

# Instruction of Citizenship Education in Grade Four Social Studies Curriculum in Kenya

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## Abstract

The purpose of this study was to explore the instruction of Citizenship Education among teachers in grade four Social studies curriculum. The study adopted qualitative research with a grounded theory design. Data was collected using interviews and document analysis. It was then analysed inductively using grounded theory method of analysis through constant comparative technique. The finding of the study revealed divergence in instruction of Citizenship Education in grade four Social studies curriculum. The study recommends for teacher professional development programmes to equip teachers with requisite pedagogical competencies for effective instruction of Citizenship Education.

**Keywords:** Instructional process, Citizenship Education, Social studies curriculum

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## Introduction

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, Moyo and Chinyani (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 processes 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 processes for Citizenship Education as a standalone subject (Kerr, 2002; 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 implementation of Citizenship Education in order to get a clear description and outline of the learning area. To do so, this study examined the views of 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 approaches for Citizenship Education in the basic education curriculum. The current study aimed at answering the question, 'What is the instruction of Citizenship Education by grade four Social studies teachers in the competency based curriculum in Kenya?'

## 1.4 Purpose

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

## 1.5 Objectives

This study sought to:

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

- II. Assess the suitability of scope and sequence of Citizenship Education content in the grade four Social studies curriculum in Kenya.
- III. Establish the effectiveness of instructional methods used in Citizenship Education in the grade four Social studies curriculum in Kenya.
- IV. Describe the assessment processes for Citizenship Education in the grade four Social studies curriculum in Kenya.

### 1.6 Research questions

This study aimed at answering the following questions:

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

### Research methodology

The study adopted qualitative research approach, and a grounded theory research design. It focused on teachers in grade four Social studies curriculum in Kenya. In particular, 20 teachers in grade four Social studies curriculum were studied. This was in line with the recommendation of Creswell and Poth (2018) of inclusion of between 20 and 30 participants in a grounded theory study. Both purposive and theoretical sampling techniques were used to select participants. The participants' real names were not used for this study instead pseudonyms (T1; T2; T3) were used to protect the confidentiality and anonymity of the respondents.

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

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

### Findings

#### 4.2.2.1 Profile of study participants

Data presented in this section was collected from 20 teachers in grade four Social studies curriculum. In particular, 11 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.

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

According to the findings of this study, teachers in grade four Social studies curriculum defined Citizenship Education as 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. The teachers further expounded that the learning area mainly aimed at inculcating good mannerism, values and desired skills into pupils so as to develop them into active citizens that fitted to the demands of the society.

Further analysis of data collected on the specific instructional outcomes revealed existence of discrepancies. The differences emanated from teachers' ability to break down the goals of grade four Social studies into specific instructional outcomes. From the analysis three categories emerged. The first category was made up of instructional outcomes that were formulated in relation to pupils' learning context and covered all the three domains of learning that is the; cognitive, affective and psychomotor. Besides, the instructional outcomes were formulated in line with grade four Social studies curriculum design and Longhorn Social studies teacher's guide grade four (2019). Figure 4.2.1 of a sample lesson plan collected from the interviewed teachers depicts this discussion.

Figure 4.2.1 Sample Lesson Plan A

LESSON PLAN TEMPLATE				
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:

- Define the term good citizenship in school.
- explain the qualities of good citizenship in school.
- desire to be a good citizen in school.

**Key inquiry question**

- What is citizenship?
- What are the qualities of good citizenship in school?

