity; standardization of the recorded learner performance through teacher made assessment rubrics; and finally, provision of strand-based reporting of performance. Contrastingly, assessment in Taught Citizenship Education was characterized by paper and pen examinations techniques and ranking of learners in comparison to other pupils' academic performance.

v. Suitable Citizenship Education curriculum model should emphasize on all the three domains of learning (cognitive, psychomotor, and affective). This is exemplified in the advocacy of conceptions of knowing, doing and valuing. The three conceptions should complement each other rather than compete each other.

5.4 Recommendations of the study

i. The government through Teachers Service Commission (T.S.C) should ensure proportionate recruitment of teachers in line with teacher/ student ratio. This will help ease the high teacher workload and enable them to fully instruct the conceptualised Citizenship Education.

ii.   Teachers should be equipped with more content knowledge and skills concerning, values and competencies together with pertinent and contemporary issues. This can be done through pre-service training and in-service courses. This will enhance quality and effective instruction of the content.

iii.   Educational stakeholders in particular; Ministry of Education (M.O.E), school administrators and parents should avail relevant instructional resources and facilities in time. Also, teachers should be encouraged to improvise instructional resources from their local environment. This will enable full instruction of conceptualised Citizenship Education.

iv.   Teachers Service Commission (T.S.C) in collaboration with Kenya Institute of Curriculum Development (K.I.C.D) and Kenya National Examination Council (K.N.E.C) should organise for teacher professional development courses that focus on practical forms of assessment. This will equip the teachers with requisite skills for competency-based assessment. In addition, KICD and KNEC should also organise for programmes to sensitize parents on changes in learners' assessment. This will improve parents' attitudes and perceptions on the changes in assessment thus enhancing their engagements in the assessment procedures.

v.   KICD should adopt the *Transmission, Transactional* and *Reflection* model of Citizenship Education when developing curricular instruments such as Social Studies curriculum designs. Moreover, teachers should incooperate the tenets of the model in their instructional process. This will enhance wholistic conceptualization and instruction of Citizenship Education in terms of knowledge, skills and values.

5.5 Suggestions for further study

This study also opened insights into new areas for further research that could contribute toward enriching the conceptualisation and instruction of Citizenship Education as integrated curriculum in Kenya. A similar study of Citizenship Education as integrated in other subject areas such as Religious Studies could be a useful/worthwhile undertaking. This is because each learning area has its own unique way of integrating Citizenship Education and hence the need for a precise and succinct conceptualisation and instruction.

Besides, an in-depth study on each of the curriculum elements being studied (aims and goals, content, instructional methods, and assessment procedures) would be necessary. This is an issue of importance because, each element of the curriculum is broad while this study only explored each of them.

Finally, a study on Social Studies teachers' attitudes and perceptions of Citizenship Education under the new competency-based curriculum would be informative. This is because teachers are more likely to give more attention to what they perceive as important during instruction.

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APPENDICES

APPENDIX A: LETTER OF INTRODUCTION

Moi University

Department of Curriculum

Instruction and Education

Media

Dear respondent,

I am a student at Moi University pursuing a PhD Degree in the Department of Curriculum Instruction and Educational Media, carrying out research on "**Conceptualisation and Instruction of Citizenship Education in grade four Social Studies curriculum in Kenya."**

I am requesting for your assistance by accepting my interview. The information will be utilized only for research purposes.

Thank you.

Yours sincerely,

……………….

Dingili Rodgers.

APPENDIX B: MINISTRY OF EDUCATION RESEARCH PERMIT

APPENDIX C: DOCUMENT ANALYSIS GUIDE

Identifying Information

1. Resource Name ………………………………………………………………………

2. Author/s …………………………………………………………………………………

3. Year of Publication …………………………………………………………………..

4. Publishers …………………………………………………………………………….

5. Description (standards/textbook/teacher guide) …………………………………………

General Questions

1. What are the aims of this document? ………………………………………………..

2. What aspects does it relate to? ……………………………………………………..

3. How is it organized? ………………………………………………………………….

1. **Citizenship and Citizenship Education aims and goals**

Aspect	Conception	Expression in text
Definitions of citizenship		
Definitions of Citizenship Education		
Qualities of good citizen		
Aims and Goals		
Rationale		
Goals		
Rationale		
Learning outcomes		
Rationale		

2. **Citizenship Education scope and sequence of content**

Aspect	Conception	Expression in text
Scope of content		
Rationale		
Sequence of content		
Rationale		

