INFLUENCE OF SOCIAL STUDIES CURRICULUM IN ENHANCING VALUES EDUCATION AMONG PRE-SCHOOL LEARNERS IN NAIROBI CITY COUNTY, KENYA

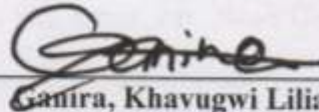**Ganira, Khavugwi Lilian**

A Thesis Submitted in Fulfilment of the Requirements for Award of the Degree of Doctor of Philosophy in Early Childhood Education in the Department of Educational Communication and Technology, University of Nairobi
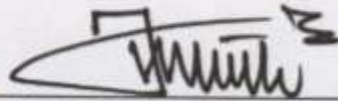
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DECLARATION

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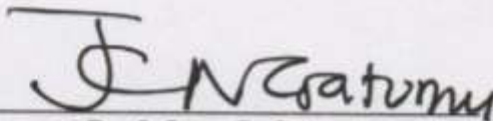
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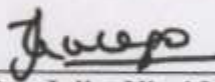
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DEDICATION

This Thesis is dedicated to my late father, Mr. Noah Ganira and my mother Ann Ganira without whose support and encouragement I may not have reached this far. To my children Sharol Anne and Michelle Anyoso, who endured the rigour from my trans-night efforts to complete the Thesis. Above all, I dedicate this work to the Almighty God who guided and energised me to complete this noble goal.

ACKNOWLEDGMENT

ABBREVIATIONS AND ACRONYMS

ANOVA	Analysis of Variance
BECF	Basic Education Curriculum Framework
CBC	Competence Based Curriculum
CICECE	City Centre for Early Childhood Education
CIDP	County Integrated Development Plan
DAC	Development Assistant Committee
DICECE	District Centre for Early Childhood Education
ECD	Early Childhood Development
ECE	Early Childhood Education
ECED	Early Childhood Education and Development
EFA	Education for All
ESSP	Education Sector Strategic Plan
EYE	Early Years Education
GOK	Government of Kenya
KICD	Kenya Institute of Curriculum Development
MOEST	Ministry of Education, Science and Technology, Kenya
NACECE	National Centre for Early Childhood Education
NACOSTI	National Council for Science, Technology and Innovation
NER	Net Enrolment Ratio
NGO	Non-Governmental Organisation
OECD	Organisation for Economic Cooperation and Development
SPSS	Statistical Package for Social Sciences
SSC	Social Studies Curriculum
TSC	Teachers Service Commission
UNESCO	United Nations Educational, Scientific, and Cultural Organisation
UNICEF	United Nations Children's Fund
VE	Value Education
VIF	Variance Inflation Factor

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ABSTRACT

Social Studies Curriculum (SSC) promotes civic competence in terms of knowledge, intellectual capability and democratic disposition, which are expected of learners to actively participate and coexist in society. SSC is based on societal needs, problems and aspirations, which enable learners to acquire appropriate and acceptable value systems. Therefore, in teaching pre-school learners' social studies, emphasis is laid on acquisition of necessary values for lifelong education during growth from formative years to adulthood through a coherent and age-appropriate programme of learning. This study examined the extent to which SSC enhances values education among pre-school learners in Nairobi City County. Focusing on reinforcing values of responsibility, respect and cooperation, the study specifically examined relevance of selected SSC content, effectiveness of instructional methods, efficiency of instructional resources, impact of assessment modalities and sustainability of stakeholders' support in enhancing values education among pre-school learners. Based on social constructivist and ecological system theories, the descriptive survey design was applied to guide the research process. Primary data were sourced from 109 teachers in public pre-schools, and 7% of the parents who collect learners from pre-school in the evening. Questionnaires were used to source data from the teachers, while head teachers and parents were interviewed; learners were observed in class using an observation schedule; and document analysis was used to review secondary data. Data analysis generated frequency distributions, cross-tabulations and multiple linear regression analysis outputs for interpretation and discussions. The study revealed that SSC content is relevant and that instructional methods are effective, resources are efficient, assessment modalities with sustainable stakeholder support in enhancing values education among pre-school learners. More still, the results in Model 2 show that: relevance of SSC content (*Beta* = 0.196, ρ-value = 0.016); effectiveness of SSC instructional methods (*Beta* = 0.175, ρ-value = 0.038); impact of SSC assessment modalities (*Beta* = 0.150, ρ-value = 0.054) and sustainability of stakeholder support for SSC implementation (*Beta* = 0.307, ρ-value = 0.006) significantly enhance values education, as operationalised in terms of responsibility, respect and cooperation. However, efficiency of SSC instructional resources (*Beta* = 0.105, ρ-value = 0.196), does not. The study recommended that pre-school teachers should effectively implement values inherent in social studies curriculum for learners to emerge as responsible, respectful and cooperative citizens for societal harmony with support from stakeholders. Further recommendation is that the Ministry of Education, KICD and Nairobi City County Government should ensure that pre-school teachers adhere to the policy framework, supporting the goal of SSC for developing active and informed citizens. Lastly, the study recommends further research on learning gaps stemming from SSC content, instructional methods and resources, assessment modalities and stakeholders' support for values education.

<div align="center">**CHAPTER ONE**</div>

<div align="center">**INTRODUCTION**</div>

1.1 Background to the Study

Social Studies Curriculum (SSC) promotes civic competence embedded in knowledge, intellectual capability and democratic disposition expected of learners to be actively engaged as productive actors in society. In addition, SSC educates learners to be committed to values for positive coexistence in families and communities. However, where this in not achieved, learner competence and ability to integrate in society is compromised, which in turn, lowers social integration and development (Acikalin, 2014). Based on this realisation, Kenya Institute of Curriculum Development (KICD) developed a framework for pre-schools, which emphasise Competence-Based Curriculum (CBC) focused on nurturing responsible, respectful and cooperative citizens. To achieve this, SSC targets acquisition of competencies during instruction to instil positive virtues of social integration. However, Ngina and Maranya (2017) points out that when teachers adopt instructional methodologies which weaken competency-based learning for social integration, the outcome is low in requisite skills and value systems required for cohesive society.

The SSC emphasises commitment to values, abilities and enquiry processes, which not only build on employable skills, but also encourages collaboration and problem solving. In this regard, the Basic Education Programme Rationale and Approach 2013-1018 noted that SSC enhances levels of knowledge development among pre-school learners and

facilitates adoption of essential social values. However, in evaluating the journey towards values education in Kenya, Mbae (2014) established that social values are hardly developed through teaching-learning processes. In support of this argument in a study conducted by Ikwumelu, Mbang and Ogene (2015), which dwelt on social studies and the need for value-based education in Nigeria. The study indicated that inappropriate teaching-learning approaches weaken realisation of skills and attitudes for decision-making, problem solving and acquisition of essential social values. Therefore, when teachers miss out on appropriate instructional approaches and resources targeting acquisition of skills and attitudes towards responsibility, respect and cooperation, the ideals of SSC are weakened thereby, resulting to a less cohesive society.

According to Njoroge Ndiku and Allida (2017), SSC is based on societal needs and aspirations focusing on assisting learners to acquire appropriate social values. In support of this argument, Swift (2018) emphasised that SSC should develop responsible, respectful and cooperating citizens capable of making decisions, appreciating diversity and safeguarding human dignity. In this regard, teaching-learning social studies at pre-school level are intended to emphasise acquisition of required values for life education during growth from formative years to adulthood. Further, the KICD (2017) aknowledges that SSC is designed for every learner to reach full potential through a programme of learning that inculcates positive social values. Drawing from this realisation, the study assessed the implementation of SSC focusing on relevance, effectiveness, efficiency, impact and sustainability in enhancing values education among pre-school learners.

Effective implementation of SSC anchors on coherence, relevance and age-appropriateness for instilling essential social values, including responsibility, respect and cooperation. While supporting this argument, Nickerson (2011) indicated that SSC emphasises development of transferrable values, which are critical for social integration. Development of such social values through SSC lays a foundation for effective citizenry. On the same vein KICD guidelines indicate that the goal of SSC is to equip learners with knowledge about ways of life in the community, challenges, hope and enhanced integration of values for future development (KICD, 2017). In this regard, KICD (2017) emphasises an integrated approach to inculcating essential social values of respect, unity, love, patriotism, responsibility, integrity, cooperation and conflict resolutions in school programmes for learners to become effective citizens. Similalry, Ayodeji, Olabisi, Lawal and Rampedi (2017) affirm that SSC provides relevant content, effective instructional approaches, efficient teaching and learning resources to appropriately instil social values among pre-school learners. However, in instances where SSC is not appraised appropriately, progress in the implementation of values education may be slow and expected achievement may not be realised. This study focused on responsibility, respect and cooperation as core values drawn from the KICD framework for developing effective citizens.

More still, Risinger (2012) notes that SSC requires appropriate implementation to equip learners with essential skills for: settling differences amicably, shunning violence, consciousness of human dignity and appropriate participation in society. Similalry, Mutale and Malambo (2019) pointed out that integration of values in SSC is likely to shield learners from frequent behavioural challenges such as anger, aggression, egoism

and opposition which are against core tenets of social cohesion. Integration of values education can be achieved through adoption of effective instructional methods, resources and assessment modalities to enable learners develop essential social values for unity in families and communities. However, Oluwagbohunmi (2013) noted that discrepancy exists between SSC objectives and behavioural dispositions that fail to reflect acquisition of appropriate social values. In some instances, inability of SSC to develop responsible, respectful and cooperative citizens has been blamed as a source of challenges experienced in families, schools and communities. Drawing from this realisation, the study assessed how the SSC content, instructional methods, resources, assessment modalities and stakeholders enhance values education among pre-school learners.

Relevance of pre-school SSC content is crucial in developing learners' sense of belonging to family, community and country. Sense of belonging is achieved by cultivating right dispositions for reinforcing essential social values among pre-school learners . This is echoed by Copple and Bredekamp (2009), who affirm that SSC describes intended content for instructional purposes that support learners in developing essential social values. Further, in a study on assessment of SSC in realtion to learner appreciation of cultural diversity in Nigeria, Dalyop (2014) revealed that pre-school learning begins with the learner expanding value awareness of the immediate environment to the wider society. In instances where SSC content on neighbourhood, school, and health practices are implemented effectively, the learner is likely to become more responsibile, respectful and cooperating, which should be felt from the immediate family, community and beyond. However, Njoroge et al. (2017) linked low value systems in society to inappropriate implementation of SSC content orchestrated by negative

attitudes from teachers and learners. Based on this premise, this study assessed the extent to which selected SSC content on 'neighbourhood, 'my school' and health practices' enhance values education among pre-school learners.

Teaching-learning about neighbourhood allows the learner to familiarise with persons living in the vicinity, work activities in environment and recognition of seniors in the community for effective cohesion. In addition, encouraging positive teaching-learning of values enables the learner to effectively integrate in the community. This is in concurrence with Anyiendah and Odundo (2018), who indcated that learners with appropriate social orientations about neighbourhood oftern develop sensitivity, cultural awareness, values and behaviour dispositions for effective citizenry. Such citizens are not only dependable, accountable, reliable and trustworthy, but are also conscious of human dignity. In instances where content on 'my school' is implemented effectively, learners are likely to recognise people and school activities as well develop appropriate ways of caring for institutional property.

While agreeing with this assertion, Wayne-Ross, Mathison and Vinson (2013) suggested that curriculum standardisation should emphasise relevance of values education in all school system. In addition, Ahmet (2017) posits that schools where values education is emphasised experience harmony, which is demonstrated through appropriate social relationships, enhanced ethical decision-making abilities, high self-esteem and positive characters. In view of this assertion, emphasising on relevance through authentic learning experiences drawn from encounters in SSC content should assist the learner to assume personal responsibility for own actions and effectively demonstrate the role of an

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effective citizen. Furthermore, knowledge on health activities would nurture hand washing acts, table etiquette and appropriate toileting practices for social responsibility and preventing the spread of infections among learners.

Despite emphasis on values education, Mutuku and Mwenda (2018) found that social studies teachers were ineffective in developing learners for active civility. Besides, Wayne-Ross *et al.* (2013) found a mismatch between values articulated in SSC content and the implementation of such. This was attributed to teacher incompetency in adopting appropriate methodologies and resources. Drawing from these affirmations, Young (2014) noted that even though SSC content is value-oriented, learners continue displaying disrespect for teachers. Young (2014) observed that inappropriate integration of values education in SSC resulted from emphasis on examinations at the expense of preparing learners for citizenship, creativity and problem-solving skills. This study focused on neighbourhood, my school and health practices as components of SSC content for enhancing essential social values among pre-school learners.

Relevance of SSC content is achieved when learners effectively demonstrate values of responsibility, respect and cooperation. This is echoed by Shuttleworth and Marri (2014), who asserts that SSC content remain a powerful means for instilling positive values to learners at pre-school level. Based on this premise, the social studies guide book developed by KICD acknowledges that the learners need to be critically literate in order to synthesise information and make morally informed decisions (KICD, 2017). However, in the United Kingdom, Arthur and Carr (2013) found a disconnection between SSC content and behaviour attributes exhibited by learners. This is despite pre-school SSC

content containing requirements for building knowledge, skills, values and commitment among learners to become effective citizens. Further still, Quashigah and Eshun (2013) revealed that due to the hurried nature of presenting content, teachers tend to focus on cognitive aspects of learning and miss out on psychomotor and affective domains which are crucial in developing social values in learners. This position concurs with that held by Wayne Ross, Mathison and Vinson (2013) who criticised SSC content for failing to produce responsible citizens because of the mismatch between teacher competence in implementation and quality of the learning. For this reason, this study assessed the relevance of SSC content on neighbourhood, my school and health practices in enhancement of social valuesamong pre-school learners.

The SSC instructional methods differ depending on content, learning styles, teacher characteristics and class climate. In this regard, KICD (2017) emphasise learner-centred instructional methods that empower learners to own knowledge, solve problems, make decisions and interact with content effectively. Borich (2011) acknowledged that role modelling, storytelling and discussion are instructional approaches popularly used by pre-school teachers during social studies instruction for promoting innovation and originality. Therefore, effectiveness of instructional methods connects learners to SSC's focus on developing responsible, respectful and cooperating citizens. In support of this argument, Farisi (2016) recognise that effectiveness of SSC instructional methods depends on the extent to which it emphasises essential social values of responsibility, solidarity and respect for individual rights. Drawing from these observations, reinforcing such social values can be achieved through appropriate learner-oriented instructional methods. In acknowledging learner-centred methods, KICD (2017) emphasise the appropriateness of

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instructional methods in SSC by integrating core values and competencies in school system. This study focused on role modelling, storytelling and discussion as core methods for teaching-learning social studies and developing essential social values.

In Turkey, Akin, Calik, and Engin-Demir (2017) indicated that adoption of efficient methodologies assists learners to make appropriate choices for managing negative peer pressure such as bullying. However, the disconnection between what learners learn in class and behavioural dispositions seems to stem from inappropriate mix of instructional methods employed by pre-school teachers. In addition, Wayne *et al.* (2013) criticised the teaching-learning of social studies on account of inadequate instructional approaches for promoting social values among learners. Furthermore, Kristy and Annie (2018) acknowledged that while themes of value-based education are represented in the SSC, inconsistencies in teaching-learning strategies thrive in many schools; and this hinder development of values among learners. In this regard, inappropriate adoption of instructional methods in teaching-learning social studies constrains nurturing learner behaviour and development of responsibility, respect and cooperation. For this reason, this study assessed the effectiveness of role modelling, storytelling and discussion as methodologies for inculcating such social values.

School systems provide instructional leadership in the implemention of SSC that enable a learner to accept responsibility, be respectful and cooperate as an effective citizen. While agreeing with these sentiments, Leida and Airi (2013) affirmed the role of appropriate instructional methods in values education. This study focused on the effectiveness of instructional methods proposed within SSC in achieving goals and objectives aligned to

social values that learners need for effective social integration. This is in line the argument advanced by Mutuku and Mwenda (2018) which suggested that there seems to be an ineffective SSC implementation since teachers are anxious about variations to score levels and not identifying significance of the course in developing responsible, respectful and cooperating citizens. In instances where pre-school teachers effectively adopt role modelling, storytelling and discussion in teaching-learning social studies, there are high chances of learners demonstrating high levels of essential social values.

Achieving the goal of SSC, which entails developing responsible, respectful and cooperative citizens is beyond content and instructional methods, which if not effectively implemented, may result to a mismatch between social expectations and the quality of citizens. According to Tuimur and Chemwei (2015), positive values among learners arise when teachers adopt appropriate instructional resources to realise set goals. In addition, Edinyang (2017) opined that social studies resources in pre-school enhance activities where the learner can use all senses of seeing, hearing, feeling, smelling and tasting to enrich civic knowledge. Based on this, development of essential social values is incorporated through efficient utilisation of instructional resources such as charts, models and real materials for teaching social studies at pre-school level. When used effectively in teaching-learning social studies, charts, models and real materials stimulates learning and initiates responses which can assist the learner in developing social values.

Onduso (2017) opined that adequate class materials supports values education by encouraging participation in discussions through asking questions and engaging in dialogue. When appropriately adopted, teaching and learning materials widen channels

of communication between teachers and learners in appreciating values for harmonious social environment, (Omayio, 2013). However, Marie, Lindsay and Edlea (2017) found a mismatch between social studies teaching and use of instructional resources for addressing learners' needs in appreciating cultural diversity. Inappropriate adoption of instructional resources in teaching-learning social studies undermines the development of effective citizens. This study assessed the efficiency of charts, models and real materials in enhancing values education among pre-school learners.

In Nigeria, Okobia (2012) found that efficient utilisation of instructional resources brings pleasant experiences for learners to develop as effective citizens. Efficiency of instructional resources pacifies learner's curiosity through use of all senses which is vital in reinforcing teaching-learning of social values. To achieve this, Kahiga, Gatumu and Rintaugu (2015) suggested that for efficiency of pre-school curriculum, teachers should tailor instructional methods and learning activities towards realisation of set goals for sustainable development. Tailoring instructional methods to achieve set goals in SSC is likely to develop learners into effective citizens. However, Onduso (2017) asserted that inefficient utilisation of instructional resources in teaching-learning social studies is the basis for low achievements in acquiring skills, attitudes and values for continual social integration. In an effort to improve teaching-learning achievements in social studies, teachers' level of resourcefulness, creativity, and imagination is vital for developing responsible, respectful and cooperative citizens.

The Organisation of Economic Cooperation and Development (OECD) points out that nurturing functional and informed citizens for a just society is anchored on competency-based learning (CBL), which is vital for assiting learners to solve challenges in the modern world as productive and effective citizens (OECD, 2015). Drawing from this premise, the Basic Education Curriculum Framework (BECF) for pre-primary schools integrates CBL approach which emphasise appropriate utilisation of instructional methods for empowering moral values and social responsibility in order to address changing needs in society (BECF, 207). Further, the Framework points out that values of respect, unity, love, patriotism, peace, responsibility, integrity and cooperation enhances social interpersonal skills and attitudes for succeeding in life and liberates schools from hostile relationships (BECF, 2017). Consequently, integration of CBL concern calls for adoption of appropriate instructional resources for equipping learners with requisite skills, knowledge, attitudes and values of responsibility, respect and cooperation for effective citizenship.

In Turkey, Ahmet (2017) found ethical activities implemented in schools to be insufficient in developing responsible, respectful and cooperative learners particulalry due to inappropriate teaching-learning methods employed by teachers. Inability to adopt effective instructional methods in SSC tend to widen the gap in developing citizens with high social values. As noted by Mangram and Weber (2012), inculcating essential social values is achieved through the use of appropriate instructional resources that promote effective teaching-learning activities for social integration in society. Given that SSC is problem solving, multidimensional, integrative and dynamic in nature, this study

examined efficiency of charts, models and real materials in developing responsibility, respect and cooperation among pre-school learners.

Assessment provides information on effectiveness of instructional process for benefiting learner outcome (Mwangi, 2014). In teaching-learning pre-school social studies, assessment modalities should be developed to examine the extent of values education is enhanced. While supporting this position, Munyiri (2011) suggested that techniques for assessing instructional processes be structured adequately to measure learning outcomes. In teaching-learning social studies, expected learning outcomes include responsibility, respect and cooperation. Besides mutual unity and social cohesion, Johanna, Mara and Siljehag (2018) posits that values education assessment should focus on the extent to which pre-school learners have become responsible, respectful and cooperative members of class, school and community in general. Information obtained from the assessment should be used to strengthen acquisition of values for pre-school learners to become productive citizens. This assertion concurs sentimenst expressed by Bekoe, Eshun, and Bordoh (2013), who exmined techniques used by teachers to assess learning in SSC, which suggests that teachers should be conversant with the nature of content in order to align assessment methods with desired objectives. Based on this realisation, this study examined impact of SSC assessment modalities including observation, oral questions and portfolios in enhancing values education among pre-school learners.

Crawford and Jordan (2013) support assessments technique that improves meta-cognitive awareness for development of self-examination and expression as well as self-consciousness for tracking learner behaviour. In addition, Ellis, Denton and Bond (2014)

recommended for adoption of assessment tools that guide SSC instruction and preparation of learners for civic life through tracking behaviour from early years of learning. Continuous assessments focusing on learner interest, participation and achievement provide information for measuring impact of learning values among pre-school learners. To achieve this, Bamidele (2012) suggested adoption of well-structured assessment modalities that address values education as part of instructional management at pre-school level. Furthermore, Constantin and Gianina (2014) proposed the need to support social studies instruction with assessment instruments that allow the learner to demonstrate knowledge, skills and understanding of values embedded in the Basic Education Curriculum Framework. However, Ferreira and Schulze (2014) found disconnections between SSC assessment methods and learning outcomes. The gap in their study was attributed to teachers' misconception of values education, accelerated by inadequate response about issues at hand and failure to address practical challenges affecting learners, including hostility and intolerance. Based on this background, this study examined the impact of assessment modalities in SSC in enhancing responsibility, respect, and cooperation among pre-school learners.

Stakeholders' involvement in the implementation of SSC enhances realisation of values education. According to Shatkin and Gershberg (2007), support from parents, communities, county governments and Ministry of Education Science and Technology (MOEST), among others, reinforce curriculum implementation. In supporting this position, Kahiga, Gatumu and Nteere (2017) in a study that examined the implementation of physical education curriculum in Nairobi and Nyeri pre-schools, acknowledged that ECE programme in Kenya operate on the basis of partnership and collaboration with

stakeholders. In SSC implementation, effective support from stakeholder is likely to improve learning achievement in values education by enabling pre-school learners to develop essential social values. While echoing the same contention, Nduku (2014), affirmed that involvement of stakeholders is critical in firming knowledge, skills and attitudes learnt from instruction process as well as fostering higher educational aspirations.

In a study that focused on rebirth of civic education in Turkey, Acikalin (2014) acknowledged that communities, families, and the society provide a crucial linkage between social studies learning in class and the real world outside. Continuous linkage with stakeholders enable learners to perceive responsibility, respect and cooperation towards family for nurturing relationships that develop civic values. Further still, Muthamba (2017) indicated the need for stakeholders to support in nurturing values for learners to develop social values and become functional members of the society. In supporting teaching-learning of SSC, teachers, school administration, parents and religious communities should combine efforts to assist in cultivating social values among pre-school learners. In view of this, the study focused on the sustainability of stakeholders' support in enhancing social values among pre-school learners.

Still on the same, Oyier and Odundo (2017) opined that the involvement of stakeholders in instructional management maximizes utilisation of resources which results in appropriate learning outcomes. Instructional management within the context of SSC involves harnessing resources from stakeholders to develop values among pre-school learners as learning outcomes. In a study that dwelt on implementation of life skills

education in secondary school in Migori County Kenya, Adhiambo (2013) listed stakeholders support in SSC implementation to include parenting, communicating, volunteering, decision-making and resource mobilisation. Such forms of supports facilitate teaching and learning of values education and the concern was how sustainable they can enhance social values among pre-school learners. In addition to that, Cihat (2016) suggested that involve ement of stakeholders in formulating rules and regulations should be infused with democratic principles and quality social environment that supports values education. To achieve democratic principles, a lasting relationship between teachers, school administration, parents and the religious community should support inculcation of responsibility, respect and cooperation for learners to transit to adulthood as effective citizens.

More still, Convention on the Rights of the Child (CRC) emphasise that training of learners for responsible citizenship is founded on mutual understanding, peace and tolerance for building a cohesive society (CRC, 1989). However, a joint report by United Nations Children and Education Fund (UNICEF) and World Bank (2009) noted that in Kenya, congested classrooms, limited physical facilities and shortage of qualified teachers are key factors contributing to the decline of values among learners. In support of this observation, Osabwa (2016) posits that despite the government's initiative to integrate values in school system, anti-social disposition exhibited by learners demonstrates a decline in values education, which threatens the development effective citizens. In addition, Masote (2016) indicated that parents, educators, communities and religious bodies have lagged in instilling values to learners in modern society. Based on these observations, this study focussed on the sustainability of support from stakeholders

on implementation of SSC and its influence on values education among pre-school learners.

The GoK aims at building a just and cohesive society for democratic citizenship through core values of responsibility, tolerance, equality and peace for national cohesion (GoK, 2012b). To achieve Kenya's *Vision 2030*, the Government is committed to strengthening legal framework for ethics and integrity, for promoting inter-community cohesion, harmony, peace, ethical values and reconciliation as well as conflict management for sustained development. However, according to Orodho, Waweru, Ndichu and Tthunguri (2014), challenges in creating value systems stem from inappropriate teaching-learning resources, inadequate parental support, weak monitoring and evaluation programmes, high enrolments and teacher-learner ratio, which could affect realisation of Kenya's *Vision 2030* for sustainable development. In order for the Government to create a cohesive society anchored on national values, Orodho *et al.* (2014) suggested that schools require adequate resources for quality education with emphasis on appropriate implementation of school curriculum, effective instructional methodologies, efficient teaching-learning resources, with assessment techniques and sustainable stakeholders support for values education.

Furthermofre, the Sessional Paper No. 2 of 2015 on *Reforming Education and Training in Kenya* recommends for a reformed curriculum that adopts a CBL approach with integration of value-based education for refining moral and ethical perceptions of learners. In addition, Wamahiu (2017) contends that implementation of value-based education prepares learners for effective citizenship. In instances where parents and

communities are sensitised on values education, learners are likely to develop responsibility, respect and cooperation for social integration. However, Owino (2016) noted that decline in value systems demonstrated in pessimistic societal dispositions fail to acknowledge aspects of respect, honesty, responsibility and diligence, which in turn, weaken social cohesion. In support of this assertion, Muthamba (2017) observed that learners' transit to adulthood without necessary values, attitudes and mental capabilities for functional citizenship, which lowers development of responsibility, respect and cooperation for effective societal integration.

Integration of values education in pre-school SSC requires strong ties with communities and families to make learners responsible, respectful and cooperative citizens. Responsibility, respect and cooperation are among the twelve universal social values developed by the United Nations Educational, Scientific and Cultural Organisation ([UNESCO], 2010). In addition, Article 10 of the Constitution of Kenya, 2010 and the Basic Education Act, 2013, provide for development of relevant skills, attitudes and values for learners to foster the spirit of patriotism, unity of purpose, togetherness and respect. Further still, KICD (2017) indicates that national goals of education emphasise the spirit of nationalism, patriotism, social equality and responsibility for promoting national unity and sustained development. However, Celikkaya and Filoglub (2014) observed that SSC has been weak in enhancing appropriate values for survival of individuals in society due to discrepancy between cognitive, affective and psychomotor domains of learning and inadequate support from families and school environments. Additionally, Njoroge, Ndiku and Allida (2017) observed that SSC has not been appropriately implemented to equip learners with essential skills for enhancing positive

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values among learners as a result of discrepancy between what is learnt and application to real life situation.

In evaluating the journey towards reforms in values education in Kenya, Mbae (2014) established that learners have not fully achieved desirable norms, values, and virtues inherent in SSC. More still, through an assessment of value-based education in Kenya, Wamahiu (2017) associated the examinations-oriented system to weak implementation of values education in schools which delay realisation of citizenship ideals. Based on this affirmation, the mismatch between values articulated in SSC and the practice of social values has been blamed as a source of challenges experienced in families, schools, communities and society. In instances where SSC fails to realise its goal of producing informed and responsible citizens, learners are likely to be affected by social problems ranging from sexual abuse, drug addiction, indiscipline, delinquency and school dropout.

 Upon this realisation, KICD (2017) through the CBL, recognises core values that learners should develop which are integrated in pedagogy at all levels of education, including teacher training institutions. In cases where core values and competencies are implemented effectively through SSC, there are high chances of pre-school learners embracing social values for effective citizenry. Drawing from this premise, this study assessed SSC implementation for enhancing values education among pre-school learners in Nairobi City County, Kenya.