**Core competences to be developed**

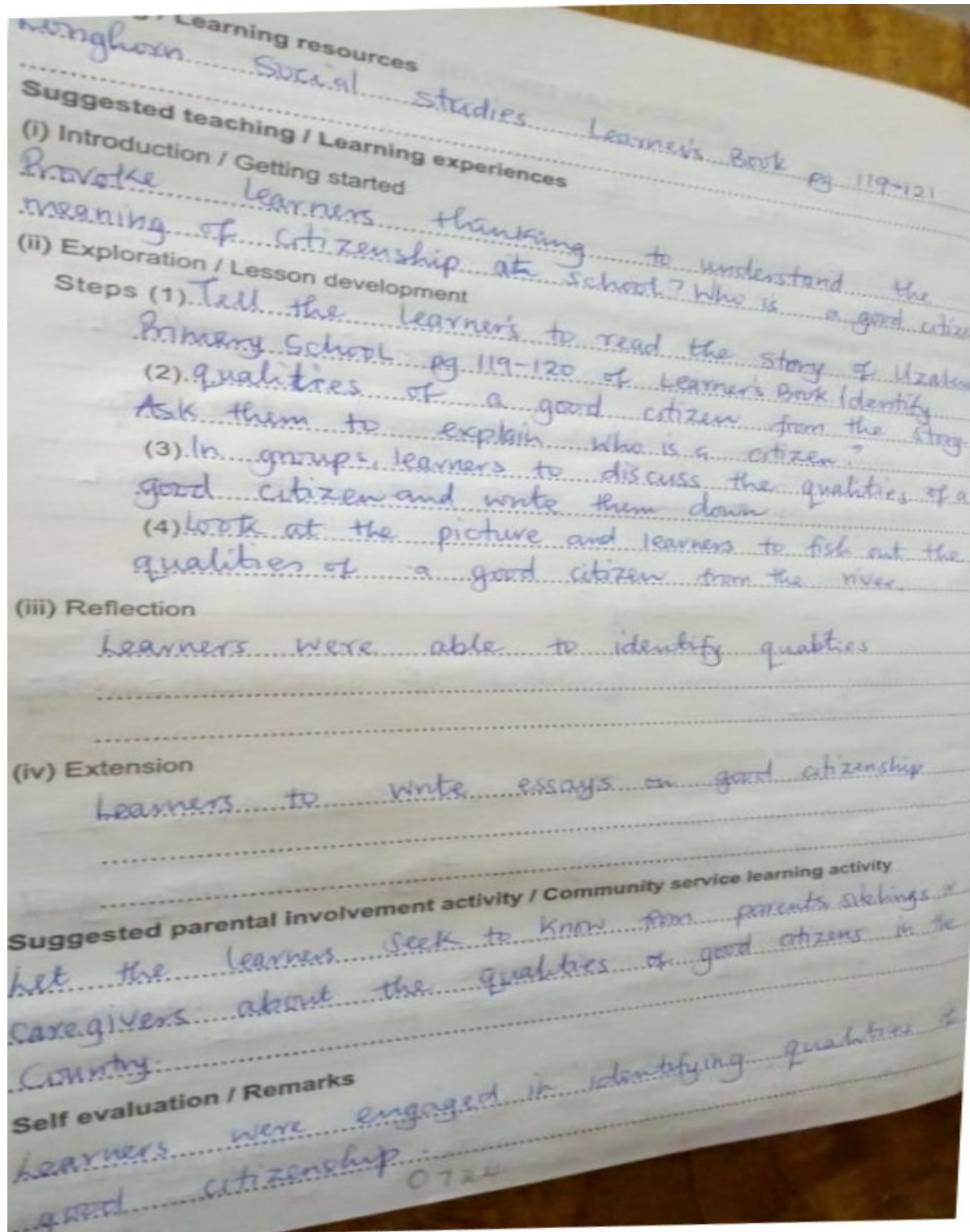
- Promotion of Communication and collaboration as they work in pairs
- Promotion of Self-efficacy as they role play good citizenship at school

**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.



The second category consisted of instructional 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 4.2.2 depicts a sample lesson plan collected from one of the teachers in grade four Social studies curriculum that was duplicated from grade four Social studies curriculum design (2019, 3) and Longhorn Social studies teacher's guide grade four (2019, 23). Similar to the first category, instructional outcomes in the second category also covered 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 instructional 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 instructional 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 instructional outcomes within one lesson, the teachers confessed that they only set the instructional outcomes as a routine and for supervision purposes but paid little attention to them when instructing.

Figure 4.2.2 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 end of the lesson the learner should be able to

- Identify the four Cardinal points of a Compass.
- Use the Cardinal points to give direction of places.
- Identify the eight compass points.
- Use the eight points to show direction on a map.

KI Q S :- How could we tell direction of places?  
 - How could we give direction of places using a Compass.

Core Competencies: Promotion of Citizenship as the appreciation 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.

The third and final category was made up of instructional outcomes that majored only on the cognitive domain. Figure 4.2.3 elaborates this discussion.

Figure 4.2.3 Sample Lesson Plan C

SCHOOL	GRADE	LEARNING AREA	DATE	TIME	ROLL
	4/5/6	S/STUDIE	13.11.2020	10.25 11.00	

Organization of the lesson

Introduction... *Asking oral questions*

Sub-strand... *Importance of forests*

Specific Learning Outcomes

Lesson development

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

Step 1/Activity 1 *Asking oral questions*

a. *Name the importance of forests in our country.*

b. ....