3. **Citizenship and Citizenship Education Instructional methods**

Aspect	Conception	Expression in text
Instructional Approach		
Rationale		
Instructional methods		
Rationale		
Instructional activities		
Rationale		

4. **Citizenship and Citizenship Education assessment procedures**

Aspect	Conception	Expression in text
Form of assessment		
Rationale		
Type of assessment		
Rationale		
Assessment technique		
Rationale		
Reporting of results		
Rationale		

Any additional information

……………………………………………………………………………………………………

……………………………………………………………………………………………………

……………………………………………………………………………………………………

APPENDIX D: TEXT BASED INTERVIEW GUIDE FORCURRICULUM

DESIGNERS

Phase one (concept of citizenship, good citizenry and Citizenship Education)
a) When you hear the word Citizenship, what comes into your mind?
b) What do you think are the qualities of a good citizen in Kenya?
c) What does Citizenship Education mean to you?

Phase two (Citizenship Education lesson)
Briefly describe a well-organised Citizenship Education lesson at the basic education level in terms of:
a) Aims and Goals
b) Scope of content and its sequence
c) Instructional methods (Kindly expound on how it or they can be or are applied in actual classroom scenario)
d) Assessment procedures (Kindly expound on how it or they can be or are applied in actual classroom scenario)

Phase three (summary of Citizenship Education elements)
a) What is it that you would like learners to have learned when they leave school that is related to Citizenship development? (goals in terms of knowledge, skills and values)
b) What should be taught in order to achieve what you have identified in (a) above? (Content to be taught)
c) How should what you have identified in (a) above be taught/ instructed? (Instructional methods used to teach)
d) How do you know whether the learners have achieved what you have identified in (a) above? (Assessment techniques used)

Phase four (member checking of data gathered)
From the documents reviewed and the preceding interview it was found that:
a) The aims and goals of teaching Citizenship Education are ……………………….
b) The scope and sequence of Citizenship Education content is………………………
c) The instructional methods for Citizenship Education are…………………………
d) The assessment procedures for Citizenship Education are……………………..…

Is this truly the case? If yes kindly elaborate further. If not, what is the true case, and may you kindly vividly describe it?

APPENDIX E: FACE TO FACE OR VIRTUAL INTERVIEW GUIDE FOR; CURRICULUM DESIGNERSAND SOCIAL STUDIES TEACHERS FIRST INTERVIEW			
Research questions	**Area of focus**	**Interview questions**	**Follow up questions/ probes**
Introduction	Citizenship	When you hear the word citizenship, what comes into your mind?	
	A good citizen	What does it mean to be a Kenyan citizen?	
		What do you think are the qualities of a good Kenyan citizen?	What do you think Kenyan citizens should do or not do?
	Citizenship Education	What does Citizenship Education mean to you?	
How appropriate are the aims and goals of Citizenship Education in grade four Social Studies curriculum in Kenya?	Citizenship Education aims and goals	What are the recommended aims for Citizenship Education?	
		From the documents I reviewed, it was found out that the goals of Citizenship Education at the basic level are: 1. …………………………….. 2. …………………………. 3. …………………………. 4. …………………………...	Is this really the case? a) If yes, why so? b) If no, then what goals do documents recommend for Citizenship Education?
How suitable is the scope and sequence of Citizenship Education content in grade four Social Studies curriculum in Kenya?	Citizenship Education content scope	What is it that you would like learners to have learned by the time they leave school that is related to citizenship development?	What kind of knowledge, skills, attitudes and values do you consider as important for Citizenship Education?
		In your own view, which topics in Social Studies are meant to prepare learners into future good citizens?	In terms of knowledge, skills and values
		From the documents I reviewed it was found out that the content you emphasize to be taught at the basic education level is: 1. ……………………… 2. ……………………… 3. ………………………	Is this really the case? a) If yes, why so? b) If no, what Citizenship Education content do you emphasize to be taught at the basic education level is?
		To what extent do you emphasize the instruction of the following Citizenship Education issues such as; ……………..............................	While citing examples from various subject area/s at the basic education level, kindly elaborate.
		What are the Citizenship Education areas that are either not adequately addressed or not addressed at all in the basic education curriculum?	
	Citizenship Education content	How is Citizenship Education sequenced in grade four Social Studies curriculum?	Why is the sequencing preferred?

	sequence		
		What suggestions can you make on how Citizenship Education should be organized in terms of its content scope and sequence at the basic education level?	