1.2 Statement to the Problem

Education exists for the purpose of well-being of learners with emphasis on values in every curricular activity for the moulding citizens with positive values, that is, responsible, respectful and cooperating citizens. Integration of values education through SSC is intended to assist learners as acquire the three values. In this regard, the Government of Kenya (GoK), through its eight goals of national education, has demonstrated commitment in assisting citizens to acquire positive values through school system. Integrating the values of responsibility, respect and cooperation through SSC in early year's education is one way through the GoK's commitment manifests itself. To ensure that the eight education goals are realised, the framework for early years' education emphasises effective class communication in developing citizens' positive values (KICD, 2017). This is based on the premise that SSC educates learners to be committed to the positive values for responsible citizenry.

Despite the integration of values education in SSC, most learners are yet to achieve the positive values. Instead, there is a mismatch between values education and the practice of responsibility, respect and cooperation among pre-school learners. Notably, inappropriate adoption of values education in SSC weakens the practice of positive values in society. On the same note, Oluwagbohunmi (2013) revealed a discrepancy between SSC objectives and behaviour dispositions among pre-school learners.

The positive values can be instilled through appropriate instructional methods, resources and assessment modalities. However, when teachers fail to apply appropriate approaches and resources targeting the positive values, the ideals of SSC are weakened; thereby, impacting on learners' behavioural disposition. In their study, Wayne-Ross *et al.* (2013) attributed the disconnection between values articulated in SSC and learners' behaviour to teacher incompetency. The discrepancy between values education and learners' behavioural disposition is also attributable to shortage of infrastructural facilities and inadequacy of qualified teachers (UNICEF & World Bank, 2009). As a result, many young people transit to adulthood withought necessary positive values, which undermines the level of responsibility, respect and cooperation in the society (Muthamba, 2017). Effective integration of values education is realizeable when SSC teachers adopt effective implementation methodologies and assessment modalities.

In the implementation of SSC, support from stakeholders is likely to improve development of positive values among learners. Support from stakeholders is particularly necessary because most pre-schools experience budgetary constraints, which weaken effective implementation of SSC (Adhiambo, 2013). Based on the background, this study focused on assessing the SSC in terms of content, instructional methods, resources, assessment modalities and stakeholder support, in enhancing values education among pre-school learners in Nairobi City County.

1.3 Purpose of the Study

The study examined the extent to which SSC enhances values education among pre-school learners in Nairobi City County. SSC emphasise development of positive values that learners need to function in their families and communities. Therefore, focussing on the positive values through SSC lays a foundation for effective citizenry.

1.4 Objectives of the Study

The study was guided by the following objectives to: -

i) Determine relevance of social studies curriculum content in enhancing responsibility, respect and cooperation among pre-school learners.

ii) Examine effectiveness of social studies curriculum instructional methods in enhancing responsibility, respect and cooperation among pre-school learners.

iii) Establish efficiency of social studies curriculum instructional resources in enhancing responsibility, respect and cooperation among pre-school learners.

iv) Explore impact of social studies curriculum assessment modalities in enhancing responsibility, respect and cooperation among pre-school learners.

v) Assess sustainability of stakeholders' support for social studies curriculum in enhancing responsibility, respect and cooperation among pre-school learners.

1.5 Research Hypothesis

In line with the specific objectives, the study tested the following research hypotheses: -

H$_0$1: There is no significant relationship between relevance of social studies curriculum content and enhancement of responsibility, respect and cooperation among pre-school learners.

H$_0$2: There is no significant relationship between effectiveness of social studies curriculum instructional methods and enhancement of responsibility, respect and cooperation among pre-school learners.

H$_0$3: There is no significant relationship between efficiency of social studies curriculum instructional resources and enhancement of responsibility, respect and cooperation among pre-school learners.

H$_0$4: There is no significant relationship between impact of social studies curriculum assessment modalities and enhancement of responsibility, respect and cooperation among pre-school learners.

H$_0$5: There is no significant relationship between sustainability of stakeholder support for social studies curriculum implementation and enhancement of responsibility, respect and cooperation among pre-school learners.

1.6 Significance of the Study

This study finding may benefit curriculum developers on gaining insights on how values education can be effectively disseminated through social studies curriculum. The findings might also influence teacher professional programmes in incorporating courses on values education in the curriculum. The KICD may benefit through obtaining data on realities of the match and mismatch between social studies curriculum and implementation of values education. To school administration, the findings could benefit them in involving parents and the community in assisting pre-school learners develop positive values for survival in the society. The study could also be important in contributing to scholarship especially in values education in addressing the need for responsible, respectful and cooperative citizenship. To policy makers the findings might provide the basis for formulating guidelines on effective implementation of values education through social studies curriculum.

1.7 Limitations of the Study

This study adopted descriptive survey design to establish effectiveness of SSC in enhancing value education among pre-school learners. The outstanding challenge with the descriptive survey design is that some participants may not be honest or may deliberately fail to provide information that they perceive to be portraying their personality, or institutions in bad light. The entire SSC was not addressed due to vastness of the study. During lesson observations the study did not have control on the behaviour and characteristics of pre-school learners.

1.8 Delimitations of the Study

The scope of the study was delimited to public pre-schools in Nairobi City County. The cosmopolitan nature of the County attracted a population of head teachers, parents, pre-school teachers and learners from diverse backgrounds. Assessment of SSC was delimited to: three content areas (neighbourhood, school and health practice); three instructional methods (role play, storytelling and discussion); three instructional resources (charts, models and real materials); three assessment modalities (observation, question, answer and portfolios) and three stakeholder including school administration parents and the community). In addition the scope of the study was delimited to values acquired within the school environment.

1.9 Basic Assumptions

The study assumed that all pre-school teachers are trained in ECE and are qualified to implement social studies curriculum by adhering to guidelines provided by KICD for producing responsible, respectful and cooperative citizens. Further, the study assumed that head teachers and parents will provide genuine responses and that during observation; learners shall exhibit actual behaviour without pretence.

1.10 Operational Definition of Key Terms

Assessment modalities: Strategies used by pre-school teachers in tracking acquisition of responsibility, respect and cooperation among learners.

Cooperation: Ability for pre-school learners to act and work as a team, share information, take turns and collaborate.

Curriculum assessment: Assessing the worth and merit of social studies curriculum in regard to content, instructional method, resources, assessment modalities and support from stakeholders.

Instructional methods: Pathways adopted by pre-school teachers in implementing social studies curriculum.

Instructional resources: Tools used in teaching and learning social studies to develop responsibility, respect and cooperation among pre-school learners.

Learner: All Pre-school children aged 5-6 years learning social studies programme.

Pre-school: Learning environment for learners aged 5-6 years.

Respect: Ability for pre-school learners to use courteous words, act civilly and be considerate of other peoples' viewpoints.

Responsibility: Ability for pre-school learners to be dependable, accountable, reliable and trustworthy.

Social studies curriculum: A programmeme of studying how people interact and relate with the social and physical environment for effective integration.

Stakeholders: School administration, parents and religious community as contributors to pre-school social studies curriculum implementation.

Values education: Moral and ethical attributes that characterise an ideal person in terms of responsibility, respect and cooperation.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 Introduction

This Chapter reviewed related literature both primary and secondary on various aspects of Social Studies Curriculum (SSC) and values education, social studies content, instructional methods, SSC resources, assessment modalities and stakeholders support. Theoretical and conceptual framework that encompasses both independent and depended variables is presented.

2.2 Concept of Curriculum Assessment and Values Education

Curriculum assessment is the systematic assessment of merit, worth or significance of a training programme. Stufflebeam and Shinkfied (2007) considered curriculum a reflective and multifaceted approach in determining quality, effectiveness or value of a programme. Assessment of pre-school SSC provides information necessary for sound decision-making in enhancing values education through teaching and learning processes. While agreeing with these sentiments, Trochin (2006) asserted that curriculum assessment promotes acquisition of knowledge, skills, values and attitudes for effective participation in school and in society at large. Curriculum assessment involves data collection that would enable experts to focus on programme development. Further, Patton (2015) suggested that curriculum assessment experts should focus on measuring programme outcomes as well as coming up with appropriate strategies for improvement. In this study pre-school SSC was assessed to establish relevance of content, effectiveness

of instructional methods, efficiency of teaching learning resources, impact of assessment modalities and sustainability of stakeholders' support in enhancing values education.

In instances where curriculum assessment is carried out appropriately, there are high chances of making appropriate judgment on curriculum improvement. In this regard, Chandler and Ehrlich (2016) asserted that curriculum assessment uses information to make decisions about the value of a curriculum programme. Therefore, effective curriculum assessment is critical for supporting accountability, while allowing curriculum improvement. In establishing the relevance of curriculum content, as pointed out by Seefeldt, Castle and Falconer (2010), curriculum assessment should focus on societal needs, challenges and aspirations required for lifelong education and learning. This argument is supported by Quashigah *et al.* (2013), who emphasise that assessment of SSC should produce information on how relevant content would enhance values of responsibility, respect and cooperation among pre-school learners. Therefore, in evaluating pre-school SSC, this study assessed relevance of selected content and enhancement of functional citizens capable of making decisions, appreciating diversity and protecting human dignity.

Appropriate curriculum assessment answers questions on selection, adoption, support and worth of instructional resources. In relation to this, Knickman and Hunt (2008) argued that curriculum assessment enables early childhood education specialists to identify improvements in content, teaching methods, assessment approaches and stakeholder involvement in school programmes. Based on these assertions, curriculum assessment takes information on a curriculum's characteristics such as relevance to learners' and

societal needs, intended outcomes, validity and significance. In addition, Ikwumelu, Mbang and Ogene (2015) asserted that measuring SSC performance outcomes should focus on enhancing values education for building a just and humane society. In this study, pre-school SSC was evaluated to establish enhancement of responsibility, respect and cooperation among learners in Nairobi City County.

2.3 Social Studies Curriculum and Values Education

Values education is traced to the work of Japanese educationist and philosopher Makiguchi (1871-1944) who developed principles of humanistic education based on the theory of value. Borrowing from the work of Makiguchi (1871-1944), Robert and Ebru (2013) argued that values education focuses on human beings by making individual humanity its objective. In their work on Estonian pre-school child care institutions Ülavere and Veisson (2015) asserted that the objectives of values education include respect for the dignity of life, which focuses on enhancing self-reliance among human beings to create value in individual life and in society. Lovat (2011) suggested that in teaching social studies the emphasis is on nurturing learners towards establishing personal values for confronting challenges in society, which creates contentment and realisation of key purpose of education.

Realising purpose of education is based on the premise that when values are appropriately integrated in SSC, learners are likely to utilise logical judgment as well as emotional consciousness in examining individual actions and conduct. Further, in a study which examined value creating pedagogy and problem-based learning, Odundo, Kinyua and Ganira (2018) suggested that effective functioning of schools depends on appropriate

instructional strategies that instil knowledge, attitudes and values for learners to confront challenges in society. This study also recognises the importance of instructional strategies in captivating pre-school learners to develop essential social values, which learners can use to deal with life challenges. Consequently, the study assessed the influence of SSC in relation to enhancing values education among pre-school learners in Nairobi City County.

Regarding democracy in education, Dewey (2001) highlighted that teaching should reflect universal values for learners to develop appropriate dispositions and to function in society. While echoing the work of Dewey (2001) on democracy in education, Marvul (2012) suggested that values education requires teachers to adopt appropriate pedagogies and resources that allow learning experiences for character formation. Positive learning environments are achieved when teachers model appropriate values that learners can emulate which can be achieved through appropriate implementation of SSC. This is based on the realisation that values education nurtures learners' individual thoughts, opinions, decision-making, preferences, actions and associations. On the same note, Cihat (2016) reveal that through social studies, teachers model behaviours that guide learner actions towards determining right from wrong, in order to build harmony in class, school and community. While values education is integrated in all pre-school learning activities, this study examined components of SSC and enhancement of responsibility, respect and cooperation among learners.

According to Hansen and Lindermann (2014) values education also referred to character, moral and citizenship culture influence learner behaviour and attitudes towards friendship, fairness and social justice in preparation for adulthood. In USA, Marvul

(2012) affirmed that moral and character education are entwined to create opportunities for learners to demonstrate virtues of respect, responsibility, and trust for reducing dishonesty, aggression and confrontations in school. Further still, Kirsi (2011) noted that reducing confrontations in school allows teachers to teach valuing skills of communication, analysis, problem solving, global perspective and aesthetic engagements for social interaction and effective citizenship. In supporting this argumentation, in a study on teacher education in Kenya, Kufu (2011) indicated that values education implemented through appropriate methodologies and effective adoption of integrated approach connects learners to societal ideals. This study focused on the integrated approach in the implementation of SSC in enhancing values education among pre-school learners.

Education exists for the purpose of well-being of learners with emphasises on values in every curricular. Agreeing with these sentiments Tirri (2011) argued that in implementing SSC, teachers should provide appropriate learning environment by integrating values modelled throughout the school system. Such an environment would provide learners with capacities that equips and supports social relationship skills, intelligence and attitudes to succeed at school and throughout life. Rahim and Rahiem (2012) indicated that social relationship skills, intelligence and attitudes impart moral integrity and character formation among learners. Supporting this position Arisi (2013) argued that moral skills, intelligence and attitudes build qualities of humanity, strength and honest for learners to confront challenges in society. Based on these perspectives, values education assists learners to emerge as informed and responsible citizens. Commenting on good character and positive class behaviour, Lisa and Willibald (2015) revealed that schools

that are value-based demonstrate appropriate behaviour and outcomes, creates an enhanced learning environment and equips learners with social capacities irrespective of background. In this regard, appropriate implementation of SSC content using effective teaching approaches, efficient instructional resources and assessment modalities as well as support from stakeholders is critical in developing values education among learners.

According to Adunola (2011), appropriate curriculum implementation should promote effective learning which underpins continuous improvement of social, moral and economic wellbeing of learners for inculcating interpersonal skills for life time. In agreeing with this assertion in a study on values-based curriculum model, Hamdun and Sulayman (2013) affirmed that strengthening integration of moral values in curriculum provides a foundation for learners to consider while at school and in later life as adults and leaders in order to resist immoral practices in society. Resisting immoral practices requires values education as an everyday practice embedded in the stream of social interactions, independence and democracy. Therefore, appropriate integration of values education in SSC during formative years is likely to provide a platform for interpersonal behaviour for developing responsibility, respect and cooperation among learners. However, Mbae (2014) established that learners have not fully achieved desirable norms, values and virtues inherent in the SSC. Further, Wamahiu (2017) associated the examinations-oriented system to weak implementation of values and ethics in schools. Drawing from this concern, this current study assessed the extent SSC enhances values education among learners in pre-schools in Nairobi City County.

In a study on teacher position in spurring value-based education Odundo and Ganira (2017) affirmed that although teachers develop values to learners both deliberately and unconsciously, there is inadequate planned education programme established on formal learning. Inadequate planned programme would significantly affect inculcation of values education among learners. Based on this concern, the Competency-Based Curriculum by KICD (2017) framework for pre-school recognises core values that learners should develop which are integrated in pedagogy at all levels of education, including teacher training programmes. In instances where the core values are effectively implemented through pre-school SSC, there are high chances of learners emerging as responsible, respectful and cooperative citizens for participating in nation building.

A study by Sigurdardottir, and Einarsdottir (2016) examined the nature of values that pre-school teachers considered essential to communicate to learners and how they perceived own roles in values education in Iceland. The study focused on three values of care, respect and discipline with data collected using interview schedules from seven pre-school teachers. Findings of the study showed that pre-school teachers emphasise learner participation and development of social skills as critical in daily life. In this regard, when pre-school teachers nurture mutual understanding and meaningful interactions, learners are likely to develop responsibility, respect and cooperation for effective transition in adulthood. While Sigurdardottir and Einarsdottir (2016) collected data in one Icelandic pre-school, this study gathered data from 98 pre-schools in Nairobi City County. The current study was designed to evaluate SSC content relevancy, instructional methods effectiveness, instructional resources efficiency, impact of

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assessment modalities and sustainability of stakeholder supports in enhancing values education among pre-school learners in Nairobi City County, Kenya.

2.3.1 SSC content and values education

Relevance of SSC content nurtures learners' belongingness to the society as effective and productive citizens. Belongingness to society as effective and informed citizens would assist learner's transition to adulthood as reliable citizens. As noted by Carr (2011), globally values education is integrated within social studies and religion focusing on instilling moral standards to learners beginning from formative years for effective citizenry. Supporting this contention, in a study on social studies education and standards-based education reform in North America, Wayne Ross, Mathison and Vinson (2013) suggested that curriculum standardisation should look at relevancy as far as values education is concerned. Therefore, relevance of SSC content in enhancing responsibility, respect and cooperation should be felt within the society from immediate family to neighbourhood, community and beyond for societal unity. As noted by Lovat (2011), in teaching social studies the emphasis should be to nurture learners towards establishing personal values for effective citizenship. In evaluating components of SSC content relevance, the current study addressed ways in which SSC inculcates values of responsibility, respect and cooperation among pre-school learners.

In a paper presented at the Annual Military Training Programme in Accra, Akumanyi (2007) related acquisition of consciousness and unity among citizenship to primary school education curriculum. Consciousness and unity could be achieved through cultivating right dispositions for reinforcing values of responsibility, respect and

cooperation among pre-school learners. In this regard, Dalyop (2014) contents that values embedded in the SSC constitute ethics, rights, duties and obligation of citizens for improving learner attributes at school and in society. Citizenship acquisition of these values as noted by Dalyop (2014) is dependent on appropriate implementation of SSC content. Therefore, in designing pre-school SSC, the focus is in assisting learners acquire skills, consciousness, cultural diversity and unity for national integration and cohesion.

In Nigeria, Okobia (2011) affirmed that the goal of social studies programme is to help learners develop ability to make decisions, resolve personal problems and contribute to policy making processes. Further, the KICD (2012) social studies guide book recognises the need for learners to be critically literate in order to synthesise information and make morally informed decisions. This is in line with Dalyop (2014) suggestion for inclusion of values-based education in SSC for encouraging learners to appreciate cultural diversity and function as effective citizens. Encouraging cultural diversity would assist learners emerge as functional and informed citizens. The purpose of the present study was to examine extent to which SSC enhances values education among pre-school learners in Nairobi City County. Unlike Dalyop (2014) who used college students to obtain data, in this study other than pre-school teachers, parents and head teachers formed the sample study.

2.3.1.1 SSC content, values education and responsibility

Responsibility is realised when learners are dependable, accountable, reliable and trustworthy citizens for effective cohesion in society. According to Carr (2011) responsibility is anchored on being dependable, keeping promises and honouring

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commitments. Therefore, effective implementation of content on neighbourhood, 'my school' and health practices provides authentic grounds for learners to develop knowledge, skills, and attitudes for responsive interaction in society as informed citizens. In support of this position in a study on integration of social studies content Field, Bauml and Ledbetter (2011) suggested that knowledge on neighbourhood provides an open platform for learners to develop responsibility through upholding community norms and ideals for functional citizenship. Based on this realisation, efforts to establish relevance of SSC content in enhancing values education should focus on the extent to which knowledge acquired results into learners that are dependable and can keep promises as effective citizens.

Shuttleworth and Marri (2014) proposed that SSC content remain a powerful tool for instilling sense of responsibility through themes surrounding activities with the learner's neighbourhood for recognising and reinforcing moral and civic virtues. Strengthening moral values can be achieved through effective implementation of SSC content for learners to develop responsibility and emerge as positive contributors to a just society. In support of this argumentation, Odundo and Ganira (2018) indicated creating an effective class climate allows learners to acquaint with activities within the neighbourhood which nurtures practice of responsibility through involvement in house chores and care for own belongings. Participation in house chores and care for belongings would enable learners develop traits for nurturing orderliness and organisation which builds acts of responsibility during formative years.

According to Arisi (2013) developing responsible and autonomous learners is depended on appropriate content and school practices that acknowledge values at family, community and national levels for effective coexistence in society. Responsible citizens are likely to recognise contribution of others, appreciate and honour people in school, their activities and demonstrate appropriate care for school property as informed and functional citizens. As noted by Purva (2011) responsibility is enhanced by assisting learners practice acts of caring for people's property and being open to diversities within and outside school as well as making appropriate judgement before undertaking decisions without hurting the feelings of others. In this way, learners develop receptive characters which encourage trust from family, school and community and emerge as responsible and productive citizens for societal cohesion.

Appropriate implementation of SSC content on health practices empowers learners to be informed, responsible and productive citizens. Responsible and informed citizens would demonstrate effective acts of hand washing, table etiquette and toileting practices for effective interaction in society as functional and active citizens. Knowledge and skills on hand washing, table etiquette and toileting provides opportunities for personal health and responsive acts of preventing spread of contagious diseases among learners. In supporting this assertion, Hansen, Holmes and Lindemann (2014) noted that encouraging health practices prevents learners from contacting diseases which in turn promotes hygiene and curbs absenteeism from school. In addition, Dean, Wayne and Louisa (2015) indicated that learners exposed to effective content for promoting and maintaining appropriate health practices develop skills for preventing risks through caring for self and others throughout lifetime as responsible citizens. This study determined the relevance of SSC

content on neighbourhood, 'my school' and health practices in enhancing responsibility among learners.

SSC content is considered relevant when learners acquire knowledge, skills, values and commitment for informed and responsible citizenship. However, Wayne Ross, Mathison and Vinson (2013) criticised the SSC for failing to produce responsible citizens. Much of the criticism surrounding teaching-learning of social studies are its commitment to promoting civic responsibility therefore leaving a gap between what learners achieve in class and behaviour dispositions exhibited. According to Mezieobi (2004) SSC instruction assists learners to assume roles as responsible citizens as well as active contributors to the society. This study was designed in concurrence with Mezieobi (2004) that knowledge, skills and values acquired through SSC enable each learner to assume personal responsibility for own actions and effectively play the role of an informed and responsible citizen. Therefore, this study determined relevance of SSC content in acquisition of knowledge and skills to solve problems and make reasoned decisions in daily lives as effective and responsible citizens.

2.3.1.2 SSC content, values education and respect

Respectful learners recognise others' views, honour people's rights, listen to opinions and consider the feelings of others as informed and productive citizens. According to Dunne (2005), respectful learners deal peacefully with anger, speak and act civilly, and avoid hurting feelings of other people. In this regard, SSC should assist learners nurture respect as a shared value relevant for relationships and appropriate coexistence as productive citizens. In agreement with these sentiments Zimmerman (2009), considered SSC a

powerful tool for inculcating right values of the society by enabling learners emerge as respectful citizens. Relevance of SSC content should be demonstrated when learners develop respect for coexisting in society as productive citizens. However, Risinger (2012) observed that SSC has not been appropriately implemented to equip learners with essential skills for enhancing respect as a positive value. In this study the concern was relevance of SSC content in enhancing respect among pre-school learners. In the process of establishing relevance of SSC content in enhancing respect, pre-school teachers were requested to fill up questionnaires while head teachers and parents were interviewed, and learners' behaviour was observed in class.

SSC content on neighbourhood, 'my school' and health practices should assist and encourage learners to develop respect as a prized value for living in harmony with citizens of diverse personality. Akumanyi (2007) stressed that courtesy and considerate of other peoples' opinions is dependent on values developed and inculcated in early stages of life. Courtesy and being considerate defines respect to family and community members, seniors in the surrounding, friends, and care about rights, beliefs and well-being for effective coexistence. In addition, Seefeldt, Castle and Falconer (2010) stressed that values education assists learners to avoid insults and cruel remarks that hurt feelings of others within the community. Based on this realisation, Shuttleworth and Marri (2014) proposed the need for redirecting SSC goals to make it a powerful tool for inculcating respect for self and others among pre-school learners. To achieve this, Anyiendah and Odundo (2018) indicated that teachers should create a learning environment for learners to listen to each other's point of view, contribute own ideas and appreciate diversity as respectful citizens. This would assist learners develop and function as informed citizens

with appropriate social relationships for harmonious living during progression to adulthood. Therefore, this current study explored the relevance of selected SSC content in enhancing respect among pre-school learners in Nairobi City County.

2.3.1.3 SSC content, values education and cooperation

Knowledge acquired through SSC should assist learners to participate in the society through working with other people within the community as cooperative citizens. According to Anyiendah and Odundo (2018), cooperation allows learners to work together on a common assignment, scaffold one another in learning, and acknowledge liability for supporting teamwork. Encouraging teamwork would allow learners to complete tasks through effective consultation and collaboration as productive and cooperative citizens. In an effort to establish the influence of values education on community work among secondary schools' learners in England, Whiteley (2014) established that SSC forms significant contributions to cooperation character development. The content in SSC should provide learners with opportunities to learn about cooperation for community service and collective integration as good citizens. In a study done in Turkey on future of social studies education, Acikalin (2014) confirmed that values education combined with reflection about the importance of serving other people in society makes vital contributions to learners' cooperative character development. In this regard, the current study assessed the relevance of SSC content in instilling cooperation among pre-school learners.

Although parents should be the ones to determine which values they want learners to develop, effective implementation of content in SSC at pre-school can particularly reinforce the character of being cooperative. Yaşaroğlu (2014) affirmed that SSC is crucial in transmitting citizens' cooperative ideals among learners where values education is emphasised in life sciences through which learners are expected to show ability to work with others. Further, in an investigation of teachers' perception on SSC in the context of values education in Russia, Yaşaroğlu (2014) suggested that what learners study in school should be selected through a broad consultation with parents, staff and community members with focus on cooperation. Thus, the present study evaluated relevance of SSC in enhancing cooperation among learners in pre-school in Nairobi City County.

2.3.2 SSC instructional methods and values education

Instructional methods used in SSC should assist learners in developing appropriate values for confronting challenges in society. This is based on the argument that the gap between what learners learn in class and behaviour dispositions seems to stem from instructional methods employed by pre-school teachers. In a qualitative interview with 52 teachers in Sweden and Turkey on views on value education, Robert and Ebru (2013) reported that in teaching-learning values education teachers preferred role modelling depicted in everyday interactions with learners. Lovat (2011) findings concur with those of Robert and Ebru (2013) study that teachers described values education as an everyday practice embedded in the stream of social interactions. In this study the target population and focus were more diverse compared to Robert and Ebru (2013), specifically apart from

focusing on how learners treated others and on self-responsibility; cooperation and respect were also concentrated on. Secondly, Robert and Ebru (2013), targeted primary school instructors, while in this study pre-school teachers, parents, learners and head-teachers were used to provide empirical evidence on effectiveness of instructional methods in enhancing values education among learners in Nairobi City County.

Values education is mostly about compliance with societal norms such as treating others respectfully with responsibility and willingness to cooperate. As stressed by Robert and Ebru (2013), elements of value-based education can be found not only in the subject matter, but also in learning styles employed and parental involvement. This is in tandem with Jason and Joseph (2013) affirmation that effective and functional citizenship is anchored on appropriate instructional approaches that permit learners to interact, take risks, and apply knowledge to real world situations. Effectiveness of instructional methods influence success of learning process and improve learner achievement as far values education is concerned. Further, use of learner-centred pedagogy for achievement of curriculum goals and objectives is emphasised by KICD (2012), hand book on ECE. This is based on realisation that inappropriate pedagogical approaches limit knowledge retention and may affect development of responsibility, respect and cooperation among learners. Further, Nermeen (2010) recognise effectiveness of social studies instructional methods as a factor in laying emphasis on values including responsibility, solidarity, and respect for individual rights in United State of America. Therefore, this study assessed how effective selected instructional approaches used by pre-school teachers in Nairobi City County are in enhancing respect, responsibility and cooperation among learners.

Values based education is organised to secure possible development of the body, mind and heart of a learner for effective interaction in society. In a study on holistic school pedagogy and values, Kirsi (2011) acknowledged that teaching and learning approaches fruitful contribute to growth of both internal and external personality of the learner. Further, Hidayati and Pardjono (2016) noted that adoption of appropriate teaching strategies stimulates creativity, problem solving skills, decision-making and develops team building that nurture responsive acts for learners to integrate effectively in society. Hence, constructivists view learner-centred instructional methods to provide a framework for orderly organisation and presentation of teaching and learning activities. In applying constructivists view point, Mwanda, Odundo and Midigo (2017) suggested that adoption of effective instructional approaches nurture values education among learners for appropriate societal integration. In this study, targeted pre-school teachers were asked to state views on how role play, storytelling and demonstrations enhances responsibility, respect and cooperation among pre-school learners in Nairobi City County.