Key Inquiry Question

Step 2/Activity 2 *Naming and explaining the importance of forests in our country*

1. *What's the importance of forests in our country?*

2. ....

Core competences... *The learners should be able to name the importance of forests in our country.*

Step 3/Activity 3 *Give the learners summary notes.*

Values.....

PCIs

Conclusion.....

Summary.....

Learning Resources

Extension activities.....

Remarks.....

*Comprehensive studies rhiga county PPS book pg 57, pictures.*

To the teachers in this category, there was no difference in the formulation of instructional 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 instructional outcomes that centred on cognitive dimension.

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

This study established that Citizenship Education encompassed content that was mainly made up of; core competencies, pertinent and contemporary issues and values. It was also found that among the values that were frequently mentioned by the teachers in grade four Social studies curriculum 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 curriculum. Besides, seven competencies of; communication and collaboration, critical thinking, 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, environmental conservation, good citizenship, entrepreneurship, democracy, child abuse, early marriages, Covid-19 pandemic, unemployment, peace, digital literacy and climatic change encompassed the pertinent and contemporary issues.

Further analysis of data gathered from revealed divergence in the instruction of Citizenship Education content. In particular, three categories of teachers emerged. In the first category, Citizenship Education content emerged through involvement of learners in suggested learning activities. To teachers this approach was appropriate as it provided learners with opportunities to cover wide range of issues through several activities. For

instance, one of the teachers in grade four Social studies curriculum shared that through the activity of nature walk she was able to cover most aspects of the strand of 'Natural and Built Environments'.

Additionally, 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. For instance, one of the teachers while elaborating on the integration of various values in the grade four Social studies curriculum had this to share:

**T8:** *While instructing a concept like 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.*

In the second category of Citizenship Education, the teachers 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 teachers in this category were also 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 4.2.2 was unable to expound on how he promoted the competence of 'Citizenship' during instruction of compass direction. Besides, 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.

In terms of scope, teachers in this category opined of a narrow scope of content. 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.

In the third and final category of Citizenship Education, not all teachers in grade four Social studies curriculum were able 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 in grade four Social Studies curriculum who used sample lesson plan in figure 4.2.3 failed to detail values and pertinent and contemporary issues that were to be instructed in the lesson. Furthermore, 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.

To the teachers in this third category, values, core- competencies and pertinent and contemporary issues were only concentrated in the strands of; 'Citizenship', 'Political systems and change' and 'Governance in Kenya'. For example, one of the teachers in this category argued that:

**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 are values like integrity or even social justice in a compass... (laughs) nowhere.

Additionally, the study revealed that the teachers in this category were of the view that the learning area as taught under the new curriculum (competency based curriculum) was narrow in scope. For instance, the teachers pointed out sub strands such as; fishing, forestry and agriculture had been removed from grade four Social studies curriculum. The teachers further disclosed that they were forced to continue instructing using 8-4-4 Social studies textbooks which included content that was lacking in the new curriculum. For example, in a lesson plan figure 4.2.3 shared by one of the teachers, it was indicated that the teacher planned to instruct using the 'Comprehensive Social Studies Vihiga County' textbook. The lesson to be 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'.

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

Similar to the findings recorded in the prior objectives of aims and goals of Citizenship Education and scope and sequence of Citizenship Education content, three categories of instructional methods used in Citizenship Education in grade four Social studies curriculum in Kenya were established. In the first category, learner centered instructional approach emerged as the favourite. To teachers in this category the approach was suitable as it enhanced active learner participation in the learning process making learning enjoyable to the learner. Besides, some of them opined that the learner centered 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.

In the study, instructional methods of; group work, role play, discussion and question and answer emerged as most preferred methods. They favoured these methods because of various reasons. First, the teachers reported that the methods could easily be used within time allocated for the lessons (35 minutes). Secondly, the methods supported use of readily available and improvised instructional resources. Besides, the teachers in this category also conducted enquiries and project works. Figure 4.2.4 and figure 4.2.5 depict the use of the project work method by the teachers.