<div align="center">SECOND INTERVIEW</div>

Research questions	Area of focus	Interview questions	Follow up questions/ probes
Introduction	Review of interview one and linking it to second interview	Kindly briefly describe how you would go about planning for a Citizenship Education lesson.	In terms of instructional goals, content, instructional methods and assessment procedures.
How effective are the instructional methods used in Citizenship Education in grade four Social Studies curriculum in Kenya?	Citizenship Education Instructional methods	How should Citizenship Education be taught?	What are the effective instructional methods?
		Based on these instructional methods, how would you describe the recommended teaching style for Citizenship Education at the basic education level?	(learner centred or teacher-centred approach)
		What is the rationale behind using the instructional methods that you have just mentioned?	Why do you think the instructional methods important in the Citizenship Education instruction at the basic education level?
		From the documents I reviewed it was found out that the following instructional methods are highly recommended for Citizenship Education: 1. ………………………… 2. ………………………… 3. …………………………	Is this really the case? a) If yes, why so? b) If no, what are highly recommended instructional methods for Citizenship Education?
		What kinds of lesson activities are effective for Citizenship Education?	Kindly, describe how the activities can be applied in a classroom scenario?
How is Citizenship Education assessed in grade four Social Studies curriculum	Citizenship Education assessment procedures	How do you know whether your learners are developing into good citizens or not at the basic education level?	What are the effective assessment techniques?
		From the documents I reviewed it was found out that the following assessment techniques are highly recommended for Citizenship	Is this really the case? a) If yes, why so? b) If no, then what are the recommended

in Kenya?		Education at the basic education level:
		   1. …………………………
		   2. …………………………
			assessment techniques?

		Based on the assessment techniques identified before, kindly describe the type of assessment used.	Is it summative, formative or both?
		Based on the assessment techniques identified before, kindly describe the form of assessment used.	Is it practical, theoretical or both?
		Kindly, describe the process of reporting learners' results.	Is it norm-referenced, criterion-referenced or both?
Conclusion		Kindly, describe the best Citizenship Education lesson.	What makes the lesson a good example of Citizenship Education instructional process?
		Do you have anything else that you would like to share or add?	

APPENDIX F: SAMPLE INTERVIEW TRANSCRIPTION FOR CURRICULUM DESIGNERS

Researcher:	*Good evening, thanks for the opportunity you have granted me, welcome to our zoom interview.*
D1:	You are welcomed, go on.
Researcher:	*To start with, when you hear the word citizenship, what comes into your mind?*
D1:	The first thing that comes to my mind is a people who live in a country they call home.
Researcher:	*Okay.*
D1:	So citizenship itself is as good as brotherhood. Those people who live in a country they call home knowing each other, who they are, how useful they can be to each other and what they can do for their country. That is citizenship.
Researcher:	*So from your definition it means that a good citizen should be patriotic, should engage in various activities for the country, among others. What else should a citizen exemplify in order to be considered as a good citizen?*
D1:	A good citizen should be able to identify rights from wrong.
Researcher:	*Yes.*
D1:	Advice his neighbour, on what is right and wrong and be able to protect his own country by not allowing anybody who is not a citizen from interfering with systems in the country.
Researcher:	*Okay and how can we integrate these values into our young ones so that as they grow up they can be patriotic, they can offer service to the country, among other good deeds.*
D1:	We need to diffuse issues of citizenship into designs (what used to be called the curriculum). If possible, all subjects in learning areas should have issues that touch on citizenship and how a citizen should behave from the early years. This is aimed at ensuring children grow up knowing the value of belonging, the value of protection, the value of love, peace, the value of brotherhood, among others.
Researcher:	*Yes. And in your own assessment have we done enough in putting this into our current curriculum (CBC)?*
D1:	I would not give you a yes or no answer.
Researcher:	*Yes.*
D1:	CBC is young. It is only at grade five now and we need to see what happens after grade six transit to junior high school. Remember junior high school is going to be in secondary school where they are going to find others of the old system going on.
Researcher:	*Yes.*
D1:	And there is an old system character, where older boys would want to bully or mistreat the young ones who have come in.
Researcher:	*Yes.*
D1:	It will take some observation to see how they fit in and how they react to these strangers to see whether they captured much. But for now we can

observe how they react in school, how they relate to issues or tasks given to them by teachers and other elders. This will give us a window to see whether to add or to be satisfied with what we have already done.