2.3.2.1. SSC instructional methods and responsibility

Appropriate instructional methods should produce responsible learners who can be dependable, accountable, reliable and trustworthy and use appropriate judgment when confronted with challenges in society. In a study on pedagogical imperative on students' behaviour in United Kingdom, Feldman (2010) used a mixed method approach and established that positive environment increases intrinsic motivation and sense of responsibility. Feldman (2010) targeted teachers who reportedly agreed with Wayne, Mathison and Vinson (2013) affirmation that holistic pedagogy influence learner

development in terms of social, moral, emotional and spiritual responsibility. In addition, Kilgour, Reymond, Northcote and Shields (2015) argued that role play provides opportunities for learners to interact and develop skills for commitment, encouragement, independence and problem solving in order to coexist effectively. In the current study, pre-school teachers were required to provide information on the extent to which instructional methods are effectively used to create positive environment that would enhance responsibility among pre-school learners in Nairobi City County, Kenya.

Instructional methods play a crucial role in the type of values learners acquire from SSC in pre-schools. As noted by Frinberg (2011) nurturing values among learners requires appropriate active learning through role play which allows rational thinking, risk taking, self-expression that can evoke accountability. Further, Robert and Ebru (2013) enquiring on teachers' views through a qualitative study in Sweden and Turkey established that the goal of values education was the educator to be a good role model in everyday interactions with learners. Therefore, shaping learners' behaviour through learner-centred instructional methods as noted by Mwanda, Odundo and Midigo (2017) should enhance development of values to learners. Therefore, Pelin (2011) considered role modelling through storytelling, demonstration and role playing as a means through which aspects of responsibility could be instilled among pre-school learners. In agreement with Pelin (2011) findings, this study provided the basis for establishing the extent to which instructional methods are effective in enhancing responsibility among pre-school learners in Nairobi City County.

Storytelling, discussion and role playing provide learners with a platform for developing responsibility through actions and words. Chan (2013) noted that appropriate instructional methods compel learners to engage in collaborative activities that foster interactions, discussions, and view situations from multiple perspectives for developing independence. In a study on use of storytelling in teaching children moral education, Rahim and Rahiem (2012) argued that teachers should demonstrate specific virtues such as being responsible and encourage learners to model. Through storytelling learners can be taught to be dependable and trustworthy and use appropriate judgment all of which can be used to demonstrate responsibility among pre-school learners. Pelin (2011) asserted that using storytelling in early childhood education reduce time dedicated for behaviour management and instead improve self-regulation and sense of responsibility. Unlike Robert and Ebru (2013) work which focused on role modelling, Pelin (2011) study was conducted in Turkey and looked at phenomenology of teachers' experiences. This study evaluated selected social studies instructional methods and enhancement of values education among pre-school learners.

According to Jason and Morris (2010), role playing activities improves personal skills and communication, encourages personal concerns, nurture problem solving and enhances active participation which moulds independence and accountability. In concurrence, Szurmark and Thuma (2013) noted that storytelling strategies builds confidence, connects and transforms facts to actual practice when learners imitate characters in the story. In addition, Nabeta (2016) noted that since social studies activities emphasise relation between man and the society, use of storytelling provides appropriate chances for learners to connect knowledge to real life experiences. This is based on

realisation that storytelling encourages learners to identify with feeling, hopes and desires of characters in the narrative. The current study sourced data from pre-school teachers on effectiveness of role modelling, storytelling and discussion methods in order to establish how learners develop responsibility.

2.3.2.2. SSC instructional methods and respect

Values education when implemented effectively enables learners to be compliant with societal norms in order to fit in community as respectful citizens. According to Feldman (2010) values education enables learners to show moral qualities which is an appropriate indication of growing up to be respectful citizens. To achieve respect among pre-school learners, effective instructional methods should be adopted to influence learning process. As noted by Rahim and Rahiem (2012) telling stories as an instructional approach with moral lessons could elicit favourable behaviour and encourage respect among pre-school learners. However, Rahim and Rahiem (2012) study carried in Indonesia established that few teachers adopt storytelling in teaching values education among pre-school learners. This current study explored effectiveness of storytelling, role playing and discussion methods for enhancement of respect among pre-school learners in Nairobi City County.

Teachers have a role in helping learners be respectful adults through adoption of storytelling, discussion and role playing in teaching-learning social studies. According to Field, Bauml and Ledbetter (2011), in adopting storytelling as an instructional approach, teachers should assist learners capture the massage of the story in order to connect with live activities and learn to be respectful citizens. However, finding by Rahim and Rahiem (2012) showed that few teachers use storytelling in teaching values education and this

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could probably explain why Field, Bauml and Ledbetter (2011) failed to establish the relationship between teacher's practices and values education in Australia. The current study examined the extent to which instructional approaches through storytelling, discussion and role playing enhance respect among pre-school learners in Nairobi City County.

Improving learner achievement as far as respect is concerned depends on teachers' personal practices in promoting values education during teaching-learning social studies (Field *et al.,* 2011). The current study therefore examined influence of teachers' personal practices through storytelling, discussion and role playing in teaching social studies on promoting respect among pre-school learners. Unlike Rahim and Rahiem (2012) who observed and interviewed teachers, the current study also used questionnaires and observation to obtain data. Further, this study, data was obtained from head teachers and parents through interviews and by use of questionnaires for pre-school teachers. In comparison to Rahim and Rahiem (2012) who targeted 20 kindergarten schools, this study had a sample of 98 pre-schools within Nairobi City County to establish the extent to which instructional methods enhance respect among pre-school learners.

2.3.2.3. SSC instructional methods and cooperation

Promoting values education through SSC requires appropriate pedagogical approaches in order to inculcate cooperation among pre-school learners. In agreeing with these sentiments, Ahmet (2017) indicated that ineffective instructional approaches in teaching social studies have disillusioned actual implementation to inculcate the sense of cooperation. While most of essential themes of values education are represented in the

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SSC, instilling cooperation can be achieved through appropriate instructional methods. As noted by Kukuru (2012), role-play is an effective approach of nurturing cooperation since the method allows teachers to support skill development among learners. Role play inculcates cooperation among learners through participating in activities like taking turns, sharing, and working together. This study examined effectiveness of role play together with storytelling and discussion instructional methods in instilling cooperation among learners.

Cooperation can be viewed in terms of being kind and capable of sharing and working together for communal unity. In a study on effectiveness of pictures in storybook for social studies, Retnowati, Salim and Saleh (2018) established significant improvement on average score of kindness. The present study did not consider storybook reading; instead it focused on how storytelling, role playing, and discussion used in teaching social studies enhances cooperation among pre-school learners. Retnowati *et al.* (2018) used colours to describe kindness while the current study examined how role modelling through storytelling can be used to instil cooperation among pre-school learners. Al-Somadi (2012) argued that use of pictures and texts are complimentary in giving examples of cooperation to learners during teaching-learning social studies. This is based on the premise that pictures can make storytelling simple, sequential and predictable to represent kindness, sharing and working together. Using an observation schedule same as Retnowati *et al.* (2018) this study examined how teachers were using storytelling develop cooperation among pre-school learners in Nairobi City County, Kenya.

Instructional methods used in teaching-learning social studies should instil in learners the sense of working with other diversified people within the community. In a study on the future of social studies education in Turkey, Acikalin (2014) suggested that appropriate pedagogy is crucial in making important contributions to learners' cooperative character development. Therefore, teachers could conceptually teach with global encompassing themes by grouping values together into meaningful units of study for learners to develop cooperation. Further as noted by Retnowati *et al.* (2018) contributions to cooperation character development requires teachers to think of values by providing scaffolding to link multiple concepts, skills or topics to instil cooperative character in learners. Based on this observation, teachers are challenged to explore mixed approaches to assist learners connect teaching with daily lives and develop cooperation both at school and home. This study assessed the effectiveness of instructional approaches used in teaching-learning social studies in developing cooperation among pre-school learners.

2.3.3 SSC instructional resources and values education

Effective instructional process depends on learner's cognitive abilities and learning environment that supports values education. According to Adam (2014), learning environment at pre-school level includes sufficient activities and attractive display of institutional resources. Display of instructional resources motivates learner participation during teaching-learning of social studies in pre-school class and this could enhance values education. Further, Oyier and Odundo (2017) suggested that efficient utilisation of instructional resources stimulates learning and initiates active response from learners. Stimulation of learners through efficient utilisation of instructional resources results into

adhering to societal norms such as treating others respectfully with responsibility and willing to cooperate. This study focussed on extent to which instructional resources are efficiently utilised to enhance responsibility, respect and cooperation through SSC among pre-school learners in Nairobi City County.

Efficient utilisation of instructional resources supports the teacher in moulding learners' behaviour during teaching-learning of social studies at pre-school level. For this reason, South African Ministry of Education (2002) requires that instructional resources used in teaching social studies reflect values of responsibility and respect among learners. Ideally, in teaching social studies efficient utilisation of instructional resources should enable learners to visualise abstract concepts in order to develop responsibility, respect and cooperation for cohesion in society. Okobia (2012) study on teacher factors in enhancing quality assurance in social studies instructions asserted that efficient utilisation of teaching and learning resources provide learners with opportunity to discover and explore critical issues for effective functioning in society. Drawing from this realisation, the current study assessed the extent to which SSC instructional resources enhance responsibility, respect and cooperation among pre-school learners.

Okobia (2012) noted that objectives of SSC in inculcating values education among learners results in competency making decisions and development of moral attitudes. To enhance learners' competency in decision-making, pre-school teachers need to efficiently utilise instructional resources in teaching-learning social studies. Okendu (2012) asserted that competency in decision-making enables learners to grow into responsible and respectful individuals who would cooperate in national building. Competency in

decision-making as a concept of quality assurance in relation to teaching-learning social studies can be examined in terms of how efficient instructional resources are utilised. Further, Kahiga, Gatumu and Rintaugu (2015) acknowledged that for efficiency of pre-school curriculum, teachers should tailor instructional methods and learning activities towards the set goals. Tailoring instructional methods to achieve set goals in SSC should assist learners emerge as responsible, respectful and cooperative citizens during progression to adulthood. As recommended by Okobia (2012), this study examined efficient utilisation of instructional resources as a strategy of improving learning achievement from social studies instructions in developing responsibility, respect and cooperation for learners to function as effective citizens.

2.3.3.1 SSC instructional resources and responsibility

Learners require opportunities to discover, explore, investigate and discuss social studies issues that would make them responsible citizens as they progress to adulthood. To discover and discuss critical social issues, Nsa, Ikot and Udo (2013) underscored that efficient utilisation of instructional resources in teaching-learning pre-school social studies is significant in inculcating values education. Adequate use of instructional resources in teaching pre-school social studies would enable learners to develop sense of responsibility through discovery and exploration. Supporting this position, Sitati, Kennedy and Mwangi (2017) reported that intervention through provision of learning resources have a positive influence on learner's achievement as far as responsibility is concerned. Considering arguments of Nsa *et al.* (2013) and Sitati *et al.* (2017) this study

assessed the efficiency of instructional resources in enhancing responsibility among pre-school learners in Nairobi City County.

Instructional resources stimulate and sustain interest in learning by providing first-hand experience with the realities of the physical and social environment. In support of these sentiments, Kabiru and Njenga (2007) asserted that adequacy and variety of instructional resources arouses children's attention and sustains interest in learning. Being attentive with sustained interest in learning values education is the first step towards becoming responsible. As noted by Akubue (2010), it is inevitable to use instructional resources for sustained interest and attentiveness as far as instilling responsibility among pre-school learners is concerned. Learners who are motivated and focused are likely to develop acts of responsibly and this can be replicated out of the classroom and in daily life. Through observation in class, this study assessed how learners exhibit responsibility with sustained interests during social studies lessons.

Instructional resources are utilised by teachers in the course of presenting social studies lesson in order to make learners identify with the content. In a study on availability and utilisation of instructional resources in teaching social studies Eya and Ureme (2011) asserted that when appropriately utilised, learners develop a positive attitude towards number work at an early stage. Adequate and appropriately utilised instructional resources enable every learner in class to interact and this is significant in making pre-school learners to act responsibly. Further, as noted by Okobia (2011), equally important is use of variety of instructional resources so that all learners can be involved, and none is left idle during social studies lessons. Eya and Ureme (2011) study was conducted in

Enugu State and Okobia (2011) in Edo Nigeria. Both studies focused on secondary school social studies, but this study targeted public pre-schools in Nairobi City County.

2.3.3.2 SSC instructional resources, values education and respect

Instructional resources guarantee effective teaching and improve learning in social studies at pre-school level (Gehlbach, 2011). Selection of instructional resources for teaching social studies should aim at equipping learners with appropriate skills for improving knowledge acquisition and development of respect. Onyeachu (2006) asserted that availability and adequacy of instructional materials in teaching values education makes the lesson learner-centred thereby reinforcing acts of respectfulness for unity among peers. Drawing form this concern, teaching-learning social studies supported with adequate instructional resources should prepare learners for appropriate judgement on matters of morality and capacity to become respectful citizens. Further, Carr (2011) emphasise that instructional resources improve teaching and learning in social studies lessons by enhancing learners' capacity to make sense of the world as respectful citizens. For this reason, this study examined efficiency of selected instructional resources in enhancing respect among pre-school learners in Nairobi City County.

Adequate instructional resources enable learners to be adequately involved in teaching and learning process. In a study conducted in Nigeria, Onyeachu (2006) pointed out that the accomplishment of purposes for which SSC was introduced in schools depends on the instructional resources available for teaching. Ideally, adequate utilisation of charts or models showing people and activities would significantly enhance respect among pre-school learners. Chukwbikem (2013) argued that informative and practical instructional

materials should adequately suit a range of early childhood settings. Whether charts, models or real materials, instructional resources should provide examples of how parents, caregivers and practitioners can create stimulating environment that can influence respect among learners in pre-school. In this study, pre-school teachers were asked how charts, models and real materials as instructional resources enhance respect among pre-school learners.

When appropriately selected and utilised, SSC instructional resources can be used to develop functional and respectful citizens. Adhiambo (2013) in study on life skill education among secondary schools in Migori County acknowledged that instructional resources provide learners with opportunities for rapid development in learning to be respectful. This can also apply to pre-school learners since using a variety of instructional resources in teaching-learning social studies makes learning interesting. Agreeing with these sentiments Leida and Airi (2013) affirmed the role of appropriate instructional methods in values education in a study on learning and teaching in the context of value-based approach in Estonia. Leida and Airi (2013) survey which was anchored on constructivist approach involved 357 primary school teachers. However, in a study on problems related to teaching social studies, Murat (2014) found a mismatch between use of instructional resources and teachers' inadequate knowledge on values education and the desire to prepare learners in identifying and working to solve problems facing society. This study examined the influence of instructional resources in enhancing respect among pre-school learners within Nairobi City County.

2.3.3.3 SSC instructional resources, values education and cooperation

Efficient utilisation of instructional resources enhances teaching and learning in social studies at pre-school level. However, Ahmet (2017), asserted that inefficient utilisation of instructional resources in teaching-learning social studies have thwarted actual implementation to inculcate cooperation among learners. This finding was attributed to inadequacy or inaccessibility of instructional resources which would significantly influence achievement of SSC goal of producing cooperative citizens. In a study on influence of values education on community work among secondary schools' learners in England, Gehlbach (2011) established that instructional resources help in shaping cooperative character among pre-school learners. As suggested by Ahmet (2017), this study examined the influence of efficient utilisation of instructional resources in SSC contributing towards cooperation character development among learners in pre-schools with Nairobi City County.

Whiteley (2014) established that SSC can provide learners with opportunity to learn about community service. Learning about community service through efficient utilisation of instructional resources is essential in making learners to develop cooperative character from studying values education. Confirming the importance of SSC in developing cooperation among learners, Kukuru (2012) asserted that values education is the foundation for the development of a child's character, behaviour, knowledge, skills and creativity. To achieve this, teachers can model values and encourage learners to develop own behaviour through appropriate utilisation of instructional resources. Appropriate instructional resources enable teachers to convey moral standards through various

pedagogical approaches that nurture values among learners. This study was designed to explore how charts, models and real materials can be used to instil cooperation among learners in pre-school within Nairobi City County.

2.3.4 SSC assessment modalities and values education

SSC is intended to assist learners acquire knowledge, skills, attitudes, and behaviours required for the twenty-first century. Ideally, as noted by Woodhead (2006), SSC aims at producing responsible, respectful and cooperating persons in order to cope with challenges in modern life. This expanded view on the purposes of social studies education is reflected across pre-school curriculum and requires a reliable approach to assessment. Writing on curriculum beliefs of early childhood teachers, Wen, Elicker and McMullen (2011) suggested that in assessing values education among pre-school learners, focus should be driven by increased knowledge about learning. Focusing on observation, oral questions and portfolios, this study explored the impact of assessment modalities on enhancing values education among pre-school learners in Nairobi City County.

Woodhead (2006) insisted that in observing classroom practices the shift should be from viewing learning as a relatively passive process to an active one. In viewing learning as an active process, assessment should be on the extent to which learners construct knowledge and make connections across facts and concepts. In concurrence, Siraj-Blatchford (2010) asserted that in assessing SSC among pre-school learners, focus should not be on learning as an accumulation of facts and discrete skills, but recognition of how active learners are in practicing morals and values. Agreeing with both Woodhead (2006)

and Siraj-Blatchford (2010) this study examined the extent to which use of observation, oral questions and portfolios enhance responsibility, respect and cooperation pre-school learners in Nairobi City County.

Wen *et al.* (2011) further argued that in assessing and evaluating of SSC, traditional ways of reporting achievement though widespread view does not depict learner behaviour as far values are concerned. In assessing responsibility, respect or cooperation among pre-school learners, the assessment report should be informative on behaviour modification observed. In supporting these sentiments, Pyle and DeLuca (2013) study on kindergarten teachers' assessment approaches noted that the objectives of learning need to be achieved through expression of behaviour. In a study on preparation and management of teaching practice process, Odundo, Ganira and Ngaruiya (2018) suggested that appropriate assessment modalities should provide feedback on effectiveness of objectives, nature of class environment and teaching/learning materials for improving learning outcomes. Based on this assertion, appropriate assessment approaches should show evidence of learning achievement. This study explored extent to which responsibility, respect and cooperation is developed through observation, oral questions and portfolios as applied by pre-school teachers.

2.3.4.1 SSC assessment modalities and responsibility

Assessment in pre-school SSC should examine documents, learner's conduct, perceptions and capacities for determining change in behaviour. Obidike and Enemuo (2013) writing on teachers' role in learner development specifically pointed at responsibility as a behaviour that needs to be assessed at early year's education. In assessing responsibility

among pre-school learners, teachers should focus on establishing the extent to which the implementation of SSC has contributed to understanding of roles as members in the class, family and the community. Further, Dunphy (2012) noted that assessing responsibility as an appropriate practice in early childhood education curriculum implementation helps in understanding how learners think and learn to be members of the society beyond class. This study examined how learners use courteous words regularly among other behavioural attributes in pre-schools within Nairobi City County.

Assessment modalities in pre-school SSC assists teachers in tracking learner's progress and further facilitate learning of values including responsibility for societal coexistence. Gullo and Hughes (2011) study on kindergarten theory and practice asserted that effective assessment should continuously track learner's progress which provides feedback for improving instruction. Continuous observation and oral questions as assessment modalities would make it possible to track learner's progress and behaviours in terms of responsibility. In support of these sentiments, Pyle and DeLuca (2013) added that to effectively track responsibility among learners, assessment needs to be comprehensive and integrative. This study explored extent to which continuous observation, oral questions and portfolios as assessment modalities and enhancement of responsibility among learners in pre-schools within Nairobi City County.

Feldman (2010) study on benchmarking curricular planning framework noted that assessment helps pre-school teachers on observing how values education impact on learners' behavioural change. As an on-going process, assessment of SSC at pre-school level should use multiple sources of information to establish behaviour change among

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learners. Wen *et al.* (2011) stressed that multiple sources of information should be integrated within instructional process for communicating with families about learners' behaviour. This study considered use of observation, oral questions and portfolios as an integrated approach in SSC implementation assessment among pre-schools in Nairobi City County.

2.3.4.2 SSC assessment modalities and respect

Assessment of SSC should enable pre-school teachers identify how instructional approaches and resources adopted impact on learner's behaviour. Writing on pedagogical documentation, Buldu (2010) asserted that observation and portfolio are assessment modalities that can make learning visible through tracking learner behaviour. Respect is a visible behaviour and as noted by Obidike and Enemuo (2013), observing how respectful learners are entails collecting data by watching and listening to how they self-regulate, appreciate others, and listen to conversations. Information obtained manifest learners' skills and potential which can be enriched by setting tasks or activities targeting different facets of learning and development as far as respect is concerned. This study explored impacts of oral questions, portfolio and observation as assessment modalities that impact on respect among pre-school learners in Nairobi City County.

Whichever assessment modality is adopted in evaluating pre-school SSC, the information obtained should manifest beyond learner's skills and potentials. As noted by Casbergue (2010) in a study on instruction in early childhood education, assessment information provides adequacy of the settings within which learner's skills and potentials are embedded. As an integral part of SSC implementation, assessment is regarded as a means

for facilitating learning process. In addition, a study involving parents in SSC from Greek context, Birbili and Tzioga (2014) argued that assessment facilitates learning and development of behaviour within pre-school settings. Unlike Birbili and Tzioga (2014), this study considered assessment beyond diagnosis and screening but focused on observation, oral questions and portfolios to gather data from pre-school teachers on impact of assessment modalities in enhancing values education among learners in Nairobi City County.

2.3.4.3 SSC assessment modalities and cooperation

A developmental perspective of assessing pre-school SSC should focus on the normative characteristics of learner's growth in terms of cooperation as a value for communal participation. Pyle and DeLuca (2013) argued that assessment identifies perspectives and practices focusing on activities of learners in class settings. From instructional process, assessment reveals thoughts and attitudes that manifest cooperation capacity among learners. Agreeing with these sentiments Obidike and Enemuo (2013) describes teaching-learning SSC in early education as a platform for learners to study about community service and working with others. This is so because early years of education provide opportunity for learner's potential to be harnessed into capacities to work with others through community service. Assessing the extent to which SSC have instilled the sense of working with others among pre-school learners was vital consideration of this study.

In a comparative study of child assessment practices in English and Korean, Nah (2014) noted that variable nature of childhood period creates challenges for assessing early learning and development. Therefore, learning social studies during childhood which is a formative period should help pre-school learners develop ability to; share, take turns, community participation and teamwork for effective integration in society. Such abilities as noted by Nutbrown and Carter (2010) are essential in building the character of cooperation for continual sustainable development. Therefore, in SSC, appropriate assessment should strengthen learner abilities that nurture cooperation which is essential for communal coexistence. Through oral questioning, this study explored the extent to which learners develop cooperation.

Assessment modalities for SSC should stress childhood as a period during which positive relationships are essentially developed. Writing on early childhood care and education assessment in Japan, Kitano (2011) noted that progress in learner achievement should focus on influence of knowledge, skills and feelings towards working with others, teamwork and mutual aid. Essential consideration in assessment should be developmental characteristics of each child as far as influence of learning values education in enhancing cooperation is concerned. DeLuca and Hughes (2014) suggested that assessment in early education should consider the fact that learners undergo sequential and predictable stages in developing moral values. For this reason, observation, portfolios and oral questions were considered as assessment modalities in tracing aspects of cooperation among learners in pre-school within Nairobi City County.

2.3.5 SSC, Stakeholders Support and Values Education

Stakeholders' support for SSC should influence learning of values that learners require for survival in the modern world. In acknowledging usefulness of stakeholders in planning for SSC and assessment in Ireland, Corbett (2012) asserted that learner's development should be seen in the context of the society. Engaging stakeholders in curriculum implementation help learners to gain competencies and identities significant to community desired values. This engagement should be sustainable and according to Basford and Bath (2014) the focus should be on the role of various stakeholders beyond classroom instruction. In supporting this assertion, Kahiga, Gatumu and Nteere (2017) in a study on sustainability of the implementation of physical education curriculum in Nairobi and Nyeri pre-schools, acknowledged that ECE programme in Kenya operates on the basis of partnership and collaboration. Based on this realisation, the current study considered school administration, parents and the religious community as key partners and co-constructors in supporting SSCcurriculum in enhancing values education pre-school learners in Nairobi City County.

Interaction between parents, school administration and the religious community is a vital element in relation to social constructivist theory in values education. According to Dunphy (2012), stakeholders' interaction through active engagement with pedagogical process mediates learning at pre-school level. In instances where parents, school administration and the community support implementation of pre-school SSC there are high chances of inculcating responsibility, respect and cooperation among learners. In study on children learning in New Zealand, Blaiklock (2013) underscored the role of

stakeholders in creating an inviting school climate for learners to develop values during Early Year's Education (EYE). In creating a favourable learning class climate, stakeholders should go along in assisting development of responsibility, respect and cooperation for learners to emerge as functional citizens. This study assessed the sustainability of stakeholders' support in SSC implementation in enhancing values education among pre-school learners in Nairobi City County.

In a study on pre-school teachers and appropriate practice towards values education in Jordan, Abu-Jaber, Al Shawareb and Gheith (2010) maintained that stakeholders should provide sustainable support to enhance responsibility and cooperation among learners. In appreciating the role of parents, school administrators and the community, this study explored sustainability of stakeholders' support for values education. Sustainability for stakeholders' support is in tandem with Corbett (2012) suggestion that community and parents assist learners to appreciate diversity and observe hygiene within the environment. However, though parents should be custodians of values education during formative years, Odundo and Ganira (2018) found a mismatch between communication skills and parenting styles which lower confidence and self-esteem and weaken learner ability to integrate in the wider society as functional and informed citizens.

2.3.5.1 SSC stakeholders support, values education and responsibility

Participation of parents and school administration in the implementation of SSC is essential in facilitating acquisition of values for enabling learners confront challenges as effective citizens. As stated by Duffy (2010), adults play a significant role in guiding learners to responsibly appreciate, be accountable for own actions and make sense of the

environment. Further, stakeholders provide essential support that should sustainably enable learners to become resilient and empowered responsible members of the society. Empowerment and resilience supports Gehlbach (2011) assertion concerning levels of development as advanced by Vygotsky (2005) that learners need continued support of an experienced adult to become responsible citizens. In this study support from parents, school administration and religious community were considered essential in developing responsibility among learners in Nairobi City County.

In a study on stakeholders' influence on secondary school's curriculum development, Koskei (2015) noted that parents provide a key role in ethical orientation and behaviour modification. In the implementation of pre-school SSC parents should be able to orient learners towards being responsible members of the society for effective cohesion. While acknowledging that pre-school SSC is implemented based on partnership, collaboration and networking, Kairu (2010) stressed that parents and the community should lead in shaping learners towards responsible members of the society. This study considered the role of parents in assisting learners to maintain cleanliness and community waste disposal as some of the aspects of responsibility developed during social studies lessons. The pre-school teachers were therefore asked to provide information on sustainability of school administrators, parents and the religious community in enhancing responsibility among pre-school learners in Nairobi City County.

Stakeholders influence in pre-school SSC implementation needs to be sustainable to enhance responsibility as an aspect of values education among learners. According to Kiemer, Groschner, Pehmer and Siidel (2015), stakeholders' low opinion of ECE and has

been blamed for decline of values education in schools. For this reason, care should be taken to ensure the role of school administration, parents and the religious community in enhancing responsibility among learners. This is because SSC implementation at pre-school level involves collaborating and maintaining trust between various stakeholders by the school administration. In this case as noted by Koskei (2015) school administration need to co-ordinate and create linkage between ECE provision partners for supporting curriculum implementation. This study focused on sustainability of school administration, parents and religious community in enhancing responsibility among learners in Nairobi City County.

2.3.5.2 SSC stakeholders' support, values education and respect

Respect at home and school is a learning achievement that can be sustained through collaborative efforts of school administration, parents and religious community. Essentially, Nutbrown and Carter (2010) asserted that instilling respect among learners involves sustainable role of stakeholders in implementing SSC at pre-school level. To be respectful learners are taught to act courteously, avoid insults and crude language and discover how to stand up for beliefs in evaluating ethics in decision-making. As much as Kiemer *et al.* (2015) indicated that parents provide inadequate involvement to curriculum implementation, this study assessed the extent to which sustainability of parental support among other stakeholders enhances responsibility, respect and cooperation among pre-school learners. Kiemer *et al.* (2015) focussed on secondary school curriculum, but in this case the focus was specifically on pre-school social studies in Nairobi City County.