Figure 4.2.4 Sample Lesson Plan Used in Conducting the Enterprise Project

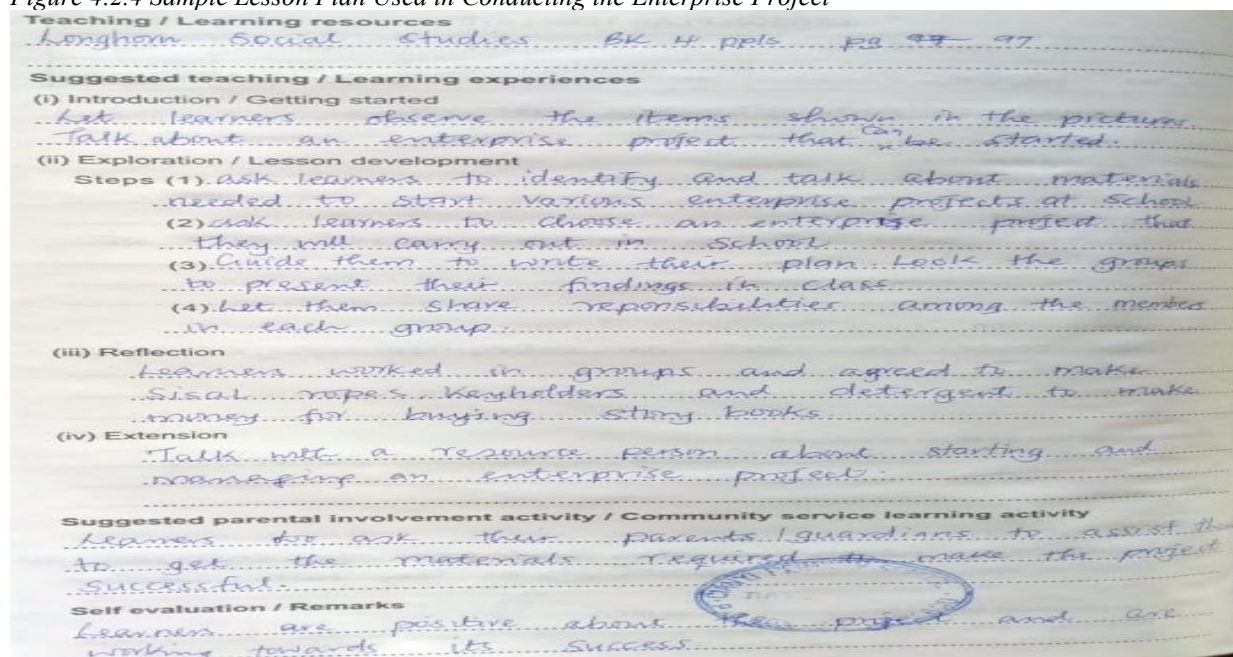




Figure 4.2.5 Sample Picture of the Enterprise Project



In terms of instructional activities, the study established that teachers in this first category employed both formal and non-formal out of classroom activities (see figures 4.2.1 and 4.2.2). 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 learning activities such as; assisting children with take home assignments, collecting instructional resources and conducting online enquiries.

In the second category, the teachers in grade four Social studies also employed learner centered approach to instruction. In particular, the instructional methods of; group work, discussion, enquiry, role play, debate and question and answer were used. To the teachers, the methods were suitable as they had lots of knowledge and experience in using them.

The teachers in the second category further agreed with those in the first category that Citizenship Education instructional process involved a blend of formal and non-formal out of classroom activities. However, in practice instruction in this category was mainly composed of formal classroom activities that included; role playing, discussion activities, working in pairs, working in groups, debating and brainstorming. Besides, the non-formal out of classroom activities were substituted with teacher-centered activities that included; teacher narrations, note taking, dictations, teacher demonstrations and recitation of key points. According to the teachers in this category, the substitution was necessary as they did not have the required time, funds and supporting instructional resources and facilities for effective use of non-formal out of classroom activities.

In the last category, the teachers showed little change in their approach to instruction for Citizenship Education. In particular, they used teacher centered instructional approach that was dominant in the previous 8-4-4 content based curriculum. Among the instructional methods that were favoured 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 included; teacher narrations, note taking, dictations, teacher demonstrations and recitation of key points dominating. For example, in sample lesson plan in figure 4.2.3 it was detailed that the teacher would name and explain importance of forests and give learners summary notes. To the teachers these activities were suitable as they equipped learners with knowledge that was examined in national exams.

The study further established that the dearth of learner centered instructional activities was attributed to a number of reasons. Among the reasons were constrains of; time, funds and instructional resources. For instance, one of the teachers shared the following;

**Researcher:** What could you point out as the major obstacle to your use of recommended learner centered instructional activities?