Researcher: *Okay, in your own words you are saying that the best approach is to put citizenship in our curriculum?*

D1:   Yes.

Researcher: *How do we then define this Citizenship Education?*

D1:   I would define it as a people and their lives.

Researcher: *Meaning?*

D1:   Aaaah… when I say a people, I mean I want to look at people who belong to a certain community or society as one.

Researcher: *Yes.*

D1:   And look at their way of life, how they do things and compare with the next one and see how they are similar or different and that's when issues like peace will come in and how they react to neighbours and so on. That will be a people and their lives in own country.

Researcher: *Okay, so when you were designing this curriculum what were the specific aims of Citizenship Education?*

D1:   One was to inculcate the thoughts, ideas which may be like inborn to the young people who are growing up now.

Researcher: *Yes.*

D1:   Ideas like love, it should not be like something strange to them, so that we avoid conflicts, which ever kinds of conflicts we want to have this young people grow up knowing that respect pays, patience pays.

Researcher: *Yes.*

D1:   And the value of taking up tasks without looking back, without complaining.

Researcher: *Yah.*

D1:   A peddler or shop lifter will be lifting in a shop while another person is watching, and he does nothing. We want citizens who can say no! That is wrong. Or citizens who can report to another responsible person that so and so has done this and I think it is wrong.

Researcher: *Okay.*

D1:   In our country today very, many things happen which should be corrected but there is nobody who is ready to correct because of how the society is made up of.

Researcher: *Yes.*

D1:   For example, a motorist hits a pedestrian and speeds of people are watching, when they are asked to come and testify in court they refuse.

Researcher: *True.*

D1:   So, to curb this kind of behaviour, we need to put these values into the curriculum so that children learn from early stage and grow up practicing them.

Researcher: *Okay. Thank you for your expansive and elaborate answer. Moving on….*

D1:   Yes.

Researcher:	*You have already talked about various things that you infused into the content.*
D1:	Yes.
Researcher:	*You have talked of values such as, honesty, responsibilities respect, patriotism… Are there others that were included in the curriculum that you might have not highlighted?*
D1:	Aaah… Yes, when you look at what you have mentioned some of them would take different dimensions.
Researcher:	*Yes, continue.*
D1:	Like when we say responsibility… responsibility may take a different dimension. Like a young man or a young growing lady would take the responsibility to make sure that her environment is clean no matter who made it dirty.
Researcher:	*Yes.*
D1:	Another responsibility may come in where they are using digital devices and since they are delicate, they make sure they do not break them or not misuse them.
Researcher:	*Continue.*
D1:	So, when you look at the word responsibility turn it in to a value, it is very wide. So how this will come up to our syllabi and curriculum, it takes a teacher or a facilitator to take time and differentiate all of them. That is, responsibility as one word does not mean one thing.
Researcher:	*Okay.*
D1:	Issues of peace, love… when talk about love.
Researcher:	*Yes.*
D1:	Then people who are not keen may confuse that to be boy/ girl relationship.
Researcher:	*Yes, that is true.*
D1:	When love is more than that, so how to inculcate this in pupils we need a teacher who is keen and take time to differentiate all or to look at all learners' difference and how they understand issues to go with every learner so that not one but all learners in the class are understanding.
Researcher:	*Okay.*
D1:	So your question was, are there any other that are left?
Researcher:	*Yes.*
D1:	I think there are…
Researcher:	*And which one are these?*
D1:	Like when you say love… How do you define love when it's a liking for learning?
Researcher:	*Yes.*
D1:	In normal language you would say that a student is studious but being studious we are trying to mean that the student is in love with the studies.
Researcher:	*True.*
D1:	So, do we have a term that will give us that love for studies? Or when we talk about love we mean a student has a piece of bread and shares with others.