Child development in early years provide basis for experiences with lasting influence in life. In an investigation on ECE policy implementation in Malawi, Kathyanga (2011) noted that respect is a vital lasting experience from learning social studies for informed adulthood. To effectively implement pre-school SSC for the purpose of instilling respect among learners, sustainable support from school administration, parents and community at large is vital. In a study on improving teaching and learning at kindergarten level in South Africa, Ayebah (2009) argued that appropriate functioning of learners in the social world depends upon values expressed by stakeholders. To appropriately function in the social world, learners need to be trained to be respectful, through determined sustainability of educational standards set by stakeholders, which was the focus of the current study.

Building foundation where the social perspective includes respectfulness as family values need sustainable and concerted efforts from parents, school administration and the religious community in supporting SSC. The main stakeholders in ECE in Kenya are the school administration, parents and the community. As stakeholders, Kairu (2010) challenged school administration and parents to sustainably support implementation of SSC to enable learners develop into respectful citizens. This study sought the views of pre-school teachers in order to ascertain how sustainable school administration, parents and the religious community are in supporting enhancement of respect among pre-school learners in SSC implementation.

2.3.5.3 SSC stakeholders support, values education and cooperation

Building the character of cooperation among pre-school learners is an educational matter involving stakeholders in early childhood education. In support of this argument, Lange, Fabian and Topel (2006) noted that when schools work with parents and the community to participate in developing aspects of cooperation, learners develop skills for teamwork and collaboration vital for sustained development. Hence, involving stakeholders in implementation of pre-school SSC should include teachers considering parents into work schedules in order to discuss ways of inculcating values among learners. Agreeing with these sentiments DeLuca and Hughes (2014) asserted that by keeping parents informed about their roles and contributions in values education is positively significant. In the current study pre-school teachers were asked to show extent to which parents instil aspects of cooperation while working towards cleanliness among learners.

Apart from parents, the religious community plays a significant role in values education as far as building the character of cooperation is concerned. The school administration as noted by Koskei (2015) need to co-ordinate and create linkage with the community and other partners for effective and sustainable implementation of pre-school SSC. In creating linkages in pre-school SSC implementation, school administration is likely to enhance cooperation among learners. Further, Nutbrown and Carter (2010) noted that support from school administration as well as that of the community is essential in building cooperation among pre-school learners. This involves active involvement and working together of parents and the community for the ultimate benefit of the learner. As acknowledged by Lange *et al.* (2006), schools need to work with parents and the

neighbourhood to participate in developing cooperation among learners. The current study assessed the sustainability of school administrators, parents and religious community support in the implementation of pre-school SSC.

Involvement of stakeholders in SSC is vital in influencing the life of learners and appreciation of cooperation. Agreeing with these sentiments, Kiemer *et al.* (2015) asserted that sustainable stakeholder support is critical at early stages of learning. This support should sustainably continue throughout the life of learners. To this extend, Ahmet (2017) opined that parents should appreciate the value of involvement when learners enrol in EYE. Supporting Ahmet (2017) on parental involvement, Kitano (2011) stressed that sustained parental participation is vital in encouraging cooperation among learners and establishment of trust with teachers and school administration. Considering the significance of sustainable support from parents, school administration and the religious community, it was prudent to establish the extent to which sustainability would instil cooperation among pre-school learners in Nairobi City County.

2.4 Summary of Literature Review

Author	Study	Methodology	Findings of the study	Knowledge gap	Focus of this study
Lovat, T., Clement, N., & Dally, K. & Toomey, R. (2011)	Values Education: A pedagogical imperative for learners' wellbeing in UK and Australia.	Adopted quantitative and qualitative methods to measure interpersonal and social factors with focus on students, teachers and parents in UK and Australia.	The school environment, relationships, self-reflection, and discourse connected to values education impact positively on learner academic achievement.	Provided limited data on the role of parents on values education. Inadequate data on the connection between content, methodology and value education.	Seeking from parents' observable behavioural changes in learners acquired after learning social studies
Wayne-Ross, E., Mathison, S., & Vinson (2013)	Social studies education and standard-based reform in North America.	Used Descriptive survey design with data collected from; teachers, parents, secondary school students and the public.	Found social studies education content weak in promoting citizenship rationale among students in secondary school.	Insufficient evidence that standards-based education reforms strengthen value education and skills for 21st Century.	Relevance of SSC content in enhancing values education among pre-school learners
Dalyop, B.M(2014	The impact of SSC on the effective dispositions of college students' appreciation of cultural diversity in North West Nigeria.	Survey and Casual comparatives designs were adopted with a sample of 3970 students sampled from 6 colleges of education. Used questionnaire to collect data from tutors and students.	SSC has a significant impact on the affective disposition on students' appreciation of cultural diversity.	Used one research question to gather data and one hypothesis generated. Inadequate information on other motivational factors that influence cultural diversity.	Relevance of SSC content in enhancing responsibility, respect and cooperation among pre-school learners.
Robert, T and Ebru, O (2013)	Teachers' views on values education: A	Adopted Qualitative interview method with 52	Values education was largely described on an	Inadequate data on teachers'	Effectiveness of SSC instructional

	qualitative study in Sweden and Turkey.	primary school teachers in Sweden and Turkey.	everyday practice embedded in the stream of social interactions.	professional knowledge and contribution to development of values education.	methods and values education.
Ahmet, K (2017)	Values education as perceived by social studies teachers in objective and practice dimensions in Turkey.	Qualitative study that used phenomenological pattern. A total of 120 social studies teachers participated in the study. Quantitative data were collected using questionnaire, while for qualitative data, interview schedule was used.	Values education activities in schools were inadequate, and teachers failed to use learner-centred approaches.	Inadequate data on teachers, school administrators and parents' opinion on the objectives of values education.	Effectiveness of SSC instructional methods and values education.
Kumar, R. S. (2016).	Instructional Methods for teaching social studies: A survey of about what primary school children like and dislike about social studies instruction in Nepal, India.	Adopted Survey research design. Data were gathered through interviews, observations and Document analysis, with a population of 180 teachers.	Teachers used group discussions, question and answer techniques and presentations in teaching social studies. Teaching-learning social studies were unsatisfactory due to instructional methods adopted.	Relationship between knowledge on pedagogy and influence of teacher's professional background. No close relationship between teaching-learning activities and intended outcomes.	Effectiveness of SSC instructional methods and values education
Okobia, E.O. (2011).	Availability and Teachers' use of instructional materials and resources in the implementation of	Adopted descriptive survey design utilizing observation of lessons in class. A sample of 50 social studies teachers	Instructional resources available were inadequate. No significant difference in instructional resources	Inadequate information on collaborative approach in instructional	Efficiency of instructional resources in enhancing value education.

	social studies in junior secondary schools in Edo state, Nigeria.	randomly selected. Data analysis used t-test for the hypothesis and simple percentages for questionnaires.	between specialists in social studies and those who were not.	management in budgetary decision-making. Limited data on support from parents in implementation of SSC	
DeLuca, C and Hughes, S. (2014)	Assessment in Early Primary Education: An Empirical Study of Five Schools Contexts in Canada.	A qualitative study that utilised data from 12 kindergartens to Grade 2 teachers through in-depth interviews followed by ethnographic observations of five classes.	Commitment of early-primary educators to whole-child teaching and assessment.	Weaknesses on data regarding pedagogical contexts, alternative educational approaches and intersection between teaching and assessment.	Efficiency of instructional resources in enhancing values education.
Kitano, S (2011)	Current issues in assessment in early childhood care and education in Japan.	Adopted mixed methods to assess differences between characteristics of early childhood care and challenges in assessment.	Assessment in early years of learning focus on making better plans, improving the understanding of children and professional skills.	Inadequate information on the challenges and family expectations towards assessment.	Impact of assessment modalities in enhancing values education among pre-school learners.
Wen, X., Elicker, J.G., & McMullen, M.B. (2011)	Early childhood teachers; curriculum beliefs: Are they consistent with observed classroom practices.	A total of 58 pre-school teachers completed a survey describing professional backgrounds and curriculum beliefs.	Teachers' curriculum beliefs and observed classroom practices were weakly correlated.	Inadequate linkage between teachers' professional training and years of experience on classroom practices.	Impact of assessment modalities in enhancing values education among pre-school learners.
Kahiga, R.K., Gatumu, J.C., and	Sustainability of the implementation of the	Descriptive analysis technique was used with a	Challenges in teaching of PE ranging from	Absence of data on the role of	Sustainability of stakeholders

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Nteere, J. (2017)	pre-school physical education curriculum in Nairobi and Nyeri Counties.	population of 120 pre-school teachers, 60 head teachers, 60 parents and 4 County officers.	inadequate learning resources, which affected the sustainability of the implementation of the curriculum.	stakeholders in provision of learning resources to sustain implementation of PE curriculum	support for SSC in enhancing values education among pre-school learners.
Margret, B., Daniel, L., Derrick, K., ,& Sophia ,A. (2013)	Early Childhood Education in Ghana: Perceptions of stakeholders in Western Region of Ghana.	Simple random sampling was used to select schools while stratified random sampling technique was employed in each district.	Stakeholders had a low opinion of early childhood education which adversely affected performance of their roles in ensuring effective implementation of programmes.	Involvement of religious organisations, district and municipal assemblies and NGOS in the implementation of early childhood programmes.	Sustainability of stakeholders support for enhancing values education among pre-school learners.

2.5 Theoretical Framework

The study was anchored on social constructivist approach Vygotsky (2005) and Ecological theory (Bronfenbrenner, 1998). While social constructivist perspective emphasise learning through societal interaction and value placed on cultural background of the learner, ecological system theory stresses that a child develops in five social systems (micro-system, exo-system, macro-system, meso-system and chrono-system) which are interactive.

2.5.1 Social constructivist theory

Social constructivist perspective as advanced by Vygotsky (2005) emphasise that learning takes place through societal interaction and value placed on cultural background of the learner. As noted by Bracken and Fischel (2007), social constructivist approach stresses societal interaction and enhancement of responsibility, respect and cooperation could be achieved through active learner participation in instructional process. Active learner participation provides an opportunity to link knowledge and skills taught in class to personal and practical life experiences. This study considered pre-school learning as an essential foundation of nurturing responsibility, respect and cooperation as societal values.

Vygotsky (2005) considered knowledge acquisition process an interactive communication which is dependent on selection of relevant content, effective pedagogical approach, efficient use of instructional resources, appropriate assessment modalities and sustainable stakeholder participation. Drawing from Vygotsky (2005) work, Kukk (2010) emphasise that values education is successful when teaching and learning takes place in social situations for learners to model behaviour. In practice,

social constructivists approach, knowledge, skills, attitudes and values gain in a social interaction between pre-school teachers, learners and home environment.

Borrowing from Bracken and Fischel (2007), this study was designed based on social constructivist principles that values of responsibility, respect and cooperation attainment depends on social interaction between pre-school teachers, learners, administration, parents and surrounding community. In this regard, the study considered effective implementation of pre-school SSC critical in developing learners with cooperative personalities characterised as being responsible and respectful in the society as productive citizens.

According to Boylan (2010), successful implementation of pre-school SSC creates learning situations through which learners interpret own experiences and develop system of attitudes that guides perception and allowing responsible behaviour. The social constructivist approach to learning, as noted by Vygotsky (2005) relies on the view that pre-school learners are active participants in knowledge creation through an interactive approach incorporating school and its environment. As active participants, pre-school learners should be engaged in practices that assist in developing values of responsibility, respect and cooperation for societal harmony.

Byrd (2012) argued that teachers of social studies who involve learners in active participation equip them with ability to recognise and make informed decisions and assess challenging claims within the society. Therefore Vygotsky (2005) emphasised that the process of knowledge acquisition should be an interactive communication and learning is successful when it happens in social situations. In agreeing with Vygotsky (2005), Boylan (2010), indicated that when teachers, parents and communities form

appropriate social orientations through introducing ethical standards and value systems, learners make comparisons that influence behaviour during early years' of learning. This is based on the premise that during early years of learning, nurturing of values among learners is influenced by social interactions, explorations, experimentation and sharing of information.

The task of pre-school teacher is to inspire, encourage, challenge and advise learners while guiding them in critical thinking, analysing what they are learning and creating associations. In addition to entrenching responsibility, respect and cooperation, Grusec (2011) argued that pre-school teachers should focus on teaching approaches that enable learners to appreciate values for unity in society. Specifically, use of social constructivists' theory takes into consideration the content, pedagogy, instructional resources, assessment modalities and stakeholder support as essential elements for enhancing values education among pre-school learners.

 In applying social constructivists' theory, this study took into consideration relevance of the content, effectiveness of instructional methods, efficiency of instructional resources, impact of assessment modalities and sustainability of stakeholders' support in SSC implementation. While Eccles *et al.* (2005) recommend systematic use of theory to increase chances of successful implementation in health training programmes, social constructivist theory have been rarely use to inform assessment of pre-school curriculums. In concurrence Colquhoun *et al.* (2009) and Davies, Walker, and Grimshaw (2008) reported limited use of social constructivist theory broader paradigms such as social cognitive theory, learning theories, and organisational theories.

2.5.2 Ecological system theory

Ecological system theory, Bronfenbrenner (1979) emphasise that a learner develops in five tire social interactive systems (micro-system, exo-system, macro-system, meso-system and chrono-system) which are interactive. Like in social constructivist theory, ecological theory is modelled on an interactive platform involving parents, pre-school teachers, learners, school administration and the surrounding community from which values of responsibility, respect and cooperation could be inculcated. At Micro-system level pre-school learners directly interact with parents, school and neighbourhood in an environment that influence development of responsibility, respect and cooperation. As noted by Nutbrown and Carter (2010) the school administration should provide an appropriate, safe and healthy learning environment that is collaborative for effective implementation of pre-school SSC. In this regard, appropriate interaction of learners with micro-system which involves effective interpretation of social curriculum content, utilisation of instructional methods and resources and involving stakeholders would lead to development of responsible, respectful and cooperative citizens for societal integration.

At meso-system level, pre-school learners interact with home and school, peers and parents, religion and the neighbourhood, which according to Fox (2011) results in mutual relationship of responsibility, respect and cooperation. In agreement, Pahl (2008) posited that when parents and the community are concerned with what happens in school, learners are likely to develop responsibility, respect and cooperation for societal unity through mutual interaction. At exo-system level according to Berk (2000) learning is influenced by factors learners may not directly interact with during instructional process. Such include parents' educational

background, political system, social support and neighbourhood. In this study as indicated by Pallavi and Stephen (2016) considers sustainable stakeholder support as critical factor in implementation of pre-school SSC. Further, Palh (2008) opined that parents who work late hours, or travel for duty in far places may place learners in day care centres. In such circumstance, long stay in child care centres makes learner develop insecure attachments and risk of emotional balances (Pallavi & Stephen, 2016). Insecure attachments coupled with emotional imbalance would significantly weaken development of responsibility, respect and cooperation among learners.

Macro-system comprises a diverse collection of factors with significant influence on learner development. Expounding on this, Berk (2000) argued that cultural patterns, beliefs, laws, political systems and mass media influence values education. In this study, community support was considered paramount in developing values of responsibility, respect and cooperation because they fall within learners' macro-system. In context, community support in reinforcing responsibility, respect and cooperation critically depends on how effective instructional methods and resources are adopted in implementation of SSC. Ideally, Wangari (2014) affirmed that moral beliefs and values originate from family ideals and religious affiliations that the learner is exposed to. In support of this position, Oyier, Odundo, Obat, Ganira and Akondo (2015) noted that community support has a significant relationship with learners' behaviour attributes. This is likely to positively influence teaching of pre-school SSC and thereby enhance values of responsibility, respect and cooperation. Apart from parental beliefs and religious affiliations, the media influences learner behaviour.

Beyond parental factors, media and religion constitute chrono-system which influences values that learners acquire from society. According to Fox (2011) quoted Bronfenbrenner (1979) noted that factors beyond parental control in child development constitute chrono-system. This is based on the premise that in teaching social studies, pre-school teachers interact with learners from diverse backgrounds, some of who may have missed parental care. Therefore, Turiel (2002) asserted that failure of the society, especially learners' immediate environment to inculcate moral values and ideals at this critical period is an indicator of ethical decline which in turn weakens value systems in society. Through Bronfenbrenner (1979) perspective, values of responsibility, respect and cooperation should be developed at every level of the ecosystem for learners to entrench high value systems as effective and contributing members of school, home and society. In conclusion, both ecological system theory and social constructivist approach emphasise that values of responsibility, respect and cooperation attainment depends on interaction between pre-school teachers, learners, administration, parents and surrounding community.

2.5.3 Sociological basis of values education

Values are internalised cognitive structures that guide choices by evoking a sense of basic principles of right and wrong. Grusec (2011) writing on socialisation process noted that apart from moral values which are concerned with having the sense of right and wrong, creating willingness to trust is vital aspect of value development. Societies, cultures, and other social groups have value-based norms, priorities, and guidelines, describing what individuals ought to do if they are to act in reverence to ethical considerations. This study as noted by Kathyanga (2011) considered values education as a means of instilling morally accepted societal behaviour in terms of

responsibility, respect and cooperation among pre-school learners. Effective implementation of pre-school SSC should therefore enable learners develop value systems that provide sense of right and wrong for survival in society as functional and productive citizens.

Social issues in the society, at home and school are closely related to values that learners should develop for sustainable development and appropriate citizenry. To address social issues, Aydın (2011) opined that society requires effective teaching of values from pre-school level of education for learners to progress in adulthood as productive citizens. This would create sense of responsibility, respect and cooperation among pre-school learners as they grow to become productive adults. In addition, Türkkahraman (2013) in a paper presented at 5th World Conference on Educational Sciences noted that cultures provide concrete and social embodiments of values that moderate behaviour. In this study integration of values education in SSC was viewed as a realistic solution for entrenching shared integrity among learners for effective citizenship. To ensure that pre-school learners develop a personality based on values education is possible with effective implementation of SSC content, instructional methods and resources, assessment modalities and stakeholders' support. Therefore, this study determined the extent to which integration of values education has imprinted responsibility, respect and cooperation among pre-school learners for society's existence, continuation and future sustenance.

2.5.3.1 Family background and values education

Socio-economic backgrounds and family types are key determinants of educational attainment of learners at pre-school level. Heckman (2011) writing on economics of

inequality acknowledged that family background factors give some learners educational advantages over others. Agreeing with Hechman (2011) on family background, Wang, Fuqin, and Yiwen Shi (2014) in a study on educational expectation observed that respondents from white settlements degree attainment largely affected parental ability compared with blacks or Hispanics. This study was set in Nairobi City County, cosmopolitan city with diverse family backgrounds as Shanghai which was the focus of Wang *et al.* (2014). In this study family background variables considered include order of birth, income, type, size, and parental education.

2.5.3.2 Cultural background and values education

Education provides an avenue through which cultural heritage is transmitted from one generation to another. In an evaluative study on curriculum and needs analysis Kingdom of Saudi Arabia Suad (2013) acknowledged that societal culture forms the content of its educational programmes and have significance influence on value attainment among learners. The pre-school SSC draws its content from a rich and diverse cultural background spanning all races. The values transmitted through implementation of SSC should reflect national cultural norms and aspirations of Kenyan society. Borrowing from Ülavere and Veisson (2015) study on values education in Estonian pre-school child care institutions, this study focused on pre-school SSC content as source of values of responsibility, respect and cooperation.

2.5.3.3 Class climate and values education

Pre-school class is a multidimensional environment comprising psychological and social interactions among learners and the teacher. Acknowledging pre-school class as basis of psychological and social interactions among learners, Frisby, Berger,

Burchett, Herovic and Strawser (2014) added that provision of social-ecological setting significantly influences attitudes and moods. The social-ecological setting of pre-school class often referred to as class climate would influence learners' behaviour and performance as well as self-concept and general sense of well-being. Norton (2008) argued that it is the role of pre-school teacher to create a favourable class climate that would encompasses social and emotional aspects of learning environment. In this study the focus was on pre-school teacher as an enabler in teaching-learning process by creating class climate which enhances interpersonal behaviours among leaners to develop the values of responsibility, respect and cooperation.

2.5.3.4 Media and values education

Informally, mass media including print, radio, and especially television are the teachers of the biggest class ever in influencing behaviour dispositions. Writing about 21st Century learner, Crick and Wilson (2005) noted that mass media, including social media, are designated teachers for learners outside the school. In today's world social media in shaping learners behaviour because majority spends time online, especially on different platforms such as Facebook, Instagram, and Twitter. This according to Frisby *et al.* (2014) suggests that perhaps most values of pre-school learners are shaped by mass and social media. In practice, as pre-school teachers spend time teaching learners' values such as responsibility, respect and cooperation; outside school mass and social media could either strengthen or weaken what has been taught in class. Borrowing from Crick and Wilson (2005) this study acknowledged that it is impossible to stop the emergence and proliferation of media. However, pre-school

teachers could use the power of media to influence and inculcate responsibility, respect and cooperation among learners.

2.5.4 Philosophical basis of values education

Primarily, philosophy is anchored on answering two kinds of questions with regards to values: the first question is concerned with such conceptual and logical aspects as the nature and status of values and their justification. The second philosophical question is inclined towards how values can be consistently inculcated among learners and this is the main concern of education. In a study on fact, value and philosophy of education, Paul, Richard and Elder (2006) contended that philosophy help to integrate beliefs about matters of fact with values in society at large, to the curricular division between disciplines that deal with knowledge of reality and understanding the personal expression. In support of this argument, Nganga (2015) noted that without values education the curriculum becomes unbalanced and biased towards dishonesty which creates crisis in society.

Values of responsibility, respect and cooperation integrated through SSC are therefore in concurrence with trends in philosophy. Drawing from this premise, effective implementation of SSC content, instructional methods, resource materials and assessment modalities drawn from philosophical themes should enable learners develops values for effective co-existence in society. Philosophical themes would encourage learners to think for themselves, accept responsibility for own actions, learn respect by valuing ideas of others and develop sense of cooperation during progression to adulthood. In a study on philosophy of value-oriented education, Scott (2010) opined that philosophy of value-based education promotes an educational

viewpoint based on valuing self, others and recognising between right and wrong. Therefore, in instances where SSC is implemented effectively, learners are likely to emerge as responsible, respectful and cooperative citizens for societal integration as effective citizens.

2.6 Conceptual Framework

Appropriate implementation of pre-school SSC is intended to develop responsible, respectful and cooperating learners for effective societal cohesion. In instances where social studies content on neighbourhood, 'my school' and health practices are implemented effectively, learners are likely to develop responsibility, respect and cooperation. Relevance of SSC is achieved when learners demonstrate; appreciation for persons, and roles their roles, in the neighbourhood; identify with diversity, take appropriate care of facilities in School; practice effective washing of hands, table etiquette and toileting habits. Learners who develop responsibility, respect and cooperation during early years of learning are likely to progress to adulthood as informed and productive citizens. Figure 2.1 shows the hypothesised relationship between social studies curriculum implementation and values education.
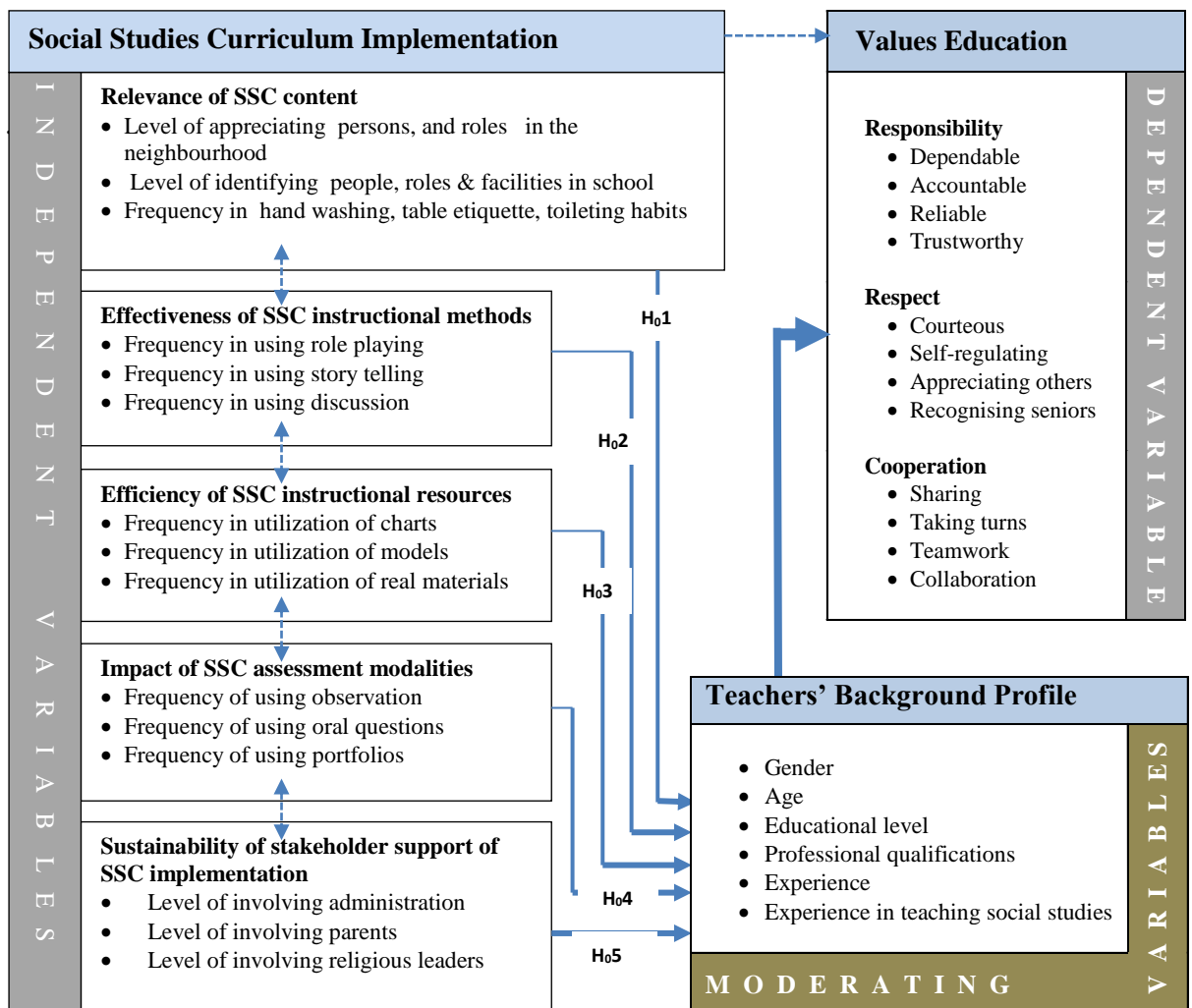
Figure 2.1: Conceptual framework on assessment of SSC and values education

Implementation of pre-school SSC is influenced by effectiveness of instructional methods including storytelling, role playing and discussions which when appropriately adopted result in responsible, respectful and cooperative citizens. Appropriate adoption of instruction methods is influenced by frequency in using role play, storytelling and discussion for nurturing values education among pre-school learners. Relevance of content and effectiveness of instructional methods requires efficient utilisation of instructional resources such as charts, models and real materials. With effective pedagogy and efficient instructional resources in place,

assessment modalities which impact on learners' values education are vital for realisation of responsibility, respectful and cooperating learners from implementation of pre-school SSC. Impact of SSC assessment modalities such as observations, oral questions and portfolios are significant in establishing the extent responsibility, respect and cooperation among learners have been achieved.

Sustainability of stakeholders' support from school administration, parents and the religious community at large are vital in inculcating the values of responsibility, respect and cooperation when SSC is implemented appropriately as shown in Figure 2.1. Frequency of involving school administration, parents and the religious community in values education is likely to sustain responsibility, respect and cooperation among learners.

Despite evaluating SSC content, instructional methods and resources, assessment modalities as well as support from stakeholders, socioeconomic backgrounds and family types are determinants of educational attainment of learners at pre-school level. Sociological factors that influence values education among learners include; family and cultural background, class climate and Media which should be moderated to assist in inculcating responsibility, respect and cooperation for effective societal cohesion. The pre-school SSC draws its content from diverse cultural background spanning all races where values can be transmitted through implementation of SSC to reflect national cultural norms and aspirations of Kenyan society.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter describes how the requisite data was obtained, processed, analysed and interpreted to realise study objectives. The chapter includes research design, target population, sample size and sampling technique, research instruments, validity and reliability of the instruments, data collection procedures, data analysis and ethical concerns.

3.2 Research Design

This study adopted descriptive survey design with both quantitative and qualitative approaches. According to Cohen, Manion, and Morrison (2011), descriptive survey design involves identifying characters of an observed phenomenon without changing or modifying the situation under investigation. By employing descriptive survey design, researcher was able to observe teachers in class to examine how teaching-learning takes place, the instructional methods and resources employed as well as how learners adapt to the instruction in their natural setting. Further, Cresswell (2008) affirmed that descriptive survey design is used when data is collected to describe persons, organisations, settings or phenomenon.