**T13:** *To me 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. Furthermore, 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 what 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.

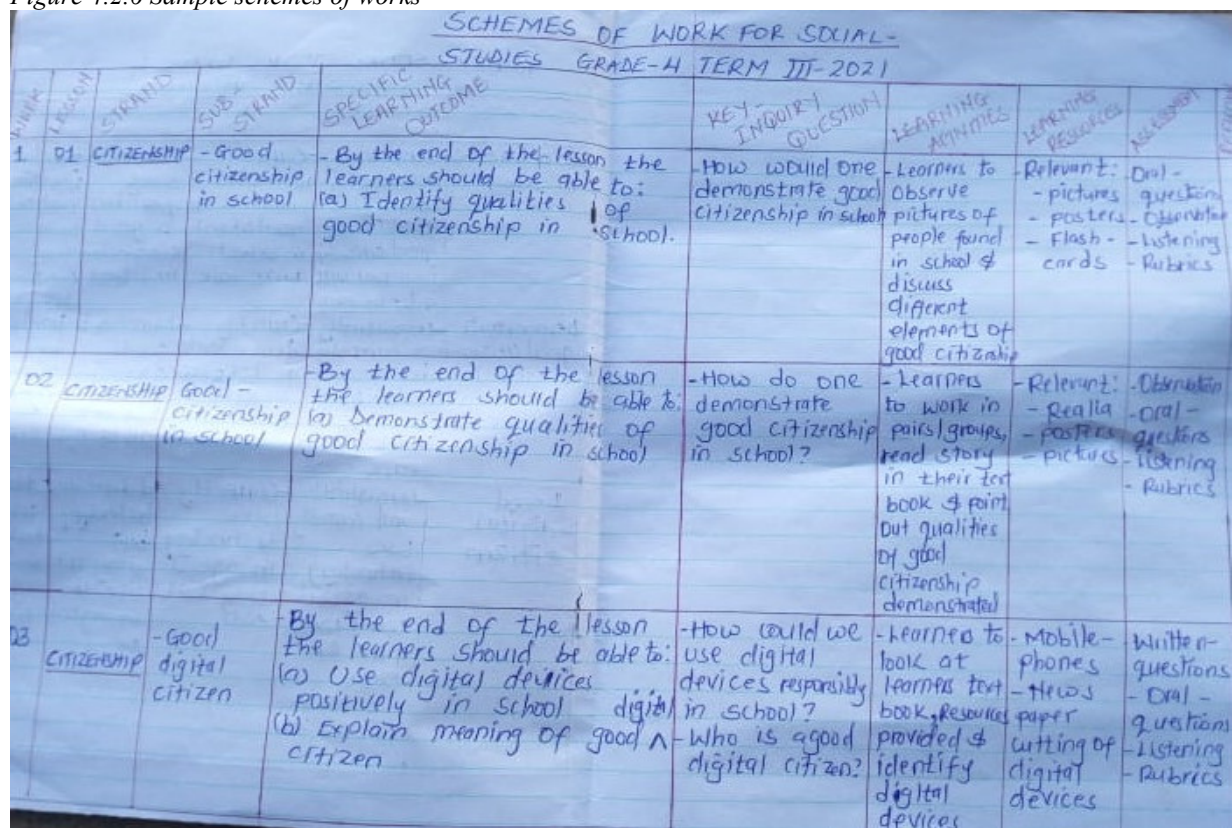
**T13:** But if you keep on involving the learner, then the 35 minutes for the lesson are not enough. For example, you need to asses every response of the child, you need to do group work, discuss as you continue, you need to be more practical. Like when teaching compass directions, you need to go out then you identify the eastern part, the western part. You also have to reach every child in 35 minutes is it possible?

**Researcher:** It is not possible.

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

Varied responses were established by this study in relation to the assessment of Citizenship Education in grade four Social studies curriculum in Kenya. To start with, there was a category of teachers who emphasized on application of practical form of assessment. To this category, the practical form of assessment had advantage of assessing what learners could do in addition to what they knew. In particular, assessment techniques of; oral questions, teacher made tests, observations, project work, journaling, checklists and portfolio were applied. 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 4.2.6). The techniques were favoured by the teachers for they could be easily used within the available learning resources and supported varied instructional activities.