Researcher:	*Yes.*
D1:	How about the word sharing? You can share something good, and you can also share something bad.
Researcher:	*True.*
D1:	So, does it come out as love? Or what does it mean? And many others you need a workshop for me to explain all those things (laughing).
Researcher:	*Yes, I will make a point of attending one… What about the pertinent and contemporary issue, were they in cooperated? And if they were in cooperated, which ones were of emphasis under the Social Studies learning area?*
D1:	All of them are of emphasis. Because these are what we call emerging issues, they keep on emerging. So, look at the effects of the Covid 19 pandemic, nobody planned for this; nobody knew something like this would happen.
Researcher:	*Yes.*
D1:	It takes a lot of responsibility for one student to be depending on and protecting themselves from each other. So, when it comes to pertinent and contemporary issues it is… As much as we may like it, it has also brought up another issue: hacking is one issue.
Researcher:	*Yes.*
D1:	This thing they call viruses that attacks your computer… So, when a young man or young growing lady in school reaches out to a website that has characters that can destruct the child from learning into say drugs. You know that can be very addictive every time the phone is in his or her hands; they are on that website which is not useful to them that is a pertinent issue which is very dangerous right now.
Researcher:	*Yes.*
D1:	Now look at the use of these websites to access other peoples' accounts and they steal information. They go as far as stealing money where someone is using mobile banking.
Researcher:	*True.*
D1:	Those are pertinent and contemporary issues that we have a challenge to solve because we cannot do without ICT.
Researcher:	*True.*
D1:	Look at what we call, esteem… parents do not discipline their children directly. Currently, children are free to do whatever they want. Whether good or bad there is very little you can do. May be correct them through persuasion. If you happen to be harsh or violent it is taken that you are killing the esteem of a child but the more freedom you give the more, you expose the child to danger, and they tend to redirect their minds away from what they are supposed to be doing.
Researcher:	*Yes.*
D1:	So on pertinent and contemporary issues. They are infinite, what we have is just like the beginning there are more that will come.
Researcher:	*Okay, thank you for that… And which topics bring out Citizenship Education or citizenship values elaborately among the grade four Social*

	Studies? Did you structure it across all topics or there is a specific topic which was designed to teach Citizenship Education?
D1:	Actually, there is no learning area that misses to have aspects that require that would attract ideas about citizenship. For example, if you look at the topic 'Natural and Built Resources.'
Researcher:	*Yes.*
D1:	When you look at such a learning area there are very many subtopics that cannot be dealt with without help from one another, so if they are going to work in groups, you can access citizenship.
Researcher:	*True.*
D1:	When you look at communication and collaboration. Why would they be collaborating? You can test citizenship in it.
Researcher:	*Yes.*
D1:	Look at the topic 'People and Population'. Again, you see movement of people when they try to understand why some people should be moving together, it gives you citizenship. When you look at the topic 'Culture' again, it brings people together.
Researcher:	*Yes.*
D1:	When you look at the topic 'Governance', it brings people together as citizens. So I would like to say all those topics in Social Studies curriculum have issues that would be discussed towards bringing learners together as a group of people who belong to a country or one society which we may call citizenship.
Researcher:	*Okay. And how best do we instruct this Citizenship issues?*
D1:	You cannot put students together and tell them now we want to learn love or we want to learn collaboration.
Researcher:	*Okay and how do you go about it then?*
D1:	You look at aspects that will make them need each other's help.
Researcher:	*Yes.*
D1:	That is how the concept will be built up or generated and then later they will learn that actually that is what citizenship means. The strands or sub-strands may be citizenship, but issues may be discussed here like: who is a citizen? They define, then what makes up a citizen, how can you differentiate one citizen from another or when can you say this is a citizen and not the other?
Researcher:	*Yes.*
D1:	Once they know all these, they know why citizens should be, respectful, hardworking, responsible, loving…
Researcher:	*Yes.*
D1:	The answer is to infuse values in activities and let the activities bring out the values.
Researcher:	*Okay. May be if you were to select a suitable instructional method amongst the lecture method, debating and brainstorming for instance, which one would you go for in instructing these values?*
D1:	Brainstorming will be the best because, you storm in groups they tend to come up with as many answers as they are and during presentation you

will find one is presenting the same answer as the other but using a different language.

Researcher: Okay.

D1:   Other than brainstorming, discussions or even inviting a resource person to talk about citizenship are the best approaches to instruction.

Researcher: *As we move on to the end, how do we assess what the child has been able to learn? Like I was looking at grade four Social Studies curriculum design, I saw one of the learning outcomes it aims at ensuring that a learner appreciates. How do you assess and know if a student has or has not appreciated?*

D1:   Through community service learning which takes place outside the classroom environment. Where students take what they have learnt to the community. They try to apply what they have learnt and what they see.