Bryman and Bell (2011) noted that descriptive research design involves observing and describing the behaviour of a subject without influencing it in any way. In adopting descriptive survey designs, this study determined the influence of pre-school Social Studies Curriculum (SSC) on enhancement of values education among learners in

Nairobi City County. In this study, the data collected during assessment of the pre-school social studies was used to inform judgment on: the relevance of content, effectiveness of instructional methods, efficiency of resources, impact of assessment modalities and sustainability of stakeholder support.

According to OECD (2008), descriptive survey embraces both qualitative and quantitative paradigm in a systematic and objective way of assessing an on-going programme implementation. Quantitatively, this study examined the relationship between implementation of pre-school SSC and values education among learners in Nairobi City County. Quantitative approach involved measurement of variables to generate data that was statistically analysed using both descriptive and inferential procedures. Qualitatively, data collected using open ended questions in the respective instruments enabled understanding and interpretation of implementation of pre-school SSC on values of responsibility, respect and cooperation. Explanations from data analysis was anchored on relevance of content, effectiveness of methodological approaches, efficiency of instructional resources, impacts of assessment modalities and sustainability of stakeholders support in implementation of pre-school SSC in Nairobi City County.

3.3 Target population

Target population is the entire group of individuals, events or things of interest to a research study. As indicated by Sekaran and Bougie (2010), inferences are made from target population, during research, forming an aggregation of study elements. In this study the target population comprised of pre-school teachers, learners, head teachers and parents within Nairobi City County, Kenya. The County Integrated Development

Plan (CIDP) 2018-2022 shows that Nairobi City County has 211 public pre-schools, of which 21 are stand-alone and 190 are integrated in primary schools. Further, this study targeted parents who collect learners from the centres in the afternoon. While writing about changing trends in parenting, Njau (2017) asserted that only 7% of parents collect learners from pre-schools.

3.3.1 Study Area

Nairobi is one of the 47 Counties in Kenya and the capital city of Kenya. Being Kenya's capital, Nairobi is served by international airlines and regional road networks linking East African cities. Nairobi City County which is situated in south-central Kenya south of the equator comprises of plains, cliffs and forests which makes up the city's Nairobi National Park. Placed on a high altitude with moderate climate, Nairobi City County is the regional headquarters of several international organizations among them United Nations Environment and UN-Habitat headquarters. With an estimation of 3.5 million people, Nairobi operates under the County Governments Act and a host to international statutes. The County comprises of 17 parliamentary constituencies and 85 wards. The sub counties include; Westlands, Dagoreti North and South, Langata, Kibra, Roysambu, Kasarani, Ruaraka, Embakasi South, North, Central, East and West, Makadara, Kamukunji, Starehe and Mathare, (CIDP, 2018-2022). Schools in Nairobi City County use the Kenya or British Curriculum while international schools adopt the North American, Swedish, and German curriculum. Nairobi City Council has several institutions of higher learning with the University of Nairobi being the largest and oldest in Kenya.

3.4 Sample and Sampling Procedures

A sample is a small proportion of target population selected using various predetermined procedures to provide data that can be used to estimate population parameters. On the same note, Bryman (2012) explains that a sample is drawn from target population for purposes of drawing conclusions from a research problem, while Creswell and Clark (2011) state that data obtained from a sample can be analysed to make generalisation on the entire population. To make the sample of this study representative, the target pre-schools were grouped into sub-counties. Using stratified random sampling, pre-schools were selected from each of Nairobi's 11 sub-counties. Stratified random sampling was applied to ensure each of the 11 sub-counties were represented based on the percentage number of pre-schools (Saunders *et al.,* 2012). From the selected schools, learners, head teachers and pre-school teachers were purposely involved in the study.

In sampled schools, a class of one teacher and learners were purposely sampled to participate in the study. As much as head teachers in sampled schools were eligible to participate in the study, at least half of them were interviewed. This was because pre-school teachers and head teachers were considered informative and conversant with SSC implementation (Babbie, 2008). Table 3.1 shows the sampling frames for each category of participants.

Table 3.1: Sampling frame of the study

Sub County	Schools	Teachers	Learners	Head-teachers	Parents
Dagoreti	12	12	324	6	8
Embakasi	11	11	297	6	8
Njiru	10	10	270	5	4
Kamukunji	9	9	243	5	5
Kasarani	13	13	351	7	9
Langata	4	4	108	2	3
Kibra	3	3	81	2	2
Makadara	16	16	432	8	10
Starehe	13	13	351	7	10
Mathare	5	5	135	3	3
Westlands	13	13	351	7	9
Total	109	109	2934	58	71

Systematic random sampling procedure was applied to sample parents of the pre-school learners. This entailed the use of a pre-determined interval identify learners' biological parents. In this regard, everth 4th person collecting a learner was screened and those found to be parents weretaken through the consenting process and issued with questionnaires (Creswell & Clark 2011). The systematica random sampling process was applied because of its ability to provide an equal opportunity for all parents to be sampled; thereby, ensuring representation of parents of all social and economic profiles and from all administrative units. In this regard, the sampling process prevented sampling biases.

3.5 Research Instruments

Data collection instrument are used in securing information under study from a selected number of respondents (Creswell & Clark, 2011). Data collection for this study involved use of questionnaires for pre-school teachers, interview schedules for head teachers and parents, observation guide and document analysis guide.

3.5.1 Questionnaires for pre-school teachers

According to Kombo and Tromp (2006), a questionnaire is a research instrument consisting of a series of questions and prompts for the purposes of gathering data from wider population. Further a questionnaire consists of a systematically written set of questions where respondents record answers in pre-determined order providing information that can be analysed and interpreted to answer research questions. As noted by Saunders, Lewis and Thornhill (2012) questionnaires give respondents opportunities to feel free and note down responses without inhibition.

The questionnaire for pre-school teachers (Appendix I) had both open-ended and closed-ended questions. The questionnaire was divided into six sections: Part A sought for demographic information of pre-school teachers in terms of age, gender academic background, professional training, and teaching experiences. Part B, C, D, E and F addressed all the five research variables namely, relevance of content, effectiveness of instructional methods, efficiency of instructional resources, impact of assessment modalities and sustainability of stakeholders' support in implementation of pre-school SSC . In each of these five sections on research dimensions, three-point Likert scales was used to evaluate how various elements would enhance responsibility, respect and cooperation among pre-school learners in Nairobi City County. The choice of using Likert questions as noted by Kothari (2011) is because of being orderly scale from which respondents choose the option that best supports their opinion and the fact it can be used to determine someone's attitude by measuring the extent to which they agree or disagree with a question or statement. Using a three-point Likert was informed by Bryman (2012) assertion that the shorter increases scale sensitivity.

3.5.2 Interview schedules for head teachers and parents

Saunders *et al.* (2012) pointed out that through interview technique; significant areas not anticipated in the original plan of the investigation are explored. Interviews also allow discussion on ideas and thoughts together with self-expression. In addition, Orodho, Nzabalirwa, Odundo, Ndirangu and Ndayambaje (2016) indicated that by use of interview methods, the researcher poses questions to the interviewee face-to-face or over the telephone, which makes the interview technique a flexible method that is dependent on the expertise of the interviewer. For this study, interview schedule for head teachers sought data on efficiency and sustainability of SSC in enhancing responsibility, respect and cooperation among pre-school learners.

The interviews were conducted through face to face with head teacher while responses were noted down for ease of analysis. The interview schedule for pre-school head teachers was divided into two sections where Part A sought for demographic information in terms of age, gender, academic background, professional training, and teaching experience. Part B sought for information on efficiency and sustainability of SSC in enhancing responsibility, respect and cooperation among pre-school learners. The parents' interview schedule (Appendix III) sought family background data of pre-school learners in Nairobi City County. Parents' age, marital status, number of children in the family, educational background and household composition was sought. Parents were asked to indicate how learners demonstrate responsibility, respect and cooperation while at home.

3.5.3 Observation guide on social studies lessons

According to Roller and Lavrakas (2015) use of observation guide in research allows for vital themes linkage with areas of interest in the study. An observation guide was used to observe SSC lessons in class setting to ascertain time allocated level of engagement, frequency of involvement as well as learner behaviour during instructional process. Also observed were effectiveness of instructional methods, and efficiency of instructional resources in relation to the extent of enhancing responsibility, respect and cooperation among pre-school learners.

3.5.4 Document analysis form

Document analysis guide provided secondary data and according to Bowen (2009) this gives meaning and clarification to various issues under study by confirming convergence and authentication of diverse sources of information. The document analysis form (Appendix V) was used to collect data on SSC content, instructional methods, resources and assessment modalities. Documents analysed included social studies syllabus, schemes of work, lesson plans, timetable and records of work from pre-school teachers who were sampled to participate in the study.

3.6 Pilot Study

The purpose of pilot study was to pre-test research instruments for establishing reliability. As noted by McMillan and Weyers (2010) piloting reveals poorly constructed questions and unclear instructions. The pilot study enabled assessment of validity of questions, reliability of data collected, and appropriateness of language used as well as contextualisation of the items for predictability. Further, this study considered Cohen *et al.* (2011) assertion that in piloting instruments, deficiencies are

identified and improvements made. The pilot study was conducted in 10 randomly selected schools in neighbouring Kiambu County in conformation with Willis (2005) argument that 7-10 cases adequately represent target population in all aspects for a pre-test study. Feedback from the pilot study was discussed with supervisors and appropriate adjustments made on the items (Bryman & Bell, 2011). This was through integrating open ended items to the questionnaire which presented an opportunity to confirm responses from pre-school teachers. From the pilot study, values which consisted of responsibility, respect, cooperation, tolerance and patriotism were reduced to responsibility, respect and cooperation for ease of analysis.

3.7 Validity of the Instruments

Orodho (2004) stated that validity is concerned with the degree to which research instrument accurately measures what is intended. Further, Creswell (2014) noted that validity is ascertained through thorough scrutiny and cautious designing of items of the tool with focus on research objectives. To achieve this, supervisors and two statisticians were involved in verifying the content validity of the questionnaire, interview schedules, observation guide, and document analysis guide. Views and suggestions of the supervisors were integrated by theme which assisted in improving accuracy of the research tool to the objectives of the study. In concurrence, Ghauri and Grenhaug (2010) affirmed that improving validity of instruments involves identifying vague questions and deficiencies for making improvements and providing clarity of instructions. Research instruments were then subjected to appraisal using Content Validity Index (CVI). When computed, a CVI greater than 0.7 was considered as adequate for this study.

$$CVI = \frac{Agreed\ items\ by\ both\ judges\ as\ suitable}{Total\ number\ of\ items\ in\ the\ questionnaire}$$

The CVI was 0.77 for the pre-school teachers' questionnaire, 0.73 for the parents' interview schedule and 0.74 for head teachers' interview schedule. The CVI obtained for the tools were greater than 0.7. These were considered as valid. After analysing the results of the pilot study, items on sub-dimensions were amended and irrelevant ones were discarded and replaced.

3.8 Reliability of the Instruments

Research instruments are reliable when they provide consistent results. In this study a test-re-test procedure was adapted to establish reliability of research instruments. Ghauri and Grenhaug (2010) asserted that test-re-test procedure involves estimation of the degree to which the same results could be obtained with a repeated measure of accuracy of similar concept using the instrument. In order to establish reliability, the pre-school teachers' questionnaire which was the main research tool was administered to the same pilot sample twice in an interval of two weeks. As noted by Creswell and Piano Clark (2011) the two-week interval was appropriate to avoid the impact of repetition and disuse by respondents. The two sets of scores obtained were used to calculate reliability coefficient of 0 to +1 and above was acceptable using the formula below: -

$$r = \frac{N\Sigma XY - (\Sigma X)(\Sigma Y)}{\sqrt{\left[N\Sigma X^2 - (\Sigma X)^2 \right]\left[N\Sigma Y^2 - (\Sigma Y)^2 \right]}}$$

After carrying out the pilot study, Statistical Package for Social Sciences (SSPS) was used to generate reliability coefficient for pre-school teachers' questionnaires which

obtained r = 0.97 an indication that there was a consistency of 97%, for parents'

interview schedule r = 0.98 and for head teachers' interview schedule r = 0.97   that

there was a consistency of 97% respectively.

3.9 Data Collection Procedures

An introductory letter from University of Nairobi was used to obtain a research permit

from National Commission for Science, Technology and Innovation (NACOSTI) to

collect data. A list of pre-schools from Nairobi City County education department was

obtained, and permission sought for data collection from the same office. Four

research assistants were trained on how to administer the research tools and

procedures to be used for data collection. Prior visit was made to sampled schools in

the first week of the term to brief head teachers on the nature and significance of the

study during which time tables were checked to familiarise on when social studies is

taught. Data collection was carried out during first term when themes on

neighbourhood, 'my school' and health practice are usually taught.

The questionnaires for pre-school teachers were filled in the presence of the

researcher and this assisted in clarification of concepts on SSC ; content, instructional

methods and resources, assessment modalities and support from stakeholders.

Teachers were free to ask any question that was not clear for clarity and this enabled

the researcher to probe for more data. However, out of the targeted 109 teachers, only

98 participated in the study since this was the time the Government was training on

the new competency-based curriculum.

For pre-school head teachers' appointments were made and confirmation waited for before scheduling for interviews. Once scheduling was done, head teachers were met face-to-face in their respective offices and were informed of the objectives of the study before interviews progressed. The head teachers were asked to give views of availability of SSC instructional resources, and the support provided to ensure that values education is appropriately implemented in pre-schools. During interviews, responses were noted down which included general views about pre-school SSC from head teachers.

The pre-school teachers assisted the researcher in identifying parents from persons who collected learners from school in the afternoon. Before the interview took place, parents were informed on the objectives of the study and why participation was valid. The content of the interview was explained to parents which included views on levels and frequency on how learners demonstrated values of responsibility, respect and cooperation while at home and participation was voluntarily. A total of 35 parents participated in the study and this was because most people who collected learners from school were not parents.

Class observations were carried during social studies lessons and learners were not aware that they were under study since this would have interfered with authenticity of the findings. In observing aspects of responsibility among learners, the focus was on level and frequency in demonstrating independence, accountability, reliability and trustworthiness. Further demonstration of respect was dependent on; frequency, level of involvement in use of courteous words, self-regulation, recognising seniors and appreciation of other members of the class. Further, aspects of cooperation depended

on frequency and level of involvement among learners in sharing, turn-taking, teamwork and collaboration during teaching-learning social studies.

The researcher checked teacher's professional documents which included; availability of social studies syllabus, lesson plans, time tables, records of work and children's books. The professional documents assisted the researchers in ascertaining content taught in social studies, numbers of times social studies is taught per week, how teachers integrate values of responsibility respect and cooperation in lesson plans as well as arrangement of work in learners' books. The research assistance gave daily reports accompanied by regular meetings to discuss progress during data collection period.

3.10 Data Analysis

This study generated both quantitative and qualitative data from questionnaires, interview schedules, observation guide and document analysis. Data analysis involves examining collected data and making deductions plus inferences (Kombo & Tromp, 2006). The study took into consideration key phenomenon under investigation by bringing order in data, organising it into patterns and categorising it into descriptive units. Quantitative data from teachers' questionnaires were edited and coded by assigning numerals so that the responses can be put into manageable categories for analysis. Data entry involved use of Microsoft Office Excel and Statistical Package for Social Sciences (SPSS) from which tabulation to get frequencies and correlations was done. Findings were then presented into tables and figures for interpretation and discussions.

Numerical and quantifiable data were used to generate frequency distributions and percentages from the pre-school teachers', head teachers' and parents' personal background information. Tables were used to present relationship between SSC content, instructional methods, resources, assessment modalities and stakeholders support with responsibility, respect and cooperation among pre-school learners in Nairobi City County. Qualitative data from questionnaires, interviews, observations schedules was summarised, organiseorganised and arranged into themes and where possible presented in narrative form.

In this study implementation of pre-school SSC was evaluated to establish relevance of the content, effectiveness of instructional methods, efficiency of instructional resources, appropriateness of assessment modalities and sustainability of stakeholder support. Using a three-point Likert scale, the researcher requested pre-school teachers to provide answers on how specified components of SSC influence learners appreciation of persons, roles and seniors in the neighbourhood; people, roles and facilities in schools; and washing hand, table etiquette and toilet habits correctly describe influence of implementation of pre-school SSC on responsibility, respect and cooperation were presented, where 1 = Disagree, 2 = Uncertain and 3 = Agree. The descriptive statistics were presented in figures and tables and interpreted using percentages to indicate scores of influences of implementation of pre-school SSC on responsibility, respect and cooperation. In testing the hypothesis, multiple linear regression was used to show significant relationship between SSC content, instructional methods, resources, assessment modalities and stakeholders support with responsibility, respect and cooperation among pre-school learners.

Scatter plots established a linear or curvilinear relationship, residual Q-Q plot to check for the normality. Variance Inflation Factor (VIF) was used to test multicollinearity assumption and a plot of standardised residuals versus predicted values was used to show whether points are equally distributed across all values of the independent variables. Having established that there was equal distributed independent variables, across all values, analysis of variance (ANOVA) was done to test significance before multiple regression analysis was conducted to establish the relationship between dimensions of values education.

3.11 Ethical Consideration

Ethical standards were upheld during the research as the principle of confidentiality, anonymity, and consent. Consent to collect data was sought from head teachers through self-introduction to give permission to access pre-schools. Copies of permission to collect data were obtained from the National Commission for Science, Technology and Innovation (NACOSTI) and an introductory letter from University of Nairobi were received by all respondents. This was meant to inform the respondents about purpose of the study as recommended by Mestry (2006). In this regard, a brief explanation of the aim of the study was given when appointments were being made for data collection and respondents were assured on anonymity and confidentiality. The assurance involved information as to respondents were included in the study and that participation was voluntary and they were free to withdraw from the research study at any time (Silverman, 2010).

CHAPTER FOUR

DATA ANALYSIS, PRESENTATION AND DISCUSSION

4.1 Introduction

This chapter presents analysis, interpretation, presentation and discussions of study findings focussing on the following thematic areas: respondents' demographic profile, relevance of Social Studies Curriculum (SSC) content, effectiveness of instructional methods, efficiency of instructional resources, impacts of assessment modalities and sustainability of stakeholders support for SSC in enhancing responsibility, respect and cooperation among pre-school learners in Nairobi City County. Data collected from pre-school teachers, head teachers, parents, observation schedule and document analysis were analysed using descriptive and inferential statistics and presented in form of table and figures.

4.2 Questionnaire Response Rate

According to Bless, Higson-Smith and Kagee (2006), response rate consists of the number of individuals who participated in answering the questionnaire divided by persons in the sample. Response rate is worked out as a percentage of respondents who participated as fraction of study sample. Table 4.1 shows the response in this study.

Table 4.1: Response rate

Respondents	Sampled	Responded	Percentage Response
Pre-school teachers	109	98	89.9
Head teachers	58	45	93.8
Parents	71	35	49.3
Total	**238**	**178**	**74.8**

In Table 4.1 out of 109 teachers sampled 98 responded giving a response rate of 89.9%. Out of 58 head teachers sampled 45 were interviewed and this gave a response rate of 93.8%. Further, 35 parents out of 71 responded by filling questionnaires, which suggests a response rate of 49.3%. This reveals that the response rate was least among parents, an attribute which may be attributed to non-commitment among more than half of the parents to matters on social values. Overall, of the 238 targeted participants, 178 respobded to the study, and this provides an aggregate response rate of 74.8%, which which according to Werner (2004), is sufficient for making accurate deductions from samples.

4.3 Respondents' Demographic Profile

Demographic information provides data regarding participants for determining whether individuals in a study are representative sample of the target population for generalisation purposes. In this study demographic information of pre-school teachers, head teachers and parents were analysed to provide background data.

4.3.1 Teachers

Pre-school teachers were used to provide evidence on effectiveness of SSC in enhancing values education among learners in Nairobi City County. Table 4.2 presents data on characteristics of pre-school teachers in Nairobi City County.

Table 4.2: Pre-school teachers' demographic data

Variable	Indicators	Frequency	Percentage
Gender	Male	10	10.2
	Female	88	89.8
Age	20-29 years	19	19.4
	30-39 years	35	35.7
	40-49 years	38	38.8
	50 years +	6	6.1
Level of Education	O'Level	53	54.1
	A'Level	45	45.9
Qualifications	Certificate	16	16.3
	Diploma	63	64.3
	Bachelor's degree	15	15.3
	Master's degree	4	4.1
Experience	1-5 years	32	32.7
	6-10 years	18	18.4
	11-15 years	19	19.4
	16-20 years	4	4.1
	Over 20 years	25	25.5
Experience in Current Station	1-5 years	61	62.2
	6-10 years	15	15.3
	11-15 years	20	20.4
	16-20 years	2	2.0
	Over 20 years		
Experience in Teaching Social Studies	1-5 years	46	46.9
	6-10 years	15	15.3
	11-15 years	26	26.5
	16-20 years	4	4.1
	Over 20 years	7	7.1

The level of experience in the implementation of pre-school SSC is likely to vary across teachers in various in various age groups. In this study, the findings presented in Table 4.2 show that majority of pre-school teachers were of ages 40-49 years old while those above 50 years were the least. Specifically, 38.5% (38) were 40-49 years, 35.7% (35) were 30-39 years, 19.4% (19) were 20-29 years and 6.01% (6) were above 50 years of age. This finding suggests that pre-school teachers had the pre-requisite knowledge, skills and attitudes for developing responsibility, respect and cooperation

among learners given that majority, 38% (38) were above 40 years. This is based on the premise that it took after independence for ECE to be recognised and incorporated in Kenya's education system until 1988. Through a Partnership Policy ECE was first stipulated in the Sessional Paper No. 6 of 1988 on *Education and Manpower Training for the Next Decade and Beyond;* as well as the National Development Plan of 1989/1993. This is an indication that as career choice ECE came in 1990s and oldest individuals who were directly trained fall between ages 30-49 years, whom accumulatively were 74.2 (73%). Small number of those aged above 50 years was witnessed and this could be because they came out of school before ECE was a critically taken in Kenya.

This study assessed the gender distribution of pre-school teachers within Nairobi City County. The study results summarised in Table 4.2 indicate that cumulatively, out of 98 respondents, 10 (10.2%) were males while the majority 88(89.8%) were females. These findings concur with Fu and Li (2010) affirmation that teaching profession is predominantly female since they are patient and caring. Fu and Li (2010) study was carried in Taiwan and the fact that there is concurrence in gender distribution, this study can conclude that pre-school teachers are predominantly females. Interestingly, in a study on gender disparity among pre-school teachers Ngure (2014) found out that parents preferred female to male teachers to teach values to learners. This shows a cultural stereotype which prefers female teachers over male counterparts in handling pre-school learners. Further, Nelson and Shikwambi (2010) affirmed that the professionalism of male pre-school teachers may be based on children's perceptions that female teachers are caring in the absence of their mothers. The findings that 10.2% (10) of pre-school teachers were males are an indication that the labour market

has made it possible for male to consider teaching pre-school learners. The fact that findings of this study indicated that few males teach in pre-school echoed Ingegerd (2007) argument that the changing gender patterns among pre-school teachers in Sweden has been dictated by the labour market.

Teacher education level represents ability to manage class efficiently, demonstrate effective teaching approaches and efficiently utilise instructional resources to realise set goals. The study examined the teachers' academic qualification. Table 4.2 show that 53 (54.1%) had O' level while 45 (45.9%) had reached A' level of education. These findings justify that the level of education for pre-school teachers is appropriate for implementation of SSC in developing responsibility, respect and cooperation among learners. The finding are in tandem with Manning, Garvis, Flaming and Wong (2017) affirmation that quality of staff in terms of education level significantly influences teaching of values among pre-school learners.

Beyond education level, pre-school teachers need to be trained to effectively implement SSC effectively. This is based on the premise that professional training for pre-school teachers determines the level of knowledge, skills and competencies for instilling values among learners. In Kenya, pre-school teachers are trained at certificate, diploma, bachelor's degree and post-graduate training for professional competence.

According to the results summarised in Table 4.2, majority of pre-school teachers in Nairobi City County are diploma trained. Specifically, 64.3% (63) had diploma in ECE, 16.3% (16) had certificate in ECE, 15.3% (15) had bachelor's degree in ECE and 4.1% (4) had master's degree in ECE. This could suggest that pre-school teachers

have the prerequisite knowledge and skill for instilling responsibility, respect and cooperation among learners. The higher number 64.3% (63) of pre-school teachers having diploma in education corresponds with the requirements of ECD bill of 2018. Article 36 (1)(b) states that the minimum qualification for pre-school teachers should be diploma in ECE.

In addition, the labour market dynamics has made people who had superior grades from high school to be attracted to ECE. Higher grades mean one could train at diploma and bachelor degrees level. This further explains increasing number of bachelor (15.3%) degree holders teaching pre-school level which could translate to appropriate implementation of SSC since Manning, Garvis, Fleming and Wong (2017) found a relationship between professional competencies, abilities and specific teaching skills.

According to Manning *et al.* (2017), there is a strong relationship between professional competencies, abilities and specific teaching skills that lead to high quality ECE and positive child developmental outcomes. To determine this, the study sought the age and qualification of pre-school teachers. The results indicated that between ages 20-29 2 (2%) teachers had certificate in ECE, 12 (12.2%) had diploma and 5 (5.1%) had bachelor's degree. This could suggest that appropriate qualification in ECE, is likely to influence development of responsibility, respect and cooperation among learners. In a study on ECE care in China, Qi and Melhuish (2016) established that professional competencies and skills offer appropriate learning environments which predicts teachers' beliefs, values and attitude towards learning outcomes. Earlier it was mentioned that ECE was considered part of education system in Kenya in the 1990s and this can be proved further through cross tabulating age and

qualifications of pre-school teachers. Table 4.3 has results of cross tabulation of age and qualification.

Table 4.3: Age and professional qualifications of pre-school teachers

Age	Certificate	Diploma	Bachelor's	Master's	Total
20-29 years	2	12	5	0	**19**
30-39 years	2	27	4	2	**35**
40-49 years	12	18	6	2	**38**
50 years +	0	6	0	0	**6**
Total	**16**	**63**	**15**	**4**	**98**

Professional development provides opportunities for teachers to update and enhance practice through continued specialised training. Results summarised in Table 4.3 show that pre-school teachers above 50years of age have diploma in ECE. Most probably they are teachers who already had certificate in primary education and obtained opportunity to train in ECE when it gained prominence in the 1990s. This is an indication that the teachers have the prerequisite to implement social studies for enhancing responsibility, respect and cooperation among learners. Those falling between ages 30-49 managed to reach masters in ECE because they came out of school when the programme was already declared a career choice. In conclusion the study findings are in concurrence with Diamond and Powel (2011) assertion that appropriately trained professional are key factors in providing quality ECE with favourable cognitive and social outcomes for learners.

This study considered teacher experience as number of years in teaching social studies in pre-school. As noted by Oyier, Odundo, Obat, Ganira and Ochieng (2015), experience enables pre-school teachers to identify strength and weaknesses among learners as far as value education is concerned. In this regard, the study examined experience of pre-school teachers in Nairobi City County as tabulated in Table 4.3 to

ascertain extent to which value education is enhanced. Results presented in Table 4.3 show that out of 98 teachers sampled, 61 (62.2%) had 1-5 years, 15 (15.3%) had 6-10 years, 20 (20.4%) had 11-15 years, 2 (2.0%) and had 16-20 years. This suggests that majority of pre-school teachers 61 (62.2) have worked for 1-5 years which can be attributed to when ECE was appreciated in the country and the time it became a career choice among school leavers. The converse is seen in few teachers having experiences spanning 16-20 years in teaching social studies. To confirm relationship between age and experiences of pre-school teachers, cross-tabulation was done and the results posted in Table 4.4.

Table 4.4: Ages and experiences of pre-school teachers

	1-5years	6-10years	11-15 years	16-20years	Over 20years	Total
20-29 years	18	1	0	0	0	**19**
30-39 years	8	15	6	2	4	**35**
40-49 years	3	2	13	2	18	**38**
50 years +	3	0	0	0	3	**6**
Total	**32**	**18**	**19**	**4**	**25**	**98**

Table 4.4 indicates that pre-school teachers who fall between ages 40 and 49 have worked for over 18 years which implies that with experience they were capable of assisting learners develop responsibility, respect and cooperation through social studies curriculum. Those aged 30-39 years old equally had worked longer even though compared with 40-49 majority have experience of 6-10 years in teaching social studies at pre-school level. This is an indication that the pre-school teachers have acquired appropriate experience to effectively implement SSC and assist learners develop responsibility, respect and cooperation for cohesion in society. From the results in Table 4.4 the study concluded that age is a factor on how long teachers have taught pre-school social studies. This finding corroborates with Wekesa, Simatwa and

Okwach (2016) who noted that teacher factors including age, gender, experience and qualification are vital in influencing values education among learners.