Figure 4.2.6 Sample schemes of works



Unit	Strand	Sub-Strand	Specific Learning Outcome	Key Inquiry Question	Learning Activities	Learning Resources	Assessment
01	CITIZENSHIP	- Good citizenship in school	- By the end of the lesson the learners should be able to: (a) Identify qualities of good citizenship in school.	- How would one demonstrate good citizenship in school?	- Learners to observe pictures of people found in school & discuss different elements of good citizenship	- Relevant: - pictures - posters - Flash cards	- Oral - questions - Observation - Listening - Rubrics
02	CITIZENSHIP	Goal - citizenship in school	- By the end of the lesson the learners should be able to: (a) demonstrate qualities of good citizenship in school	- How do one demonstrate good citizenship in school?	- Learners to work in pairs/groups read story in their text book & point out qualities of good citizenship demonstrated	- Relevant: - Realia - posters - pictures	- Observation - oral - questions - listening - Rubrics
03	CITIZENSHIP	- Good digital citizen	By the end of the lesson the learners should be able to: (a) Use digital devices positively in school (b) Explain meaning of good digital citizen	- How could we use digital devices responsibly in school? - Who is a good digital citizen?	- Learners to look at learning text book, resources provided & identify digital devices	- Mobile-phones - news paper - writing of digital devices	- Written-questions - Oral - questions - Listening - Rubrics

After collection of results of learners' performance, they were standardized through assessment rubrics as shown in figure 4.2.7. The recording and reporting of learner's performance was first done in each and every strand and sub-strand (see figure 4.2.8) and at the end of the term where a summary of learner's performance in all grade four learning areas were given (see figure 4.2.9). Additionally, teachers in grade four Social studies

curriculum made a summary of their class performance after every sub-strand as shown in figure 4.2.10. It is this summary that was filled in their Teacher Professional Appraisal and Development Document (TPAD Document).

Figure 4.2.7 Sample Assessment Rubrics

RUBRIC- SOCIAL STUDIES GRADE 4				
GOOD CITIZENSHIP IN SCHOOL				
INDICATOR	EXCEEDS EXPECTATION	MEETS EXPECTATION	APPROACHES EXPECTATION	BELOW EXPECTATION
Good citizenship in school	consistently & correctly identifies qualities of good citizenship in school with a lot of ease	correctly identifies qualities of good citizenship in school with ease	Identifies some qualities of good citizenship in school	hardly identifies qualities of a good citizen in school.
Demonstrate good citizenship in school	consistently & correctly demonstrate good citizenship in school with a lot of ease	Correctly demonstrate good citizenship in school with ease	Demonstrate good citizenship in school but not all of them	Hardly demonstrate good citizenship in school
A good digital citizen	consistently and correctly uses technology in a good way with a lot of ease	Correctly uses technology in a good way with ease	Identified technology but may not use it in a good way	Hardly uses technology in a good way

Figure 4.2.8 Sample of Learner's Performance in Every Sub-Strand Report

GRADE FOUR SOCIAL STUDIES ACTIVITIES				
STRAND AND SUB-STRAND	Please tick (✓) appropriately in the box			
	Exceeding Expectation	Meeting Expectation	Approaching Expectation	Below Expectation
5.1 Community Leadership				
5.1.1 Community leadership	✓			
6.0 CITIZENSHIP				
6.1 Good citizenship in school	✓			
6.2 Human rights				
6.2.1 Forms of Child abuse	✓			
6.3 Peace				
6.3.1 Living in peace with others in school	✓			
6.3.2 Peace education project			✓	
7.0 GOVERNANCE IN KENYA				
7.1 Democracy in school	✓			
7.2 Children's Government in school	✓			
3 The County Government in Kenya			✓	

Figure 4.2.9 Sample Learner's Summary Assessment Report

### SUMMATIVE ASSESSMENT

Class Teacher's Name \_\_\_\_\_ Sign \_\_\_\_\_  
 Assessment No. 2 Term III Year 2021

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 attempt though aim higher to exceed expectation in all subject areas.