Researcher: *Yes.*

D1:   When you observe them applying you can assess and see how they are applying. Those who have appreciated the idea of citizenship will take this project to the community and exceed the expectation by showing love to the project and so on. To appreciate means, after understanding the concept.

Researcher: *Yes.*

D1:   You apply it and add more knowledge and skill to it. And inculcating it into your value system so that for example, if you wish to become a farmer in future, you have to appreciate when you see a farmer and like what they are doing, and you are ready to explain how they can do it better.

Researcher: *So the advocated assessment approach should be an authentic one, whereby one observes what students do, if I may be getting you?*

D1:   Yes.

Researcher: *How will we ensure that there is some standardization in the assessment so that the person who is observing really comes out with a figure that is reflecting what he or she observed?*

D1:   This assessment is not done in one day; the work is continuous spiralling. So, the assessment is not done once you can see the progression, the growth and how it goes.

Researcher: *Okay.*

D1:   It is not easy to rise from one to hundred if one has been getting one of them goes to two then three continually then it will be irregular if one day the learner skips from two to ten. You keep seeing how the student is performing and the ability and as you keep facilitating the learner. The improvement can be seen so if a new person comes to assess you will be able to learner from history and see the progress and that is how it will be standardized.

Researcher: *Okay, I had a review of the curriculum design and I found out that they were dominated by lower-level instructional verbs such as; understanding and remembering when compared to instructional verbs that relate to*

higher order instructional verbs of analysis, synthesis and creation, is that really the case?

D1: No, that is not the case.

Researcher: Yes.

D1: Few things are based on memory. Also, you need memory to be able to act, so your analysis was not right because like if we ask the learners to explain the formation of mountains for example or physical features of a county and the learner comes up with mountains, rivers, forests, hills and so on and so on.

Researcher: Yes.

D1: Then you ask the learner to draw a mountain or a hill. The learner will be drawing using memory but again also using the drawing skill. So you cannot do away with memory because we have the Knowledge, Skill and Attitude (KSA) and in these outcomes we want the learner to show that he gathers the knowledge, he gathers and because of the attitude he can redraw or put thoughts together and bring them out in a drawing.

Researcher: Yes.

D1: So you would not call that memory alone. They could discuss. When you put a group together and ask them to discuss. The movement of a people from where to where and why they settled where, you will find every member of the group has an idea that will not simply come from where they were taught by a teacher. So the attitude, the knowledge can bring out something more than just memory.

Researcher: I made a follow up and also looked at the Longhorn Social Studies grade four, which is the government sponsored textbook.

D1: Yes.

Researcher: It is also dominated by action verbs like; what, which, how and name. Also when you look at instance when they are using words such as describe, discuss and other higher order verbs the frequency is lesser. For example, in the strand of Citizenship, the book poses the question. "What are the characteristics of a good citizen?" Is my analysis true?

D1: There is nothing wrong with remembering, you are talking as if it is a mistake to have memory.

Researcher: No, it is not a mistake.

D1: There is nothing wrong with remembering, a child who remembers what is taught in class and can remember that a good citizen should not be corrupt is also a good one.

Researcher: Yes.

D1: The idea that a good citizen should not be corrupt can be memorized. But now the examples what it means to be corrupt are the ones that will come from every individual student's thought and understanding of the concept.

Researcher: Okay. Still on assessment ... how have our teachers who are key implementers prepared for this new competency-based assessment?

D1: First, teachers have been retrained. Their capacity in teaching CBC has been built and it has not been built as to the final it continues.

Researcher: Yes.

D1:	Secondly, we have three important aims when it comes to curriculum implementation. We have the KICD carrying the responsibility of developing curriculum materials. Then we have the KNEC which its biggest responsibility is assessment. Finally, we have the DQUASO whose responsibility is to assure quality and standards which involves the assessment of the actual teaching of the learner.
Researcher:	*Yes.*
D1:	Assessment of the actual teaching of the learner begins with the learner and ends with the teacher. Meaning that the quality assurance department would have the kind of knowledge that you have in terms of what should be taught by when and how.
Researcher:	*Okay.*
D1:	What is supposed to be achieved by when the learners are being assessed their workbook and interviews will give the quality officer (DQUASO) what and how to approach the teacher because the curriculum designs are official documents. The quality assurance officer after assessing the learners will tell whether the teacher is in line with the curriculum design, or behind or a head or just all over.
Researcher:	*True.*
D1:	That is when their engagement becomes clinical, and the teacher is advised accordingly.
Researcher:	*Thank you. And what are the essential documents that the teacher should have when instructing?*
D1:	The curriculum design is a key document in instruction. We also have the teacher guides to ensure that the teacher does not get lost and then we must have the right curriculum materials such as textbooks. In addition, in CBC we have what we call a portfolio which has some kind of records of work for the children work.
Researcher:	*Okay. In conclusion what would be your comparison of Social Studies under the 8-4-4 content-based curriculum and under the competency-based curriculum?*
D1:	In the 8-4-4 system the more the content the better curriculum or subject area was, but today the content has been cut down and methods of understanding the concept has been put in place to replace so much explanations which do not add value. Now it is short but very valuable.
Researcher:	*Okay. Thanks so much for your time. I really appreciate the information you have shared. Have a lovely time. Bye.*
D1:	Welcome and success in your studies. Bye.