4.3.2 Characteristics of head teachers

According to Hedlin (2017), there is belief that management of schools is traditionally a masculine activity. Based on this premise, the study assessed the gender distribution of pre-school head teachers within Nairobi City County. The results summarised in Table 4.5 indicate that cumulatively out of 45 head teachers, 40% (18) were males while the majority, 60% (27) were female. This implies that both male and female head teachers can manage pre-school and effectively inculcate responsibility, respect and cooperation among learners.

Table 4.5: Head teachers' demographic profile

Variable	Indicators	Frequency	Percentage
Gender	Male	18	40.0
	Female	27	60.0
Age	25-30 years	0	0.0
	31-40 years	4	8.9
	41-50 years	16	35.6
	51-60 years	25	55.6
Educational Background	P1 certificate	4	8.9
	Diploma	13	28.9
	Graduate	27	60.0
	Post–graduate	1	2.2
Experience	Less than 5 years	0	0.0
	6-10 years	2	4.5
	11-15 years	3	6.7
	16-20 years	7	15.6
	More than 20 years	33	73.3

These findings contradict Hedlin (2017) assertion that traditionally, it was considered natural for head teachers to be men. However, this finding corroborates with Ngure (2014) assertion that gender disparity in management of pre-schools is a reality. Echoing this assertion, in a study on principals' gender and management of schools in Kenya, Wangui, Cheloti and Mulwa (2015) noted that there is imbalance in gender

leadership and management of schools. Wangui *et al.* (2015) attributed this to the fact that most male Government officers prefer working in Nairobi, making it easier to transfer their spouses to the County. Further, in a study on females aspiring to administrative positions, Combat (2014) established that majority head teachers in Nairobi are female.

Age is a factor that is likely to determine effective management of schools since it ascertains how experienced managers control schools as indicated by Oyier *et al.* (2015). In a systematic review of the impact of head teachers and principals, Bell, Bolam and Cubillo (2003) indicated that school leadership and management is vested in the senior staff especially head teachers for ensuring success of curriculum implementation. From the results summarised in Table 4.5, head teachers 55.6% (25) were 51-60, years which suggests that they could possess appropriate skills for developing responsibility, respect and cooperation among learners. Further, head teachers were 35.6% (16) were years 41-50, while 8.9% (4) were 31-40 years. This finding agrees with Wiley (2001) argument that senior teachers in management of schools possess essential skills in decision-making. This implies that the head teachers possess required knowledge, skills and attitudes in implementing value education among learners.

Academic qualification and professional orientation are indicators of quality staff in curriculum implementation. As indicated by Peter (2017) in a study on innovation in education, professionals with high academic educational level possess adequate knowledge, skills, values and attitudes for implementing appropriate practices in curriculum functioning. The study examined head teachers' educational background. The results in Table 4.5 show that cumulatively out of 45 head teacher's 60% (27)

were graduates which imply that they could effectively inculcate responsibility, respect and cooperation among learners.

Additional head teachers, 28% (13) had diploma, 8.9% (4) had P1 certificate while 2.2% (1) had post graduate. This finding implies that head teachers have the required qualification for assisting pre-school learners develop values education. This is in accordance with TSC (2015) code of regulations and education policy guidelines, republic of Kenya (2015) that for effective school management, head teachers should possess bachelor's degree. These findings explain that the level of education for head teachers is appropriate for management of pre-school social studies curriculum. This is in concurrence with Husain and Syed (2016) assertion that quality of staff in terms teacher qualification level are determinants of values education among pre-school learners.

Experience in leadership position is a determinant in effective implementation of social studies curriculum. The results presented in Table 4.5 indicated that out of 45 head teachers, 2 (4.5%) had 6-10 years, 3 (6.7%) had 11-15 years, 7 (15.9%) had 16-20 years while majority 33 (73.3%) had more than 20 years of experience. With such vast experience, the head teachers could be having insights on appropriate methods of developing responsibility, respect and cooperation among pre-school learners. According to OECD (2007) effective school leadership requires experienced managers with requisite skills vital for professional organisation and adapt to changing external environments.

4.3.3 Demographic Data of Parents

Parents have a significant role in influencing values education among learners. Biblarz and Stacey (2010) argued that females are less likely to raise children with physical indiscipline cases since they stay longer hours with them. The study sought the gender of pre-school parents in inculcating values education among learners. The results in Table 4.6 revealed that out of 36 parents sampled, 69.4% (25) were females while 30.6% (11) were male. Given that female parents stay longer hour with children implies that in appropriately place to develop responsibility, respect and cooperation for effective integration in society. In concurrence with Biblarz and Stacey (2010) assertion this finding indicated that female parents were predominant in collecting pre-school learners from school.

Table 4.6: Parents' demographic background

Variable	Indicators	Frequency	Percentage
Gender	Male	11	30.6
	Female	25	69.4
Age	20-25 years	3	8.3
	26-35 years	17	47.2
	36-45 years	11	30.6
	Over 45 years	5	13.9
Marital status	Married	20	55.6
	Unmarried	8	22.2
	Separated	5	13.9
	Widowed	3	8.3
Educational attainment	Graduate	9	25.0
	Diploma	9	25.0
	College certificate	11	30.6
	O'level	2	5.6
	Primary	3	8.3
	None	2	5.6
Family size	One	8	22.2
	Two	11	30.6
	Three	8	22.2
	Four	5	13.9
	Five	4	11.1
Birth order	First	15	41.7
	Second	7	19.4
	Third	10	27.8
	Fourth	2	5.6
	Fifth	2	5.6

The level of experience in developing values education among pre-school learners is likely to vary with teachers' age . The study determined the pre-school parents' age and how it influenced value education. In a study on values in middle childhood, Florina, Uzefovsky, Anna, and Ariel (2016) asserted that middle-aged parents provide greater insight into the development of values in children. The results in Table 4.6 show that out of 36 parents, 3 (8.3%) were 20-25 years, 17 (47.6%) were 26-35 years, 11 (30.6%) were 36-45 years while 5 (13.9%) were over 45 years. As noted by Shatkin and Gershberg (2007) as parents' age, they become less involved in the life of children. But for this study, 17 (47.6%) were 26-35 years, which shows that they could be more vigilant and still involved in monitoring, guiding and inculcating responsibility, respect and cooperation among learners.

Bahl (2007) in a study on well-being and child-parent relationship argued that children of married parents experience appropriate parent-child relationships. Such children receive parental attention, approval and learn strategies of managing emotions, resolving disputes which in turn shape behaviour dispositions. The study assessed the extent to which marital status of pre-school parents influences value education. The results summarised in Table 4.6 show that out of 36 parents who participated in the study, 20 (55.6%) were married which could justify they may have appropriate skills for instilling responsibility, respect and cooperation among children.

This results agree with the affirmation of Megan, Abel, and Priscilla (2016) in a study on influence of age and parental status on parent-child relationship that marital status influence values that learners adapt. Though Ogwo (2013) noted that through marriage, learners acquire beliefs, attitudes, values, and behaviours considered

appropriate by society and other cultural value, for this study, 8 (22.2%) were unmarried, 5 (13.9%) were separated and 3 (8.3%) were widowed.

Educational background of parents is associated with knowledge, attitudes, and practices geared toward developing values among pre-school learners. With educated parents Gottfried (2013) affirmed that learners benefit from a range of pro-social skills which serve as a foundation for success across a wide range of contexts in adulthood. The study examined extent to which educational background of pre-school parents' influence on value education. Study analysis from Table 4.6 show that 9 (25%) were graduates, 9 (25%) were diploma holders. This is in agreement with Bornstein, Cote, Haynes, Hahn and Yark (2010) in a study on parenting, who acknowledged that educated parents possess a range of parenting skills, knowledge, attitude and practices for developing positive values among children. Additional findings show that 11 (30.6%) had college certificate, 2 (5.6%) had reached O'level and 2 (5.6%) had none. As noted by Further, Irena and Jan (2013), educated parents influence the life journey of learners in terms of training and internalization of social behaviour, norms and moral values.

Family size influence how values education development takes place among learners in regard to being responsible, respectful and cooperative. Egunsola (2014) affirmed that family size has an influence on academic achievement and values that learners adopt. The results contained in Table 4.6 show that 8 (22.2%) had one child. Gleason, Narvaez, Cheng, Wang, and Brooks (2016) affirmed that positive orientation towards socialising learners within small families encourages warmth, responsiveness and development of moral character for understanding self as belonging to a larger community. However, 11 (30.6%) parents had had two children, 8 (22.2%), had three

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children, 5 (13%) had four children and 4 (11.1%) had five children. This suggests such families could be positively associated with appropriate orientations that nurture responsibility, respect and cooperation among learners.

Birth order impacts on learners' moral values according to Florina *et al.* (2016) who noted that as parents give birth to other children; they become less aggressive in discipline. Further, Rohrer, Julia, Egloff, Boris, Schemuke and Stefan (2015) indicted that birth order has a powerful influence on children's personality, behaviour and values.

Rohrer *et al.* (2015) assertion was based on the premise that since first born children benefit from undivided attention from parents for long, they are required to behave effectively and demonstrate appropriate values for other siblings to model. The results summarised in Table 4.6 show that 15(41.7%) had children as first born. Majed and Fatima (2016) in a study on the effects of birth order on personality traits affirmed that the oldest children tend to be more responsible, self-dependent, which could translate to acceptable societal values. However, more findings show that 7(19.4%), had children as second born 10(27.8%), had children as third born, 2(5.6%) had children as fourth born while 2(5.6%) had children as fifth born.

4.4 Relevance of SSC Content in Enhancing Responsibility, Respect & Cooperation

Appropriate implementation of pre-school SSC is likely to provide an environment that would equip and support knowledge, skills and attitudes for learners to confront issues arising in life. This study evaluated pre-school SSC to establish relevance of content; effectiveness of instructional methods; efficiency of instructional resources;

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impact of assessment modalities and sustainability of stakeholder support in enhancing values education among learners.

4.4.1 Relevance of neighbourhood, my school, health and practices

Objective one determined the relevance of SSC content in enhancing values education among pre-school learners in Nairobi City County. Appropriate implementation of pre-school SSC content raises levels of responsibility, respect and cooperation vital for effective citizenship. Based on this realisation, this study particularly focused on themes of neighbourhood, 'my school' and healthy practices in order to establish the extent to which pre-school SSC content enhances responsibility, respectfulness and cooperation among learners.

The study is anchored on responsibility as component of peaceful coexistence to assist learners emerge as effective and informed citizens. This is based on the basis that responsible learners are dependable, accountable, reliable and trustworthy. According to Dalyop (2014), SSC content is purposed to inculcate sense of responsibility for learner to become dependable, keep promises and honour commitments as citizens within the neighbourhood, school and uphold positive health practices for sustained existence. In this regard, pre-school teachers were asked to indicate relevance of neighbourhood, 'my school' and health practices in promoting responsibility for improved integration in society.

4.4.1.1 Relevance of SSC content on neighbourhood and responsibility

According to Brown, Crowley and King (2011), knowledge on neighbourhood enable the learner to familiarise with persons living in the environment, work done in the surrounding and be acquainted with adults in the community for effective cohesion as

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effective members of the society. In this regard, pre-school teachers were asked to show extent to which content on neighbourhood develops responsibility among pre-school learners. Table 4.7 indicates responses from pre-school teachers.

Table 4. 7: Neighbourhood, appreciation of persons and roles

	Appreciating persons in the neighbourhood	Appreciating roles within the neighbourhood	Appreciating seniors within the neighbourhood	Average percentage
Agreed	83.7%	91.8%	92.9%	89.5%
Uncertain	2.0%	6.1%	5.1%	4.4%
Disagree	14.3%	2.0%	2.0%	6.1%
Total	**100.0%**	**100.0%**	**100.0%**	**100.0%**

Knowledge of persons living in the neighbourhood, work activities in the environment and recognising seniors in the community assist learners to integrate in society as effective and productive citizens. In cases where SSC content on neighbourhood is appropriately implemented the learner is likely to integrate and reflect on the usefulness of responsibility as a virtue in school and society. The results in Table 4.7 show that out of 98 pre-school teachers sampled, 83.7% agreed that knowledge on persons living in the neighbouring area enhances responsibility when learners appreciate and identify with other members within the surrounding, participate in cleaning the class, take care of own belongings in school and demonstrate accountability for own actions. Further, the pre-school teachers noted that learners demonstrate aspects of responsibility through sharing information, acknowledging peers in class, exhibiting confidence and consistent in decision-making as well as responding to communication and honouring commitments. Further argumentation from pre-school teachers showed that values among learners are achieved through effective social interactions, family ties and appreciating community members which assist in appropriate transition to adulthood.

In corroboration with the findings, Allison and Meldrum (2012) noted that appropriate implementation of SSC content assimilates the learner in the community as creative and valuable citizens. In a departure from this finding, 14.3% of the pre-school teachers disagreed and 2.0% were uncertain that teaching persons living in the neighbouring area enhances responsibility based on the premise that parents and the religious community should lead in inculcating values for learners to integrate effectively in society. Despite this finding, a close look at the syllabus, schemes of work and lesson notes confirmed that content on neighbourhood is intended for the learner to integrate in society as a responsible citizen through effective interpersonal relationships for harmonious living. Further still, class observations showed that learners wipe and dust chairs before sitting, keep the class clean, ask for permission from the teacher when in need and address peers by name which suggests that they have developed sense of responsibility.

Even though 83.7% of the pre-school teachers agreed that teaching persons living in the neighbouring area enhances responsibility, the 14.3% who disagreed felt that SSC content has not fully integrated the learner in the neighbourhood as productive and effective citizens since acts of bullying and use of improper language are witnessed in school and in society. In acknowledging this finding, parents stated that as much as values are instilled at home and reinforced through religion, the social environment and media influences learners negatively which hinder development of responsibility. This position was further supported by Young (2014) who noted that even though SSC content is values-oriented, learners continue to display disrespect for teachers and aggression which are against value systems of a just society.

An interview with pre-school parents indicated that knowledge of people living within the neighbourhood enables the learner to appreciate roles of other individuals within the environment as own responsibility for group coexistence. In supporting these findings, Paul, Richard and Linda (2006) asserted that SSC is designed to inculcate sense of responsibility which nurtures accountability and consciousness among learners. In this regard, parents further acknowledged that learners identify and appreciate people within the surrounding by use of appropriate tone when conversing, assisting in house chores, and taking care of own belongings which are attributed from the knowledge acquired from social studies curriculum.

More finding from Table 4.7 shows that out of 98 pre-school teachers who participated in the study, 91.8% agreed that knowledge on work activities in the environment such as cleaning the compound, cooking, driving, treating the sick and farming is relevant in enhancing responsibility among learners. Head teachers showed that schools involve learners in collecting litter in the morning as way of training on responsibility. In concurrence, parents also noted that while at home, learners do participate in household chores which assist in inculcating responsibility in preparation for adulthood. Participating in such activities assists the learner in identifying future roles which is achievable through the neighbourhood, although 6.2% of the pre-school teachers were uncertain and 2.0% disagreed that responsibility is enhanced among learners as indicated in Table 4.7. However, during class observations in one of the schools a teacher asked learners to name work done by people within the neighbourhood and they named; doctors, farmers, drivers, security people and teachers all of whom contribute to the well-being of the society. Additional results in the syllabus, schemes of work, lesson plans and teachers' records

indicated that content on neighbourhood covers ten lessons to enable the learner to effectively form interpersonal relationships and identify with the surrounding as an empowered citizen. In one rare instance, a teacher said:

> Learning about people in the neighbourhood enables learners to familiarise with neighbours in order to avoid interacting with strangers. As learners interact with persons in the neighbourhood, diversified roles are discovered, they share information and develop confidence, learn problem solving skills and this contributes to independence. In fact, if you ask these learners what they aspire to be in future, they will mention what they have observed from the neighbourhood. {PT16}.

In concurrence with these findings, Seefeldt, Castle, and Falconer (2010) affirmed that SSC remains a tool for inculcating right values of the society among learners enabling them to emerge as responsible and empowered citizens. Lesson observation showed that learners have covered books, keep snacks until break time, use clean handkerchiefs, ask for permission when in need of going outside and keep text books in designated areas for ease of access. However, in a departure from this finding, further observation in one class showed that some learners used abusive language when addressing their peers, declined to make queues when going out for break which suggested low levels of involvement in demonstrating responsibility. In one class there was a broken tap and the teacher said that it was damaged by learners who scramble for water. Teachers attributed the inappropriate behaviour to the catchment environments since most learners come from low social economic catchment backgrounds where parents are absent and spent few hours in monitoring behaviour. In this regard, one teacher said the following:

> Most of the learners in this class come from low social economic backgrounds and parents spend limited with them. As much as values are integrated in the SSC and all activity areas, there is need for parental support in reinforcing what is taught in school, but this has not been fully achieved. In fact, learners are exposed to inappropriate media which has contributed to decline of values while others just lack

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role models at home, but only imitate what they observe form the environment. {PT87}

Further still, as shown in Table 4.7, 92.9% out of 98 pre-school teachers agreed that SSC content on neighbourhood enables the learner to recognise seniors in community by; use of polite language towards the elderly people, listening to view points and appreciating their contribution to society as well as honouring commitments. In concurrence with the teachers' argumentation, Mezieobi (2004) noted that knowledge, skills and values acquired through SSC makes it possible for learners to assume personal responsibility for own actions and effectively play the role of an informed and responsible citizen who can confront challenges effectively.

Additional results in Table 4.7 indicate that 5.1% of the pre-school teachers were uncertain while another 2.0% disagreed that SSC content on neighbourhood enables learners to recognise seniors in community. These teachers felt that not all learners appreciate seniors in the surrounding and attributed this to home back ground and inadequate parental involvement in instilling responsibility which is critical for cohesion in the community. Inadequate recognition for seniors in the neighbourhood is likely to contribute to value decline of responsibility in school, home and in society. In supporting this finding, Odundo, Kinyua and Ganira (2018) indicated that low value systems coupled with inappropriate social dispositions widens the gap in nurturing responsibility given that learners continue exhibiting disregard for teachers and violence which are against tenets of a functional society. This could have been attributed by inappropriate implementation of social studies content on neighbourhood.

On average, 83.7% of the pre-school teachers agreed that teaching and learning about persons living in the neighbouring area enhances responsibility as a value among pre-school learners as an indication that knowledge derived from the surrounding influence behaviour dispositions. This was based on realisation that knowledge of people living within the neighbourhood enables the learner to appreciate roles of other people, share information, respond to communication and acknowledge peers and the aged within the community. During one of the class observations a teacher requested learners to mention seniors in the community and what role they play. Learners argued that seniors in the community offer security, lead in church services, plant crops and build houses among other activities. Responses from learners suggest that SSC content on neighbourhood enables learners to acquire aspects of responsibility vital for effective integration in society. In agreement with these findings, Coople and Bredkamp (2009) affirmed that pre-school SSC content is crucial in developing learners' sense of belonging to the community and county as informed and participating citizens. Participating citizens are dependable, accountable, reliable, trustworthy and empowered to identify with and appreciate other people in the environment for communal unity.

Given that 91.8% of the pre-school teachers agreed on work activities in the environment is relevant in enhancing responsibility among pre-school learners is an indication that teaching-learning what people do within the neighbourhood assists in developing skills for decision-making and responding to conversations. During class observation, learners argued that work activities within the environment include; farming, driving, treating the sick and cooking among others which assist in identifying societal roles of different cadre of people in the community.

Additional class observations showed learners were involved in collecting and keeping books on shelves within the classrooms, used dustbins effectively and also assisted the teacher in cleaning the class as an induction that they were responsible. Involvement in such activities supports Seefeldt, Castle, and Falconer (2010) assertion that SSC inculcates right values of the society among learners for emerging as responsible and productive citizens for sustained development. More still, majority 92.9% of the pre-school teachers agreed that SSC content on neighbourhood enables the learner to recognise and value seniors in community. Based on these findings, knowledge on neighbourhood nurtures development of transferrable values for the learner to develop responsibility as citizens who can be dependable, accountable, reliable and trustworthy for survival in the 21st Century.

The fact that neighbourhood content enhances responsibility through transferable knowledge is not restricted to teaching pre-school learners to recognise senior community members, but also about people living in the neighbourhood as well as work activities in the environment. On average, 89.50% of the pre-school teachers agreed that SSC content on neighbourhood enables the learner to develop responsibility through; taking appropriate care of their belongings, appreciating people within the environment, using appropriate conversations with others, and identifying with persons within the vicinity as well as avoiding dealing with strangers. This implies that pre-school SSC content is crucial in developing learners' sense of responsibility for belonging to the community and the society as functional citizens.

4.4.1.2 Relevance of SSC content on 'my school' and responsibility

School provides an appropriate environment in teaching-learning social studies to enable learners accept responsibility as productive citizens (Oluwagbohumni, 2013). In this study content on 'my school' focused on recognising people, activities and care for school facilities. In this regard pre-school teachers were asked the extent to which teaching-learners to recognise people in school; activities of people and care for school facilities enhance responsibility. Table 4.8 shows responses from pre-school teachers.

Table 4. 8: 'My school', appreciation of persons and roles

	Identifying people in school	Identifying roles of people in the school	Identifying school facilities	Average percentage
Agreed	92.9%	75.5%	78.5%	82.3%
Uncertain	5.1%	4.1%	0.0%	3.1%
Disagree	2.0%	20.4%	21.4%	14.6%
Total	**100.0%**	**100.0%**	**100.0%**	**100.0%**

Recognising people in school, activities and care for property is the first step towards responsibility for effective integration in society. Results in Table 4.8 show that 92.9% of the pre-school teachers agreed that knowledge on recognising people in school enhances responsibility since learners; observe class schedules, school rules, appreciate diversity, keep time and are able to identify persons by name. In an observation to confirm this finding, in one class, learners identified the name of the head teacher and her roles, the security people, cooks and cleaners. These findings implies that knowledge from recognising people in school as embedded in everyday practice with streams of social interactions enhances responsibility for harmonious citizenship. In concurrence with these findings, Lovat (2011) noted that in teaching-learning social studies the emphasis is on nurturing learners towards establishing personal values for effective citizenship.

However, additional results summarised in Table 4.8 show that 5.1% of the pre-school teachers were uncertain and another 2.0% disagreed that teaching learners to recognise people in school enhance responsibility. The pre-school teachers attributed this to the realisation that some learners did not address peers by name, interrupted conversations and failed to appreciate diversity. These could be isolated cases because during class observations, a teacher asked about persons in school and their importance and learners promptly answered. Learners argued that teachers, security personnel, cooks and cleaners play vital roles and failure to appreciate and acknowledge them could interfere with harmonious stay in school.

Apart from recognition of people in school, social interactions can be streamed through activities in the surrounding. Finding from Table 4.8 show that 75.5% of the pre-school teachers agreed that teaching-learning activities of people in school enhances responsibility which assists the learner in observing time and completing assignments. On the other hand, as revealed in Table 4.8, 4.1% of the pre-school teachers were uncertain while 20.4% disagreed that teaching about activities people carried out in school would enhance responsibility among the learners. The teachers felt that some learners were not consistent in appreciating roles of people in school and this was demonstrated by littering the compound, inappropriate use of toilets and failure to observe time.

Further class observations showed that learners acknowledged activities of the head teachers, teachers, security personals, cooks, cleaners, and prefects as contributing to their well-being. In addition, a close look at the SSC syllabus, teachers' schemes of work, lesson plans, and records of work further showed that activities of people in school are indicated for learners to appreciate and identify with for cohesion in

society. These findings imply that SSC content is relevant in developing responsibility for learners to develop independence, accountability, self-reliance and trust vital for transiting to adulthood as effective citizens.

More results presented in Table 4.8 revealed that 78.5% of the pre-school teachers agreed that knowledge on care of school property enhance responsibility in order for the learner to keep books clean, practice appropriate use of furniture and refrain from breaking windows or writing on class walls. By the learner demonstrating responsibility is an indication that teaching-learning care for school property helps in recognising that need to take care of own belongings, identify with roles, exercise self-discipline when using text books and avoid playing next to glass windows. In support of this finding Mezieobi (2004) acknowledged that skills and values acquired through SSC enable each learner to assume personal responsibility for own actions and effectively play the role of an informed and responsible citizen.

On the other hand, more analysis from Table 4.8 indicates that 21.5% of the pre-school teachers disagreed that teaching learners to take care of school property enhances responsibility since some learners occasionally break window glasses, or write on class walls. In a departure from this finding, class observations showed that learners keep school text books in the class cupboard appropriately which suggest that responsibility is developed during teaching-learning social studies. Further still in an observation in one of the schools, a teacher gave learners instructions on how to care for school property as an effective skill for instilling responsibility. Specifically, the teacher instructed learners to avoid throwing stones since this could break school windows, indicating that content taught in pre-school SSC is relevant in enhancing

responsibility. The teacher further instructed by learners to avoid drawing on school walls, plucking flowers, climbing on tress and leaving water taps running.

As noted by Lovat (2011), teaching about school environment and activities therein as well as emphasis on care for properties nurtures the learner towards establishing personal values. In conclusion these findings echo Sigurdardottir and Einarsdottir (2016) argument that pre-school teachers emphasise learner participation and development of social skills at school as critical in developing responsible. Based on this realisation, appropriate implementation of content on 'my school' in SSC is intended to develop responsibility as the learner prepares for adulthood as a productive citizen.

4.4.1.3 Relevance of SSC content on health practices and responsibility

Effective implementation of health practices including hand washing, table etiquette and toileting develops learner's appropriate practices for demonstrating responsibility for social integration in society. According to Ojedokum (2016), appreciation of environment for sustainable development is anchored on responsibility, ethical awareness and behaviour consistent with healthy practices reinforced through social studies curriculum. Pre-school teachers were asked to what extent teaching of hand washing, table etiquette and toileting enhance responsibility among learners. Table 4.9 shows results of the findings.

Table 4.9: Health practices and responsibility

	Appropriate washing of hands	Appropriate table etiquette	Appropriate toileting habits	Average percentage
Agreed	85.7%	89.8%	90.8%	88.8%
Uncertain	2.0%	0.0%	0.0%	0.7%
Disagree	12.3%	10.2%	9.2%	10.5%
Total	**100.0%**	**100.0%**	**100.0%**	**100.0%**

Practicing effective health practices through hand washing, table etiquette and toileting supports appropriate behaviour patterns for nurturing responsibility which is critical for well-being and prevention of spread of diseases such as diarrhoea among learners. Findings on health practices as indicated in Table 4.9 revealed that 85.7% of the pre-school teachers acknowledged that teaching-learning hand washing enhances responsibility since learners are trained on usefulness of cleaning hands with soap before eating and after using toileting as responsible aspects of preventing infections. In an observation in one of the classes, a pre-school teacher asked learners to list hygiene practices that help in preventing diseases and they mentioned; bathing, covering mouth when sneezing or coughing, keeping short nails, toes and hair which is vital for healthy living.

Additional findings showed that the social studies syllabus, teachers' schemes of work, lesson plans, records of work and wall hangings in some classes showed that hand washing is emphasised as vital life skill for preventing diseases among learners. In corroboration with these findings, Hansen, Holmes and Lindemann (2014) emphasised that encouraging health practices prevents learners from spread of diseases. Though 85.7% of the pre-school teachers agreed that hand washing nurtures learners towards responsibility as a personal value that prevents spread of diseases, this was not the cases with 2.0% of the pre-school teachers who were uncertain that teaching hand washing inculcates responsibility among learners, and 12.3% disagreed. The teachers felt that not all learners own up to washing hands as instructed, which suggests that responsibility has not been effectively enhanced during teaching-learning social studies.

In a departure from these findings, Lovat (2011) noted that in teaching-learning social studies, the emphasis is on nurturing learners towards establishing personal values for effective citizenship. The fact that some pre-school teachers were uncertain or disagreed was negated during observation which corroborates with these findings. Class observation showed teacher giving learners instructions to line up before going to the toilet and reminded them to wash hands with soap. Adhering to the teacher's instructions suggested that learners implement what is taught in social studies which is critical in enhancing responsibility for effective living. Further, still, schemes of work and lesson plans availed by teachers showed that instructions given to learners are the ones in the lesson notes for appropriate washing of hands. In support of these findings, one parent said:

> When my son joined pre-school, he could neither feed self nor wash hands correctly. I have observed a lot of improvement since he washes hands consistently with soap, flashes toilet independently and is very keen to family members who fail to wash hands after toileting. He even washes his handkerchief daily and always reminds other family members that failure to wash hands with soap attracts diseases. {P21}

In nurturing hand washing as healthy practice, teaching social studies at pre-school level enable the learner develop responsibility and in return help to reduce the risk of water-related disease both at school and home (Lovat, 2011). Drawing from this affirmation, tenets of responsibility for effective health practices are entrenched in SSC for the learners to progress to adult life as a productive and functional citizen.