Headteacher's signature \_\_\_\_\_ Date 24/3/2021  
 Parent/Guardian's signature \_\_\_\_\_ Date 26/03/2021

Figure 4.2.10 Sample summary of class performance in every sub-strand

### STUDIES

Rubrics

Indicator	Exceeds expectations	Meets expectation	Approaches expectation	Below expectation
Demonstrate good citizenship in school	Consistently and correctly demonstrates good citizenship in school with a lot of ease	Correctly demonstrates good citizenship in school with ease	Demonstrates good citizenship in school but not all of them	Hardly demonstrates good citizenship in school
	17 Learners	12 learners	8 Learners	0 Learners

Assessment in the second category of teachers in grade four Social studies curriculum 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. To the teachers, practical forms of assessment alone could not effectively assess learners' performance hence the inclusion of traditional forms of assessment. For example, the teachers lamented that it was tedious to observe each and every learner's engagement in the suggested instructional activities within the allocated lesson time of 35 minutes. The teachers thus opted for paper and pen examinations technique which to them was easier to use.

The 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 figure 4.2.7. They were then recorded and reported in each and every strand and sub-strand (see figure 4.2.8). On the other hand, results of learners' performance collected through paper and pen examinations technique were converted into categories that fitted with the sample assessment rubrics in figure 4.2.7. 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 was both practical and traditional, reporting of learners' performance was also done in two ways. For instance, at the end of the term learners were given a summary report similar to one depicted in figure 4.2.9. 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 4.2.11.

Figure 4.2.11 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 TECHNOLC	86		70	78	A-	0	18	Very good ()
SOCIAL STUDIES ACTIVI	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.

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Finally, in the third category assessment was mainly traditional. This was exhibited through domination of paper and pen examination techniques. Besides, 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 teachers 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 test.

Other assessment techniques employed included oral questions and observations. However, unlike in the first and second categories whereby results collected were standardized through assessment rubrics (see figure 4.2.7) and reported in every sub-strand (see figure 4.2.8). Results collected by teachers in this category were neither standardized nor reported. Instead teachers observed students' engagements unsystematically without

recording. Furthermore, they engaged pupils in oral questions randomly without also recording learners' performance. To the teachers the process of collection, standardization and reporting of learners' responses was tedious and time consuming. Besides, the teachers also reported that; project work, portfolio, anecdotal records and journaling techniques were least used techniques. Specifically, anecdotal records and journaling which some teachers admitted that they had never heard of. As for the other teachers, they were yet to use the two techniques due to limited knowledge on how to employ them.

Learners' performances were mainly reported using report cards similar to ones depicted in figure 4.2.11. According to the 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 that indicated learner's performance in relation to others as it was the norm in the previous curriculum.

#### **4.4 Discussion of Findings**

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

This study established that teachers in grade four Social studies viewed Citizenship Education as 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. These finding was in line with findings from other studies (Adedayo & Adeyemi, 2015; DeJaeghere, 2009; Johnson & Morris, 2011; Muleya, 2019; Magudu, 2012; Sibanda, 2015) which reported that the learning area aimed at equipping learners with knowledge, skills, values and dispositions in relation to participation, rights and freedoms, duties and responsibilities and a sense of belonging.

Besides, the study revealed variance in instructional outcomes for Citizenship Education. For example, one category of teachers in grade four Social studies formulated instructional outcomes that were in relation to pupils' learning context and covered all the three domains of learning that is the; cognitive, affective and psychomotor. These findings were in line with the '*education for*' citizenship advocated for by Kerr (2003). According to the scholar, this dimension of Citizenship (Education) encompassed instilling of participatory skills together with shaping and changing attitudes and behaviour of young people into their adult lives. DeJaeghere (2009) and later Johnson and Morris (2011) further expound the goals of such a dimension of Citizenship Education to be guidance and facilitation of students' development of civic knowledge, skills, values and dispositions that empower them to understand and engage with underlying causes of social problems in the society. In the same line, BECF (2017) recommend for a learning process that equips learners with requisite knowledge, skills, attitudes and values for thriving in modern world.

The second category was exemplified by use of duplicated instructional outcomes that were outlined in grade four Social studies curriculum design and Longhorn Social studies teacher's guide grade four (2019). Even though outlined instructional 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. Comparably, Kerr's dimension of '*education through*' citizenship expounds of a learning area that was in between '*education for*' citizenship and '*education about*' citizenship domains. To the scholar, it 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.

The third and final category encompassed instructional outcomes that were illustrated by formulation of instructional outcomes that mainly advocated for cognitive domain. Thus instruction of the learning area mainly emphasized on passing of civic knowledge to learners. These findings related to the '*education about*' citizenship domain that was outlined by Kerr (2003b). According to Namasasu (2012), this dimension often results in development of formal education programs that concentrate 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 are citizens who are essentially obedient to government: law abiding and public spirited, but with limited autonomy.