APPENDIX G: SAMPLE OF TEACHERS' FIELD JOURNAL

Journal Entry 07/06/2021

As I seek permission to conduct study in one of the private schools, I struck an informal conversation with the head teacher. The head teacher warns me that I might not get the required data in his school as his teachers have yet to undergo training on the competency-based curriculum.

Journal Entry 18/06/2021

It is ten in the morning, as I enter my third school I meet the Social Studies teacher for grade four coming out of the class carrying 'Comprehensive Social Studies Vihiga County' textbook. This is the textbook that was used to instruct Social Studies under the previous 8-4-4 curriculum.

Journal Entry 23/06/2021

The data collection process is at the seventh school. It is around 4.30 p.m. in the evening, most of the students are out on the playground for games activities. As the interview with the grade four Social Studies progresses some learners are waiting for the teacher to complete the interview she is having with me. The teacher later discloses that those students are boarders and that they want to be assisted with parental take home assignment by her since she is their foster parent.

Journal Entry 29/06/2021

The interview with the grade four Social Studies teacher is being conducted in the guiding and counselling room which also acts as the grade four Social Studies teacher's office. Charts with various philosophical quotations from various scholars that advocate for learner centred approach to instruction colour the walls. The teacher later discloses that the charts are meant to remind her not to slide back into teacher-centred instructional approach.

Journal Entry 01/07/2021

It is at the end of an interview with my tenth grade four Social Studies teacher. From the teachers I have studied so far, there exist limited information on how results collected from the recommended competency-based assessment is to be used in appraising teachers on the Teacher Professional Appraisal and Development Document (TPAD Document). Additionally, information on teacher promotions based on the same is lacking.

Journal Entry 06/07/2021

As I conduct initial data analysis, discrepancies seem to emerge from the data collected using the two main data collection instruments of this study. For instance, whereas the interviewed teachers claim to be employing learner centred methods the document analyses suggest the opposite.

Journal Entry 15/07/2021

It is my thirteenth school and in all the twelve schools I have visited so far none seems to have either the head teacher, deputy head teacher or even a senior teacher as a grade four Social Studies teacher. I am later informed that most school administrators are yet to be trained on the competency-based curriculum.

Journal Entry 21/07/2021

It is nearing the end of the school term. I am visiting my fifteenth school in my data collection process. Most of the teachers are seated outside their classrooms preparing learners' progress records. I approach the grade four Social Studies teacher for

continuation of the interview we had begun the previous day. I realize that he is making entries of learner performance into the assessment book long after instruction took place. Most of the entries are guess work.

Journal Entry 22/08/2021

As I listen to the recordings of interviews, the assessment process seems to be the least understood of the four elements understudy (Aims and goals, content, instructional methods and assessment process) by the teachers. Specifically, most teachers claim not to be aware of anecdotal records and journaling as assessment techniques

Journal Entry 01/09/2021

From the recordings there seems to be a disconnect between what the grade four Social Studies teachers claim to do and what they are actually doing in the instruction of Citizenship Education. For example, some claim to be using teacher made tests for assessment but what is available for review is bought examination papers.

Journal Entry 17/09/2021

As I read through transcribe after transcribing of the interviews conducted on the teachers, variations seem to emerge in the way Citizenship Education is instructed amongst the teachers of grade four Social Studies curriculum. For some, especially those who have attended competency-based curriculum training their instructional process resembles that recommended by the curriculum designers while those who are yet to be trained their instructional approach is in contrast.

APPENDIX H: ANTI-PLAGIARISM CERTIFICATE

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