The study further determined the relevance of teaching-learning table etiquette and enhancement of responsibility among learners. The results presented in Table 4.9 revealed that out of 98 pre-school teachers who participated in the study 89.8% agreed that knowledge on table etiquette is a healthy practice in enhancing responsibility which assists the learner to practice table manners and identify types of food for

health living. The teachers further stated that learners demonstrate responsibility by; eating with closed mouth, restraining from talking with food in the mouth since this can cause chocking and practicing eating a balanced diet which is vital for healthy living.

Despite these findings, 10.2% teachers who disagreed argued that some learners occasionally talk with food in the mouth while others were unable to feed themselves due to home influence which weakens appropriate table etiquette as learners grow to adulthood. Ideally, teaching-learning table etiquette helps in nurturing appropriate feeding habits in childhood is an important factor in learners' adult life and healthy development. Hence, Shuttleworth and Marri (2014) proposed that SSC content remain a powerful tool for instilling sense of responsibility among pre-school learners. In addition, hand washing as a healthy practice as well as appropriate toileting practices creates the first barrier to water born related disease by helping to reduce transmission through direct and indirect conduct.

Additional results in Table 4.9 show that 90.8% of the pre-school teachers agreed that teaching-learning toileting practices enhances responsibility among learners for safety and hygiene purposes although 9.2% disagreed. The fact that majority 90.8% of the pre-school teachers agreed that teaching-learning hand washing and healthy feeding habits enhance responsibility is an indication that SSC content on health practices enables the learner to develop responsibility which assists in prevention of water borne diseases. Class observations showed that teachers keep toilet papers on tables which learners share when going to washrooms.

Class observation is indication that the learners were responsible which was further illustrated by the fact that they would flash toilets after use and afterwards wash hands with soap. These findings echo Corbett (2012) argument that appropriate toileting facilities and practices create the first barrier to water born related diseases. In support of this affirmation, during an interview in one of the schools, a head teacher indicated that the school has supplied water to all pre-school classes, and learners bring to school a bar of soap at the beginning of the term, to enable them clean hands before eating and after visiting the toilets to avoid diseases such as diarrhoea.

In conclusion, 89.50% of the pre-school teachers agreed that content on neighbourhood enhances sense of responsibility among learners, 82.30% agreed on 'my school' and 88.8% on health practices. On average 86.86% of the pre-school teachers agreed that SSC content is relevant in instilling responsibility among learners. These findings are in concurrence with Paul *et al.* (2006) assertion that SSC is designed to enhance the value of responsibility through a programme of learning that inculcate societal values. Therefore, extent to which the learner could appreciate the environment and be responsible is dependent on appropriate implementation of components of SSC content.

4.4.2. Relevance of SSC content and respect

Social studies curriculum content emphasises development of transferrable values learners need to be respectful, speak and act civilly for effective citizenship (Quashigah, 2013). In this study, reinforcing respect through SSC content was viewed as a way of laying foundation for effective citizenry during growth to adulthood. In this regard, pre-school teachers were asked how relevant themes of

neighbourhood, 'my school' and health practices enhance respect among learners in Nairobi City County.

4.4.2.1 Relevance of SSC content of neighbourhood on respect

Social studies curriculum emphasises integration of positive values modelled for the purpose of well-being of learners within the neighbourhood for effective cohesion as functional citizens. In this study, pre-school teachers were asked the extent to which teaching on persons living in neighbouring area, work activities in the environment and recognising seniors in the community would enhance respect among learners in Nairobi City County. The result were presented in Table 4.10

Table 4.10: Neighbourhood and respect

	Appreciating persons in the neighbourhood	Appreciating roles in the neighbourhood	Appreciating seniors in the neighbourhood	Average percentage
Agreed	91.8%	86.7%	89.8%	89.4%
Uncertain	8.2%	11.2%	8.2%	9.2%
Disagree	0.0%	2.0%	2.0%	1.4%
Total	**100.0%**	**100.0%**	**100.0%**	**100.0%**

SSC content provides opportunities for identifying with persons in the neighbouring area, work activities and recognition of seniors for learners to develop respect and function as informed citizens. Virtue of respect are realised when the learner demonstrates ability to appreciate other people's views, use courteous words, listen to others, be apologetic, and support human dignity and well-being of persons within the neighbourhood (Lisa & Willibald, 2015). The results presented in Table 4.10 indicates out of 98 pre-school teachers sampled, 91.8% agreed that teaching-learning about persons living in neighbouring area enhances respect to enable the learner use polite language, appreciate contribution of other people, listen to opinions of others and judge on merit.

Appreciating people corroborate with Morris (2017) observation that SSC develops critical thinking skills for accepting diversity within the surrounding. More still, Rahim and Rahiem (2012) noted that teaching-learning about persons in the neighbourhood enhances respect through equipping and supporting social relationship among pre-school learners. On the other hand, 8.2% of the pre-school teachers were uncertain that teaching-learning about persons living in the neighbourhood would enhance respect since some learners fail to acknowledge diversity within the vicinity, display acts of disregard for others within school and vicinity.

The teachers further stated that some learners often use abusive language, fail to apologise when they hurt feelings of peers and interrupt conversations which suggests that respect is not fully developed as emphasised in social studies teaching-learning. However, Falconer (2010) agreed that equipping learners with skills and attitudes that support social relationships assists in identifying and appreciating people as well as work activities in the neighbourhood for supporting effective integration. Development of appropriate skills explains the reason why 86.7% of the pre-school teachers agreed that teaching-learning work activities in environment enhance respect since learner adhere to class rules, ask for permission when in need, use appropriate tone in conversation and desist from taking what does not belong to them. In supporting these findings Willibald (2015) acknowledged that respect is anchored on knowledge and daily activities within the immediate surroundings of the learner. Further still, Table 4.10 shows that 11.2% were uncertain and 2.0% who disagreed could not connect teaching about persons in the neighbourhood and development of respect among learners and blamed this mismatch on the social set up of the learners. In a departure from this finding, Rahim and Rahiem (2012) noted that social

relationship skills and attitudes impart moral, integrity and character in learners which are key ingredients of being respectful. The social relationships and skills can be achieved when SSC content is effectively implemented to integrate values that the learner requires for citizenship.

According to Wing (2014) values education and skills developed through social studies assist the learner to appreciate what people do for a living as a sign of respect. In teaching-learning social studies, respect is strengthened by learners recognising seniors in community, listening actively to view points, appreciating roles, and communicating effectively for social cohesion. In teaching-learning about senior members of community, 89.8% of the pre-school teachers agreed the learner develops respect through exhibiting appropriate dispositions and positive behaviour such as appreciation for elderly people and effective communication with peers. Given that 8.2% of the pre-school teachers were uncertain and that 2.0% disagreed implies that respect can be instilled from learning surrounding activities and appreciating what other people do for a living within the neighbourhood. On average by 89.40% of the pre-school teachers agreeing that content on neighbourhood helps the learner to develop respect confirms that appropriate character and positive behaviour can be developed through effective implementation of SSC content.

4.4.2.2. Relevance of SSC content on 'my school' and respect

Relevance of SSC content is achieved through effective recognition for people, activities and caring for school property as effective citizens. In this study pre-school teachers were asked the extent to which recognition of people within the school,

activities of these people and caring for school facilities enhances respect among pre-school learners. Table 4.11 show results from pre-school teachers.

Table 4.11: My school and respect

	Identifying people in school	Identifying roles people in the school	Identifying school facilities	Average percentage
Agreed	89.8%	75.5%	59.2%	74.8%
Uncertain	8.2%	8.2%	12.2%	9.6%
Disagree	2.0%	16.3%	28.6%	15.5%
Total	**100.0%**	**100.0%**	**100.0%**	**100.0%**

Recognising people in school and their activities as well as care for institutional property would assist in producing effective and functional citizens for democratic life. The results in Table 4.11, show that 89.8% of the pre-school teachers agreed that knowledge on recognising people within the school enhances respect for learners through identifying and appreciating role of others within the neighbourhood. The pre-school teachers indicated that learners assist in collecting rubbish around the class which shows respect to the people who clean the school. While in class the teachers said that learners raise hands before speaking as a sigh of respect. Furthermore, the teachers indicated that by communicating with peers, learners are trained to use polite words for effective interactions and formation of relationships within school and beyond.

Inculcating respect among learners according this finding starts with recognition of people within the neighbourhood as contributors to learners' well-being within the surrounding. During class observation in one of the schools, there was a chart hanging on the wall which showed that learners are taught on ways of respecting self in school and at home. Further, results from observation concurred with these findings where teachers gave instructions to learners to explain how they should respect; the head teacher, cooks, cleaners, security people, teachers and their peers. On the other hand,

8.2% were uncertain and 2.0% disagreed. In one rare instance a teacher made the following remarks to the learners:

> The head teacher provides learning materials and you should show respect by use of courteous words. Whenever you go to the head teacher's office, knock the door and great her before any conversation, and thank her for attending to you. In case the head teacher visits the class always stand and great her politely as a show of respect, and this concern should apply to any other visitor who come to this class. I keep on reminding learners about respect since some always forget to rise whenever visitors come to class. The other people we have in school are cleaners, cooks and ground men and should be respected because of their contribution to the organisation of the school. {PT41}

The teacher further reminded learners that every person in the school plays a crucial role for their appropriate stay in school and should be respected and appreciated. In agreeing with this finding, Nickerson (2011) noted that knowledge on people within the school should assist learners to appreciate their contribution for effective cohesion in society. Appreciating contribution of people within the surrounding creates mutual understanding that would lead to respect for effective communal development. Additional results presented in Table 4.11 indicate that 75.5% of the pre-school teachers felt that teaching activities of people found within the school compound enhances respect among learners. This finding suggests that appreciating work done by people in the community could be a foundation for developing respect vital for societal coexistence. However, additional analysis from Table 4.11 show that 8.2% of the pre-school teachers were uncertain, while 16.3% disagreed that teaching activities of people found within the school compound enhances respect among learners.

During an observation in one of the lessons, a pre-school teacher taught learners ways of showing respect to people working in the school by staying outside when the class is being cleaned, addressing them by name and appropriate use of dust bins to refrain from littering the compound. Further still, during an interview, a head teacher

revealed that the school motto is anchored on respect for self and others which is also reinforced on Mondays and Fridays during assembly sessions. For learners to be effective citizens, Nickerson (2011) emphasised development of transferable values from formative years which lays the foundation for future productive adults. Oluwagbohunmi (2013) further indicated that learning transferable values reduces discrepancy between the stated SSC objectives and behavioural dispositions among learners which is achieved through effective curriculum implementation.

Additional results in Table 4.11 show that 59.2% of the pre-school teachers said that teaching learners to care for school facilities enhances respect for effective social cohesion. The teachers argued that learners are given instructions on care for school property, including proper use of water, restraining from bunging of doors and proper locking of windows to avoid breakages. This finding was further confirmed by a chart hung on the walls in one classes indicating how learners should care for school property and the teacher indicated that the rules were formulated by learners and any of them who destroy school property should replace with a new one. Based on this premise, Akumanyi (2007) noted that courteously and appreciation of others is dependent on what is learnt in early education supported by family background of the learner. The fact that 12.2% of the pre-school teachers were uncertain and 28.6% disagreed is an indication that compared to teaching about people within the school and their activities, caring about property are less significant in enhancing respectfulness among pre-school learners.

Given that 89.8% of the pre-school teachers agreed that teaching learners to recognise people within the school; 75.5% agreed that teaching activities of people found within the school compound; and 59.2% agreed that teaching learners to care for school

property enhances respect implies that SSC is vital in transferring values of respect for cohesion in society. Respect being a transferable value can also be inculcated through teaching about activities of people around the school compound and as shown by 75.5% of the pre-school teachers that knowledge about what people do to earn a living can enhance ability of learners to be respectful citizens. The findings suggest that SSC content nurtures positive values modelled for the purpose of well-being of pre-school learners within the neighbourhood for effective citizenry. In this regard, Oluwagbohunmi (2013) posits that learning transferable values reduce discrepancy between the stated SSC objectives and behavioural dispositions of learners. Among the positive values that need to be integrated in social studies is respect for pre-school learners to transit in adulthood as productive members of society.

4.4.2.3 Relevance of SSC content on health practices and respect

Relevance of pre-school SSC content is crucial in developing learners' appropriate health practices which are critical in preventing infections (Risinger, 2012). Appropriate health practices is achieved through cultivating right dispositions of hygiene through hand washing, table etiquette and toileting in order to reinforce respect among pre-school learners. Table 4.12 shows Pre-school teachers' responses on hand washing, table etiquette and toileting.

Table 4. 12: Health practices and respect

	Appropriate hand washing	Appropriate table etiquette	Appropriate toileting	Average percentage
Agreed	64.3%	67.4%	68.4%	66.7%
Uncertain	4.1%	0.0%	08.2%	4.1%
Disagree	31.6%	32.7%	23.4%	29.2%
Total	**100.0%**	**100.0%**	**100.0%**	**100.0%**

Effective implementation of SSC content through reinforcing acts of hand washing, table etiquette and toileting is likely to assist pre-school learners develop virtues of respect for laying a foundation for hygiene practices. Findings presented in Table 4.12 indicate that 64.3% of pre-school teacher agreed that teaching-learning hand washing enhances respect demonstrated when learners; make queues when washing hands before and after using the toilet, sharing soup, wiping hands using towels hung near the water sink and avoiding pushing one another. Demonstration of respect by learners agrees with Mazieobi and Danladi (2012) affirmation that SSC improves learner awareness on appropriate values, skill and attitudes for hygiene purposes.

On the other hand, given that 31.6% of the pre-school teachers disagreed and another 4.1% were uncertain is an indication that hand washing has limited influence on inculcating respect among learners because some fail to wash hands even when they are reminded severally due to inadequate orientation from home background. In a departure from this finding Risinger (2012) contends that SSC equips learners with essential skills for demonstrating appropriate values for integration in society. The same was noted in teaching-learning table etiquette and toileting practices because in both cases nearly one third of pre-school teachers disagreed or were uncertain. In regard to table etiquette, teachers felt that some learners had challenges in observing table manners and bullied those who practiced appropriate feeding habits. In addition, the teachers complained of learners who failed to flush toilets while others did not wash hands after toileting which implies that respect is not fully developed among all learners.

As noted by Yaşaroğlu (2014), in some instances, inappropriate implementation of SSC content has been blamed for decline of values in the society. As much as 67.4% of the pre-school teachers agreed table etiquette as a health practice enhances respect among children, 32.7% disagreed. Regarding toileting, 68.4% of the pre-school teachers agreed, 23.4% disagreed and 8.2% were uncertain that this would enhance respect among learners. The findings suggest that there is a disconnection between implementation of SSC content and practice of respect among learners. For this reason, Risinger (2012) indicated that SSC has not been appropriately implemented to equip learners with essential skills for enhancing respect as a positive value.

On average 66.7% of the pre-school teachers pointed out that knowledge on health practices enhances respect and this is compared to neighbourhood (89.4%) and 'my school' (74.8%) is lower. Disparities observed in the three content areas could indicate that teaching-learning health practices have lower significance in enhancing respect among pre-school learners. However, appropriate health practices can be achieved through effective cultivation of right dispositions in reinforcing respect among pre-school learners. In general, the average response of pre-school teachers on SSC content on enhancing respect among learners was 77.1%. As noted by Copple and Bredekamp (2009) relevance of pre-school SSC content is crucial in developing learners' sense of respect for effective citizenship.

4.4.3 Relevance of SSC content and cooperation

Relevance of pre-school SSC content is crucial in developing learners' sense of belonging to the community for effective integration in society. Sense of belonging is achieved through cultivating right dispositions for reinforcing cooperation for

assisting learners coexist in the community through sharing information, taking turns, teamwork and collaboration. Pre-school teachers were asked extent to which content on neighbourhood, 'my school' and health practices are relevant in enhancing cooperation among learners.

4.4.3.1 Relevance of SSC content of neighbourhood on respect

Teaching-learning social studies at pre-school level emphasise learner participation and development of appropriate skills vital for democratic living. Social skills are critical in learner's daily life and appropriate implementation assist in appreciation of persons in the neighbourhood, work activities and recognising seniors in the community for effective cohesion. Table 4.13 show results on pre-school teacher's perceived influence of teaching-learning about people living in the neighbouring area, work activities in environment and recognising seniors in the community in order to enhance cooperation among learners.

Table 4.13: Neighbourhood and cooperation

	Persons in the neighbourhood	Roles in the neighbourhood	Seniors in the neighbourhood	Average percentage
Agreed	81.7%	76.5%	93.9%	84.0%
Uncertain	16.3%	14.3%	4.1%	11.6%
Disagree	2.0%	9.2%	2.0%	4.4%
Total	**100.0%**	**100.0%**	**100.0%**	**100.0%**

Knowledge on persons living in the neighbouring area, work activities in environment and recognising seniors in the community assist learners in developing skills for appropriate integration in society. In instances where SSC content is appropriately implemented, learners are likely to develop cooperation for mutual cohesion. Results summarised in Table 4.13 show that out of 98 pre-school teachers sampled, 81.7% agreed that teaching content on persons living in the neighbouring area enhances cooperation among learners through collaboration and teamwork.

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Demonstration of teamwork and collaboration is an indication that sharing of information within the environment assists the learner to develop cooperation vital for communal integration. As noted by Anyiendah and Odundo (2018), aspects of cooperation allow learners to work together on a common assignment, scaffold one another in learning, and acknowledge liability for supporting teamwork. More results in Table 4.13 indicate that 16.3% of the pre-school teachers were uncertain and 2.0% disagreed that teaching about people in the neighbourhood enhances sense of cooperation among learners. The teachers who were uncertain and those who disagreed could not associate aspects of cooperation through neither sharing information about person in the neighbourhood nor listening to their view points.

Additional results presented in Table 4.13 indicates that 76.5% of the pre-school teachers agreed that teaching work activities in the environment enhances cooperation when learners take turns in identifying and participating in communal activities such as tree planting and garbage collection. Participating in communal activities shows that knowledge on work activities in the environment assists the learner in identifying with future societal roles including farming, shop keeping, banking among others.

However, additional results summarised in Table 4.13 points out that 14.4% of the pre-school teachers were uncertain; while 9.2% disagreed that teaching about activities in the neighbourhood enhances cooperation among learners. The teachers who did not agree or were uncertain could not relate teaching work activities and cooperation among learners. Despite these findings, Yaşaroğlu (2014) affirmed that social studies are crucial in transmitting citizens' cooperative ideals among learners where value-based education is emphasised in life sciences through which learners are expected to show ability to work with other people within the community.

Further results presented in Table 4.13 show that 93.9% of the pre-school teachers agreed that knowledge on recognition of seniors in the community enhances cooperation among learners. Even though 4.2% of the pre-school teachers were uncertain and 2.0% not agreeing 93.9% felt that through listening to view points of other people and sharing community resources with the vicinity is effective in instilling aspects of cooperation for effective co-existence.

The findings imply that pre-school teachers consider teaching-learning of social studies as relevant in enhancing mutual understanding and meaningful social interactions of the learner within the neighbourhood. Enhancing mutual understanding echo Dalyop (2014) suggestion that social studies encourages learners to appreciate cultural diversity within communities. Further with 76.5% of the pre-school teachers agreeing that teaching work activities in the environment enhances cooperation confirms that that social studies contribute to character development among learners. In support of these findings, during an interview one parent said the following:

> My son organises for cleaning the estate every first Saturday of the month with his peers. His action motivated an NGO which collaborated with other members of the estate and contributed gloves and dust bins for supporting cleanliness in the surrounding. He has since become an ambassador of the environment, and the NGO bought him school uniforms.' When asked about his behaviour he attributed it to his pre-school teachers who insist that learners should participate in communal activities for unity. {P17}

These findings indicate that what is learnt in school assists learners to develop sense of cooperation as noted by Whiteley (2014) that studies curriculum content is intended to provide learners with opportunity to learn from elders about community activities. Providing learners with appropriate skills and attitudes explains why 93.9% of the pre-school teachers agreed that teaching recognition of seniors in the

community enhances cooperation for effective citizenship. With an average of 84.00% response from pre-school teachers that content on neighbourhood enhances cooperation among learners in Nairobi City County, concurs with Acikalin (2014) sentiments that social studies education nurtures dispositions for appreciating other people in society. Through appreciating other people in the society builds confidence and empowers the learner with appropriate skills for confronting challenges arising from school and the community.

4.4.3.2 Relevance of SSC content on 'my school' and cooperation

Although parents should be determining desired values for learners when developing, effective implementation of SSC content can particularly reinforce the character of cooperation. In teaching-learning the theme 'my school' in social studies, teachers are expected to instil virtue of cooperation for learners to develop as effective citizens. In this regard pre-school teachers were asked to state extent to which teaching-learning about 'my school' would enhance the value of cooperation among learners in Nairobi City County and results posted in Table 4.14.

Table 4.14: My school and cooperation

	Identifying people in school	Identifying roles of people in the school	Identifying school facilities	Average percentage
Agreed	93.9%	62.3%	61.2%	72.5%
Uncertain	4.1%	11.2%	10.2%	8.5%
Disagree	2.0%	26.6%	28.6%	19.0%
Total	**100.0%**	**100.0%**	**100.0%**	**100.0%**

Inculcating cooperation among pre-school learners requires appreciating and recognising people in school, activities and care for school facilities for the learner to develop knowledge and skills for coexisting in society. Results summarised in Table 4.14 indicate that 93.9% of the pre-school teachers agreed that teaching-learning

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about people in school instils the value of cooperation for learners to recognise and appreciate individuals within the school. In agreeing that teaching recognition of people in school reinforces the value of cooperation, pre-school teachers concurred with Yaşaroğlu (2014) that social studies are crucial in transmitting citizens' cooperative ideals in learners. However, 4.2% of the pre-school teachers were uncertain and 2.0% did not agree that teaching about people in school would enhance cooperation among learners. This is a small percentage compared with those agreeing hence the study could conclude that knowledge about people in school enhances cooperation among pre-school learners in Nairobi City County.

The 62.3% of the pre-school teachers who agreed that teaching activities of people in school reinforces cooperation is about two thirds which suggest that teaching about activities of people in school is adequate in reinforcing cooperation among learners. In addition, 26.6% of the pre-school teachers disagreeing and 11.2% uncertain the study concluded that teaching activities of people in school is less reinforcing compared to learning about persons in the institution. Additional results summarised in Table 4.14 show that 61.2% of the pre-school teachers agreed that teaching-learning about care of school property enhance the sense of cooperation.

However, with 28.6% disagreeing and 10.2% uncertain about teaching-learning care for school facilities, the study concludes that social studies emphasise on learner's participation and development of social skills (Sigurdardottir & Einarsdottir 2016). Social skills are critical in learner's daily life and effective implementation provides opportunities for learners to communicate their roles in the community. Average response from pre-school teachers of 72.50% is a concurrence with Yaşaroğlu (2014) that beyond parents and community what is taught and takes place at school

reinforces cooperation among learners. In teaching-learning about 'my school' in social studies, teachers are expected to develop sense of cooperation for learners to emerge as functional and participating citizens.

4.4.3.3 Content on SSC content on health practices on cooperation

Values education is emphasised in life sciences and SSC through which learners show ability to work with peers and teamwork at school and home. Considering teaching-learning hand washing, table etiquette and toileting as part of health practices, pre-school teachers were asked to state the extent to which cooperation is developed among learners. The results are posted in Table 4.15.

Table 4.15: Health practices and cooperation

	Hand washing	Table etiquette	Toileting	Average percentage
Agreed	59.2%	68.4%	77.6%	68.4%
Uncertain	11.2%	11.2%	4.1%	8.8%
Disagree	29.6%	20.4%	18.3%	22.8%
Total	**100.0%**	**100.0%**	**100.0%**	**100.0%**

The results in Table 4.15 indicate that out of 98 pre-school teachers who participated, 59.2% agreed that teaching hand washing reinforces cooperation among learners. These teachers said that hand washing is an activity that is reinforced daily and teaching-learning it encourages value of cooperation although 29.6% disagreed and 11.2% were uncertain. The teachers felt that knowledge on hand washing was inadequate in developing cooperation since learners had not fully embraced teamwork and sharing of water which is sometimes scarce in the school.

Appropriate feeding habits including table etiquette, eating together as peers assists learners in developing skills, knowledge, attitudes and values for social interaction as effective citizens. The results presented in Table 4.15 indicate that 68.4% of the pre-

school teachers agreed that knowledge about table etiquette enhances cooperation among learners in order for them to wait for their turn to speak and are not allowed to talk with food in the mouth. Further the teachers indicated that when teaching-learning table etiquette, learners are reminded not to reach across the table to get anything they need, but to request table mates to pass it. In this manner, the value of cooperation in developed among learners as they share meals.

In corroboration with these findings, Osabwa (2016) asserted that etiquettes and protocol basics in school helps in developing effective social patterns and behaviours oriented towards teamwork for social interrelationships. With 20.4% of the pre-school teachers disagreeing and 11.2% being uncertain could be attributed to the fact that in feeding each learner is always served food alone, making it less communal. To reinforce the value of cooperation through teaching-learning hand washing and table etiquette, SSC content should provide learners with opportunity to learn about sharing in both cases as suggested by Acikalin (2014). Encouraging sharing of meals and appropriate table etiquette is intended to nurture cooperation which is vital for citizenship and sustained development.

Unlike hand washing and table etiquette, toileting involves more sharing and the study findings confirmed that 77.6% of the pre-school teachers agreeing that teaching table manners reinforces the value of cooperation. Cooperation is manifested when learners take turns to use toilet facilities both at school and home. However, since 18.3% of the pre-school teachers disagreed and 4.1% were uncertain implies that knowledge about toileting which includes flushing toilets after use and appropriate use of tissue paper was inadequate in assisting the learner to develop cooperation including sharing, turn-taking, teamwork and collaboration for communal cohesion.

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4.4.3.4 Summation of findings on relevance of SSC content

Findings established that SSC content on neighbourhood, school and health practices is relevant in enhancing responsibility, respect and cooperation among pre-school learners. An analysis of summary of findings on the relevance of pre-school school social studies in enhancing responsibility, respect and cooperation are presented in Tables 4.16 and 4.17.

Table 4.16: Summary of findings on relevance of SSC content

Theme	Responsibility	Respect	Cooperation	Average percentage
Neighbourhood	89.50%	89.40%	84.00%	87.63%
'My school'	82.30%	74.80%	72.50%	76.53%
Health practices	88.80%	66.70%	68.40%	74.63%
Average	**86.87%**	**76.97%**	**79.97%**	**79.60%**

Analysis of the results summarised in Table 4.16 show that 79.60% of the pre-school teachers agreed that social studies content is relevant in enhancing values education among learners. The most relevant theme was on neighbourhood with 87.63% of the pre-school teachers agreeing that learners appreciated and identified with persons in the neighbourhood as well as their roles. The teachers argued that learners demonstrated responsibility by taking care of their belongings, keeping the class clean, dusting tables and assisting in watering nature corners and organising shop corners.

This was closely followed by 76.53% teachers for 'my school' and 74.63% for health practices. In terms of specific values, social studies content is relevant in enhancing responsibility 86.87% followed by cooperation 79.97% and then respect 76.97%. These findings are an indication that pre-school SSC is designed to enhance the values of responsibility through a programme of learning that inculcates societal

values among learners. Therefore, the study established that pre-school SSC inculcates right values among learner's for enabling them to emerge as responsible citizens for effective societal cohesion.

More results in Table 4.16 established that teaching thematic areas of neighbourhood content on persons living in the neighbouring area, work activities in the environment and recognising seniors in community inculcates responsibility among pre-school learners. Ideally, reinforcing integration of positive values modelled for the purpose of well-being within the neighbourhood nurtures opportunities for learners to be dependable, accountable, reliable and trustworthy as responsible and effective citizens for societal integration.

Among the positive values that are integrated in social studies content on neighbourhood are responsibility, respect and cooperation. In teaching-learning of social studies at pre-school level emphasis is on learner's participation and development of responsibility, respect and cooperation for enhancing effective cohesion. Based on this realisation, appropriate integration of responsibility, respect and cooperation is critical in daily life and teaching-learning should nurture learner's effective progression to adulthood as functional and productive citizens.