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

This study established that Citizenship Education encompassed content that was mainly made up of; core competencies, pertinent and contemporary issues and values. Specifically, the values frequently instructed included; patriotism, love, unity, respect, peace and responsibility. Also the competencies of; communication and collaboration, critical thinking, problem solving, creativity and imagination, citizenship, digital literacy, learning to learn and self-efficacy were developed. Finally, environmental conservation, good citizenship, entrepreneurship, democracy, child abuse, early marriages, Covid-19 pandemic, unemployment, peace, digital literacy and climatic change encompassed the pertinent and contemporary issues.

Further analysis of data revealed contradictions in instruction of the afore-out lined content. These contradictions led to the emergence of three categories. The first category opined of an activity based approach to content that provided learners with opportunities to cover wide range of Citizenship Education content through several activities. Besides, content was sequenced and instructed across seven grade four Social studies strands. This activity based approach to content advocated for by the first category compares with views of Namasasu (2012) who argued that the 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.

The study further revealed of a second category in which Citizenship Education content was structured across the seven grade four Social studies strands. However, teachers in this category were unable to elaborate 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.

Finally, the third category observed of a narrow scope of Citizenship Education content as integrated in grade four Social studies curriculum. Besides, the content was too general and lacked focus on individual counties. These findings were in line with observations made by Namasasu (2012) of the *minimal* interpretation of Citizenship Education. According to the scholar, the 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 compare 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. To the scholar such a sequencing ensured continuity and flow of themes and experiences at all strands.

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

In this study, varied instructional approaches were recorded. For instance, where as some of the teachers in grade four Social studies curriculum reported of the use of learner centred instructional approaches others revealed of the application of teacher centred instructional approaches. Also there existed a third category that used a blend of the two approaches.

According to the first category, Citizenship Education instructional process was learner centred with strong advocacy for engagement of learners in both formal and non-formal out of classroom activities. 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) refer to 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.

In the second category, teachers of grade four Social studies also opined of a learner centred instructional approach. Additionally, the instructional process was to involve a blend of formal and non-formal out of classroom activities. However, in practice the instruction of Citizenship Education was only limited to formal classroom activities such as; role playing, discussion activities, working in pairs, working in groups, debating and brainstorming. Besides, non-formal out of classroom activities were substituted with teacher-centered 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.

Finally, in the third category classroom based teacher dominant instructional approaches were in use. Among the instructional methods that were favourite include; lecture, teacher led discussions, teacher led narrations and teacher led demonstrations. Besides, there was domination of formal classroom activities such as; 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 revealed dominance of teacher-centered 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.

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

Varied responses were established by this study in relation to the assessment of Citizenship Education in grade four Social studies curriculum in Kenya. To start with, one category of teachers emphasized on application of

practical form of assessment. Specifically, an assessment process that entailed: collection and recording of individual learner performance in each and every activity; standardization of the recorded learner performance through teacher made assessment rubrics; and finally provision of strand-based reporting of performance. These findings were in line with maximal interpretation of Citizenship Education that emphasized authentic based form assessment (Ghebru & Lloyd, 2020).

In the second category, the assessment process was exemplified by both practical and traditional forms of assessments. This exhibited 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. Furthermore, 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.

Lastly, the third category encompassed traditional form of assessment. In particular, paper and pen examinations techniques dominated the assessment process. Besides, 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).

#### **Limitations of the study**

This study being a qualitative inquiry, the researcher was the main research instrument. Thus, the research design included interpretation of the findings which may have been affected by the researcher's subjectivity and biases. Nevertheless, efforts were made to minimize this limitation through systematic keeping of a researcher journal. This enabled the researcher to reflect on what was observed and heard during the instructional process, interviews and interactions with the participants throughout the research (Charmaz, 2014). Also the research employed triangulation of investigators where by both the researcher and one research assistant collected, analysed and made comparisons of the research results to determine consistency (Patton, 2015).

#### **Conclusion and recommendations**

Findings revealed divergence in the instruction of Citizenship education in grade four Social studies curriculum. In particular, three categories of Citizenship Education emerged from this study. The study 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; and extra teacher in-service programmes on practical forms of assessment.

#### **Future research**

This study also opened insights into new areas for further research that could contribute toward enriching the instruction of Citizenship Education as integrated curriculum in Kenya. To start with, 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. Secondly, 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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