Findings further established that SSC content on 'my school' focusing on recognising people in school, their activities and care for property enhances responsibility, respect and cooperation among learners in Nairobi City County. Further still, the study established that SSC is appropriate in equipping learners with essential skills for enhancing positive values. Although parents should be determining desired values for learners when developing, the findings in this study has indicated what is taught and takes place at school can particularly reinforce positive values among learners for

sustainable development. Therefore, relevance of SSC content enables learners to develop values of responsibility, respect and cooperation for effective integration in society as informed citizens.

The extent to which learners could appreciate the environment and develop responsibility depends on appropriateness of implementing content on healthy practices. This study established that SSC content on health practices and especially teaching-learning of hand washing, table etiquette and toileting enhance responsibility, respect and cooperation among pre-school learners in Nairobi City County. Learning appropriate health practices as part of pre-school SSC content has been demonstrated to be relevant in developing learners' sense responsibility, respect and cooperation.

Appropriate health practices is achieved through cultivating right dispositions in order to reinforce positive values among pre-school learners. In addition, learning appropriate health practices revolves around hygiene and particularly in teaching of hand washing, table etiquette and toileting for the purpose of reinforcing responsibility, respectful and cooperation among learners. In conclusion pre-school SSC and value-based education has been demonstrated to enable learners develop ability to work with other people at school and home for effective coexistence in society.

4.4.4.4 Indicators of SSC content and values education

According to KICD (2017) appropriate implementation of SSC content on neighbourhood, school and health practices develops responsibility for learners to effectively integrate in society as empowered and informed citizens. Pre-school

teachers were asked to state ways in which SSC content has assisted the learner to demonstrate responsibility, respect and cooperation during learning of neighbourhood, school and health practices. Table 4.17 summarises findings of manifestation of SSC and values education.

Table 4.17: Manifestation of SSC content and values education

Values	Neighbourhood	School	Health practices
Responsibility			
Dependable	Keeps own belongings Completes assignments	Observes school rules Appreciates diversity	Appropriate use of toilets Hand washing
Accountable	Abides to law Acknowledges other people	Keeps time Calls peers by name	Clean handkerchief Oral care
Reliable	Encouraging attitude Obedient	Accepts authority Keeps promises	Appropriate feeding Clean finger nails
Trustworthy	Responds to conversations Honour commitments	Openness Harmonious	Less supervision Flushes toilet
Respect			
Courteous	Polite Appreciative	Empathy Compassionate	Queue for services Supports peers
Self-regulating	Disciplined mentality Effective communication	Obeys rules Active interaction	Dresses appropriately Clean teeth
Recognising seniors	Listens to others Judges on merit	Seeks for advice Active listening	Keep school bag clean Clean socks and under garments
Appreciating others	Apologetic Preservers	Peaceful Offer support	Foot hygiene Hair hygiene
Cooperation			
Sharing	Exchange ideas	Interdependence	Covers mouth when sneezing
Turn-taking	Negotiation	Seeks for information	Uses own handkerchief
Teamwork	Interdependence	Self-awareness	Clears feeding area
Collaboration	Consultations	Engages in group work	Table etiquette

From Table 4.17, the values of responsibility were manifested among pre-school learners by being dependable, accountable, reliable and trustworthy. Data obtained from the study findings indicated that the content of pre-school SSC enhanced learners' dependability through keeping own belongings, completing assignments, observing school rules, appreciating diversity within the community as well as understanding that use of toilets and hand washing are essential health habits. On being accountable, the study findings revealed that learners abide to law,

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acknowledges others, keep time, call peers by names, clean handkerchief and reliably appreciate oral care. Reliability among pre-school learners was demonstrated through encouraging attitude, obedience, accepting authority, keeping promises, appropriating feeding and cleaning finger nails. Trustworthiness among pre-school learners was manifested through response to conversations, honouring commitments, being openness and harmonious plus less supervision in using toilet.

Respect from the findings of the study was demonstrated by pre-school learners being courteous, self-regulating, recognising seniors and appreciating others. Courtesy among pre-school learners was demonstrated through being polite, appreciative, empathetic, compassionate, queuing for services and supporting peers. Content of pre-school SSC was established to have enhanced being respectful through self-regulation by being having disciplined mentality, effective communication, obeying rules, active interaction, appropriate dressing and dental care. Respect was as demonstrated through recognition of seniors where it was established that pre-school learners had become attentive listeners, judges on merit, seeks for advice, keep school bag clean plus socks and under garments. In appreciating others, pre-schools learners showed that they had become apologetic, preservers of peace, supportive and being hygienic as far keeping foot and hair clean.

According to Table 4.17, cooperation as value was demonstrated among pre-school learners in sharing, turn-taking, teamwork and collaboration. Teaching pre-school SSC according to the study findings has enhanced cooperation among learners through sharing in exchange ideas, interdependence on one another and covering mouth when sneezing. Learners also cooperated through turn-taking in negotiation and seeking for information plus ensuring that each one uses own handkerchief. In

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terms of teamwork pre-school SSC content enabled learners to become interdependence, having self-awareness and clearing feeding area within the class. The learners had also become collaborative through consultations, engaging in group work and observing table etiquette.

4.5 Effectiveness of SSC Instructional Methods in Enhancing Values Education

Values education emphasises compliance with societal norms such as treating others respectfully with responsibility and willing to cooperate for effective cohesion in society (Yap, 2014). In addition, as noted by Kiemer, Groschner, Pehmer and Siidel (2015), elements of value-based education can be found not only in the subject matter, but also in instructional methods employed in teaching-learning social studies. This is based on realisation that effectiveness of instructional methods influences success of teaching-learning process and improve learner achievement in values education. In implementing social studies curriculum, the emphasis should be on use of learner centred pedagogy for achievement of curriculum goals and objectives. This study examined effectiveness of SSC instructional methods in enhancing values education among pre-school learners. Role playing, storytelling and discussion methods were found to be commonly emphasised in SSC and the study therefore determined extent to which they develop responsibility, respectfulness and cooperation among learners.

4.5.1 Effectiveness of SSC instructional methods in enhancing responsibility

Adequate use of instructional resources in teaching-learning pre-school social studies enables learners to develop responsibility through discovery and exploration. Appropriate adoption of role play, storytelling and discussion would enable learners develop responsibility for effective cohesion in society. Pre-school teachers were

asked to state extent to which role playing, storytelling and discussions enhances of responsibility among pre-school learners.

4.5.1.1. Role play method and responsibility

Role play stimulates imagination, enhances social skills, encourages active learning, creative thinking and provide insights into tasks required for collective responsibility (Frinberg, 2011). Appropriate adoption of role-play in teaching-learning work done by people in the community, activities by persons in the school as well as buying and selling should assist pre-school learners develop responsibility for effective societal unity. Through role play, learners should be able to develop concrete problem-solving skills and negotiation strategies to survive in life as effective and productive citizens. The study assessed the extent to which role play enhances responsibility among pre-school learners. Table 4.18 shows responses from pre-school teachers.

Table 4.18: Role play and responsibility

	Work done by people in the community	Activities done by people in the school	Buying and selling in the market	Average percentage
Often	71.4%	69.4%	89.7%	76.8%
Occasional	10.2%	15.3%	1.0%	8.8%
Rarely	18.4%	15.3%	9.2%	14.4%
Total	**100.0%**	**100.0%**	**100.0%**	**100.0%**

Appropriate utilisation of role play in teaching-learning social studies should enable learners to be dependable, accountable, reliable and trustworthy in order to emerge as responsible citizens in a cohesive society. The results in Table 4.18 show that 71.4% of the pre-school teachers stated that they often use role play in teaching work done by people in the community which reinforces responsibility by enabling the learner to appreciate communal roles, be involved in work within the environment and learn to

be accountable for own actions. The teachers further indicated that through role play, learners appreciate work activities of persons in the community including cleaning, driving, teaching among others which assists in practicing and learning skills for independence, decision-making and problem solving. Schemes of work, lesson plans, and teachers' records of work showed that the commonly used methods in teaching social studies were role play, storytelling, discussion and songs. As noted by Jason and Morris (2010) role play activities improves personal skills and communication, encourages individual concerns, nurture problem solving skills and enhances active participation which nurture independence and accountability.

Further results presented in Table 4.18 illustrates that 10.2% of the pre-school teachers indicated that they occasionally used role play while for 18.4% they rarely employed it in teaching work done by people in the community for developing responsibility among learners. The pre-school teachers who rarely use role play could not link teaching-learning work done by people in the community and development of responsible citizens. The teachers said that role play requires plenty of time although time table showed that social studies are taught five times a week, an indication that there was efficient time to plan for role play. In a departure from these findings, Frinberg (2011) observed that nurturing values among learners requires appropriate active learning through role play which allows rational thinking, risk taking, self-expression that can evoke accountability. However, in an observation in one school, a teacher gave learners instruction on how to role play hospital situation. Learners queued patiently as they waited for their turn to meet the 'doctor'.

Learners who acted as 'nurses' assisted 'patients' to reach the 'doctor' as a way of demonstrating responsibility through role play. At the end of the role play, the teacher

asked learners lessons acquired from the role play. In response, the learners argued that they had learnt how to: solve own issues with peers, differentiate between right and wrong and ways of assisting the less fortunate in society. Differentiating between right and wrong implies that aspects or responsibility demonstrated by learners through role play agree with Wayne, Mathison and Vinson (2013) findings that holistic pedagogy influences whole learner development in terms of social, moral, emotional and spiritual responsibility. Therefore, in instances where role play is effectively adopted, learners benefit through lessons learnt from the play which assists nurturing independence, accountability, reliability and trust for appropriate coexistence in society.

Additional results presented in Table 4.18 show that 69.4% of the pre-school teachers often use role-playing activities done by people in the school such as cooking, driving, cleaning and teaching among others which assists learners to develop acts of responsibility. The teachers further indicated that role play helps the learner in appreciating other people in society, identifying roles within the environment which in turn assist them in participating in cleaning the classroom, washing dishes, arranging own books and play materials in designated thematic areas which corresponds to CBC advocated by (KICD, 2017). In this regard, Kilgour, Reymond, Northcote and Shields (2015) noted that role play provides opportunities for learners to interact which reinforce skills for commitment, encouragement, independence and problem solving in order to coexist effectively.

However, the fact that 15.3% of the pre-school teachers occasionally used role play and another 15.3% rarely use it suggests that the pre-school teachers could be facing challenges is using role play in assisting learners develop responsibility. These

teachers could not link role-playing activities done by people in school and development of responsibility among learners. In a deviation from these findings, Neelke and Otto (2013) emphasised that through getting involved in activities such as cleaning the class and school compound learners develop conscientiousness for wok for nurturing responsibility. Based on these findings, one teacher said the following:

> Isolated learners cannot even wash own cups after taking porridge at 10 o'clock nor dust tables after snaking. This is caused by home influence since most of the work is done by house helps and learners are not given opportunities to participate in work activities. Inadequate involvement in house chores encourages laziness and irresponsibility among some learners. Though I insist on learners collecting litter around the class, some of them perceive this as a punishment and they do it unwillingly. {PT43}

Inadequate involvement of parents in developing responsibility is likely to weaken skills for producing dependable, accountable, reliable and trustworthy learners who can solve issues arising from school and society. As noted by Bracken and Fischel (2005), values are influenced by cultural orientations, appropriate social interactions coupled with personal and practical life experiences. Personal and practical life experiences would assist the learner in determining future roles by learning from work activities within the surrounding.

According to Hidayati and Pardjono (2016), role play activities stimulates creativity, problem solving skills, decision-making and develops team building that nurture responsive acts for learners to integrate effectively in society. From the results presented in Table 4.18, 89.7% of the pre-school teachers said that they often use to role plays focusing on buying and selling activities for learners to interact with peers, demonstrate honesty by giving back the appropriate change and learn to be responsible for own actions. In corroboration with these findings, Chan (2013) noted that role play compels learners to engage in collaborative activities that foster

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interactions, discussions, and view situations from multiple perspectives for developing independence.

With only 1% of the pre-school teachers indicating that they occasionally used role play and 9.2% who rarely use it confirms that role playing buying and selling activities is an effective method that can be used to develop responsibility among learners. This was also noted from responses when a teacher said that role play develops conflict resolutions skills for the learner to solve problems independently as they imitate role of other people in the society. Responses on role playing concur with Robert and Ebru (2013) assertion that this is an approach which depicts everyday interactions that would inculcate responsibility as a result of knowledge gained from the play. As an instructional method role playing stimulates imagination, enhances social skills, encourages active learning, creative thinking and provide insights into tasks required for collective responsibility (Neelke & Otto, 2013). Drawing from these findings, role play encourages situations that trigger problem solving, communication and social interactions among learners which in turn assist in coping mechanisms when confronted with challenges arising from school, home and in society.

4.5.1.2 Effectiveness of storytelling method and responsibility

Chua (2017) affirmed that use of storytelling in teaching-learning social studies nurture ethical orientations, compassion and intellectual foundation which assists learners develop communication skills and attachments through mutual experiences as active members of society. By using storytelling in teaching-learning social studies, teachers should demonstrate virtues of responsibility and encourage learners to model.

The current study considered storytelling on subthemes such as dangerous places and objects in the vicinity, using courteous words and classmates in the neighbourhood as vital in helping pre-school learners develop responsibility and emerge as dependable, accountable, reliable and trustworthy citizens. Results are illustrated in Table 4.19.

Table 4.19: Storytelling and responsibility

	Dangerous places and objects in the vicinity	Use of courteous words in community	Classmates in the neighbourhood	Average percentage
Often	89.8%	73.4%	86.7%	83.3%
Accessional	0.0%	17.3%	0.0%	5.9%
Rarely	10.2%	9.2%	13.3%	10.9%
Total	**100.0%**	**100.0%**	**100.0%**	**100.0%**

Appropriate use of storytelling in the social studies class motivates learners to develop citizenship ideals that nurture dispositions for effective listening, accountability, negotiations, and willingness to participate in learning (Chua, 2017). Analysis from Table 4.19 indicates that 89.8% of the pre-school teachers often use storytelling in teaching-learning about dangerous places and objects in the vicinity which reinforced responsibility for the learner to make decisions and learn self-awareness skills. The pre-school teachers further argued that lessons learnt from storytelling allow development of decision-making and self-awareness skills for choosing right from wrong when confronted with issues in society.

Ability to choose right from wrong confirms Pelin (2011) assertion that using storytelling reduce time dedicated for behaviour management and instead improve on self-awareness and responsive acts among learners. Improving self-awareness among learners implies that stories on dangerous places enable the learner to develop sense of responsibility by identifying safe and unsafe areas within the environment which is vital for security. Even through, 10.2% of the pre-school teachers rarely use storytelling, 89.8% felt that the method has been effective in enhancing responsibility

since learners develop skills for handling objects as well as avoiding dangerous places such as isolated buildings, dark corners, swampy areas and unfenced bore holes which could be dangerous.

More still, results summarised in Table 4.19 show 73.4% of the pre-school teachers confirmed that they often use storytelling in teaching use of courteous words in the community which enhances responsibility by enabling the learner to build courage, learn obedience, appreciate diversity and make own conclusions. These teachers felt that responsibility is demonstrated through use of courteous words such as: 'please, may I, kindly, excuse me, thank you' among others, for effective interaction and conflict resolutions in class, school and the community. In support of this finding, Szurmark and Thuma (2013) posit that storytelling builds confidence, connects and transforms facts to actual practice when learners imitate characters in the story.

However, given that 17.3% of the pre-school teachers used storytelling occasionally and 9.2% rarely use it in teaching courteous words and development of responsibility shows a disconnection between instructional methods used and development of responsibility as a critical component for effective co-existence within society. The pre-school teachers further indicated that use of storytelling would not automatically develop responsibility given that some learners continue bullying peers in class and use inappropriate language to tease and insult classmates. However, Neelke and Otto (2013) noted that courteous words enable learners to understand emotions as critical components of being responsible individuals for effective co-existence within society.

Nabeta (2016) contends that since social studies activities emphasise relationship between man and the society and therefore, use of storytelling provides appropriate chances for learners to connect knowledge to real life experiences. Therefore, 98 pre-school teachers, 86.7% agreed that they often use storytelling in teaching about classmates in the neighbourhood which enhances responsibility when learners identify with peers, recognise them by name, respond to conversations and interact effectively in and out of class. Sentiments from the pre-school teachers could imply that use of storytelling in teaching-learning social studies encourages learners to practice responsibility through learning from characters in the story.

On the other hand, for 13.3% of the pre-school teachers, storytelling was rarely use in teaching-learning social studies to develop responsibility. As indicated by Rahim and Rahiem (2012) inappropriate instructional methods weaken development of values among learners. This study considered storytelling on subthemes such as dangerous places and objects in the vicinity, using courteous words and classmates in the neighbourhood as vital in assisting pre-school learners develop responsibility by developing positive attitude in life. In one instance a teacher said the following:

> I engage learners in storytelling since it develops communication skills and supports sharing of ideas. During storytelling even the shy learners listen attentively and respond to questions and lessons learnt from the story and appreciate expressions of classmates. Through storytelling learners are able to choose right and wrong from characters depicted in the story and they even connect it to behaviours exhibited in this class. This has helped me in shaping behaviour of the learners given that those who misbehave will be reminded of stories that they have heard. {PT 31}

4.5.1.3 Effectiveness of discussion method and responsibility

Discussions involve showing by reason or proof, explaining or making clear by use of examples. Kostenius (2011) argued that discussion approach to teaching-learning

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social studies encourages openness, dialogue and interaction for nurturing interdependence and ownership of the learning process. In this regard, effective discussion on clothes worn by family members, safety when crossing the road and collecting and disposing garbage should develop responsibility among learners. The study examined effectiveness of discussion method in enhancing responsibility among pre-school learners. Findings are shown in Table 4.20.

Table 4.20: Discussions and responsibility

	Identify clothes worn by family members	Safety measures when crossing the road	Collecting and disposing garbage in the surrounding	Average percentage
Often	75.5%	74.5%	82.7%	77.6%
Occasional	10.2%	9.2%	9.2%	9.5%
Rarely	14.3%	16.4%	8.1%	12.9%
Total	**100.0%**	**100.0%**	**100.0%**	**100.0%**

Effective adoption of discussions in teaching-learning on clothes worn by family members, safety when crossing the road, and collecting garbage within the surrounding is likely to assists in developing knowledge, skills and attitudes for nurturing responsibility among learners. The results summarised in Table 4.20 show that 75.5% of the pre-school teachers often use discussion in teaching clothes worn by family members which enhances responsibility for the learner to develop skills for appropriate dressing, appreciate clothes worn by family members which in turn assists in sorting clothes before washing, and learn about care given to make clothes last long. In concurrence, Acikalin (2014) noted that using discussion in teaching-learning encourages interactions, communication competence, analysis and manipulation of ideas.

On the other hand, additional results presented in Table 4.20 shows that 10.2% of the pre-school teachers occasionally used discussion while 14.3% stated that they rarely use the method in teaching clothes worn by family members. These teachers failed to link discussion on family clothing in relation to developing responsibility among learners even though Kirsi (2017) emphasised that teaching-learning approaches contribute to growth of both internal and external personality of the learner. Discussions generate responsiveness among learners that every individual in class has a voice even those with alternative views learn negotiation and consult for solutions in an effective way.

Additional results in Table 4.20 indicate that 74.4% of the pre-school teachers often use discussions on teaching safety measures when crossing the road since it assists in inculcating responsibility for the learner to acquaint with appropriate means when using the road in order to avoid accidents. As much as, in most classes, road safety equipment are designated in thematic areas, pre-school teachers 9.2% who occasionally used discussion on road safety could not connect it to enhancement of responsibility. More still, 16.4% of the pre-school teachers who rarely use discussion when teaching on safety measures when crossing the road noted that the method was inadequate in developing responsibility given that it did not favour the shy learners.

Given that 74.4% of the pre-school teachers often use discussion in teaching road safety is an indication that knowledge developed is appropriate assisting learners to develop responsibility and emerge as informed and functional citizens. In developing responsibility among learners, this finding echo Shuttleworth and Marri (2014) proposal that SSC content remains a powerful tool for instilling sense of responsibility among children at pre-school level. Sense of responsibility would create awareness

among learners that they should take precaution when crossing the road to avert accidents.

More still, The results in Table 4.20 indicate that 82.70% of the pre-school teachers often use discussion in teaching collection and disposal of garbage for enabling the learner to recognise appropriate hygiene practices, which in turn, assist in developing responsibility. The teachers further argued that collection and disposal of garbage assists learners in keeping the class clean which demonstrates fairness and consideration for workers who clean the compound. Observations revealed that in majority of classes, dustbins are used by learners when sharpening pencils and collection of littler which is then disposed to compost pits in turns. Further observation showed a chart with class rules on keeping the class tidy and the teacher said that the rules were developed by the learners.

Further still, in an interview in one of the schools, a head teacher pointed out that the pre-school surrounding is one of the cleanest areas in the entire school since learners effectively use dust bins distributed to them by the County Government. Using dust bins effectively implies that learners appreciate staying in a clean environment as functional effective citizens. However, 9.2% of the pre-school teachers used discussion occasionally while 8.1% rarely use in teaching collection and disposal of garbage. These teachers indicated that discussion method was inadequate in assisting learners appreciate hygienic conditions given that most of them come from estates where dust bins are rarely use and they are the ones who litter the class.

In general, as noted by Motitswe (2011) discussion enables learners to develop responsibility by accepting gender dressing, taking care of clothes and good grooming. Observations in most all classes showed that different clothing are hanged in thematic areas as an indication that discussion on clothes worn by family members takes place during teaching-learning social studies. However, schemes of work exposed that teachers rarely use discussion method of teaching social studies while learners work showed drawings of clothes worn by family members as an indication that teachers adhered to planed lessons.

4.5.2 Effectiveness of SSC instructional methods and enhancement of respect

Appropriate implementation of SSC is vital for learners to demonstrate respect through courtesy, self-regulation, recognising seniors and appreciating others for effective transition to adulthood as productive and functional citizens. Pre-school teachers were asked to indicate effectiveness of role play, storytelling and discussions in enhancing respect among learners in Nairobi City County.

4.5.2.1 Effectiveness of role play method and respect

According to Sumaira and Shahzada (2017) role play is a pedagogical strategy that permits learners to familiarise with new social environments for personal concerns, problems solving, behaviour modification and active participation. Effective adoption of role playing in teaching-learning social studies increases interest in the subject matter, which makes learning interactive. This study considered role playing work done by people in the community, activities by persons in the school plus buying and selling as critical in developing respect among pre-school learners. Study findings are shown in Table 4.21.

Table 4.21: Role playing and respect

	Work done by people in the community	Activities done by people in the school	Buying and selling in the market	Average percentage
Often	69.4%	68.4%	65.3%	67.2%
Occasional	15.3%	10.2%	5.1%	10.2%
Rarely	15.3%	21.4%	29.6%	22.1%
Total	**100.0%**	**100.0%**	**100.0%**	**100.0%**

Effective adoption of role-playing work done by people in the community, activities by persons in the school as well as buying and selling should assist in developing respect among pre-school learners. Results summarised in Table 4.21 indicate that 69.4% of the pre-school teachers often use role play to teach work done by people in the community which provided a platform for learners to display listening by being attentive and quite, showing support by clapping hands and providing feedback as well as expressing themselves verbally. In addition, pre-school teachers noted that through role play; learners appreciate and identify with different occupations, empathise with others and acknowledge diversity in the surrounding which in turn enhances respect. In so doing, pre-school teachers were in tandem with Osabwa (2016) assertion that learners' social relations, perceptions, feelings towards others improve through role playing what people do within the community.

For this reason, pre-school teachers stated that role playing stimulates respect as a social behaviour which assists learners to show empathy, kindness, and include everyone in class without prejudice in order to live in harmony within the community. However, 15.3% of the pre-school teachers noted that they occasionally used storytelling in teaching work activities in school and 15.3% acknowledged that they rarely use it as an indication that role play alone would not develop respect among pre-school learners unless integrated with other instructional approaches. Further still, observation in one of the schools revealed that some learners did not appreciate peers

and also used inappropriate language in communication which caused anger and triggered misunderstanding.

The teachers had to stop the role play to solve the disagreements before continuing with the lesson. Inappropriate communication suggested that learners have not fully developed respect. The pre-school teachers further indicated that although learners develop ability to understand emotions and appreciate others through role play this method requires plenty of time to plan and organise. Time tables indicated that social studies is taught for twenty five minutes, and five times in a week, therefore this was adequate to use storytelling in teaching work done by people in the environment. Based on this finding, Osabwa (2016) argued that appropriate implementation of role play as an instructional approach requires patience, creativity and appropriate planning for learners to capture the massage of the play and make sense out of it.

Additional results in Table 4.21 established that 68.4% of the pre-school teachers often use role play in teaching activities of people in the school which assists learners to develop kindness towards others, include classmates in playing without discrimination and practice self-control as a show of respect. According to Rutumoi and Too (2012), by role playing what people do in school, learners develop respect by breaking down stereotypes and appreciating work of other persons in the surrounding. On the other hand, 10.2% of the pre-school teachers occasionally used role play while 21.4% rarely use it since it was time consuming. However, teachers' schemes of work, lesson notes and wall hangings in some classes showed that respect is among the values emphasised for appreciating school community and for harmonious living. In this regard, one pre-school teacher said:

During my first week of the term, I take learners round the school to identify with work done by people starting from the teaching and non-teaching staff which assists in identifying them by name and profession. This has helped learners appreciate and acknowledge all people in school by name and the work they do. In so doing learners appreciate that every profession is vital, and they should respect the people who make their stay in school harmonious. {PT 45}

In support of these findings, one head teacher indicated that respect as a virtue is included in the school motto and every learner has an obligation to respect self, and others whether in school, home or community. This implies that tenets of respect are entrenched in the social studies' instructional methods for assisting learners develop in productive citizens. These study findings are in concurrence with Spring and Lindridge (2010) argumentation that role play assists learners to develop respect through appreciating activities in the surrounding. During lesson observation one teacher asked learners to identify how they can demonstrate kindness towards peers, explain deeds that help others feel accepted in class or feel cared for and honoured or what make others feel hurt. This suggests that role playing stimulates learning through questions and developing opinions where learners find opportunities to participate in learning. This would improve learner achievement in terms of being respectful because role play is dependent on teachers' personal practices for integrating value education when teaching social studies curriculum.

Teachers' personal practices influence instructional approaches adopted in value clarification through role play (Spring & Lindridge, 2010). The study results summarised in Table 4.21 revealed that 65.3% of the pre-school teachers often use role play in teaching *buying and selling in the market* in order for the learner to listen to peers, ask for items from the 'shop keeper' politely, and learn to apologise when they make mistakes which demonstrates respect. Goel (2012) noted that role play provides opportunities for learners to discover their abilities; develop insights and

attitudes; as well as nurture self-confidence by learning from their mistakes. Conversely, 5.1% of the pre-school teachers noted that they occasionally used storytelling while 29.6% rarely use it.

According to these teachers, role modelling buying and selling may not be linked to inculcation of respect among learners in pre-school given that learners continue to display in appropriate behaviour in class and in society. In addition, the teachers indicated that the act of buying and selling could only assist learners in appreciating and identifying with the role of a shop keeper. However, Harris (2007) asserted that role play exposes learners to different situations they are likely to face in future careers. Exposing the learner to diverse situation is likely to assist in exhibiting patience, managing emotions and listening to perspectives of other people in the surrounding for effective citizenry.

In general, 67.2% of the pre-school teachers noted that role play is effective in enhancing respect for accommodating peers, listening to view points and using polite language. However in one of the schools, learners failed to agree on who to take on the role of the shopkeeper and a disagreement arose which implied lack of respect for self and others. Although Broadhead and Burt (2012) affirmed that through role playing, learners gain opportunities to interact with classmates thereby developing skills for getting on with peers and becoming part of the group, this was not observed among learners. In essence, developing appropriate skills implies that role play is an instructional strategy that permits learners to familiarise with new social environments emphasising personal concerns, problems, behaviour and active participation. A look at the syllabus, schemes of work, and lesson plans showed that role play is commonly used in teaching-learning social studies to equip learners with skills and values for

effective integration. As noted by Osabwa (2016) integrating role playing in developing values increases interest in the subject matter and understanding of content.

4.5.2.2. Effectiveness of storytelling method and respect

Storytelling is a unique way for learners to develop an understanding of diversity and appreciation for other cultures which promote a positive attitude towards other people (Peter, 2017). This is based on the understanding that storytelling has the potential of fostering intelligence and help learners gain insights into respectful behaviour. Pre-school teachers were asked to indicate effectiveness of storytelling in teaching-learning about dangerous places and objects in the vicinity, using courteous words and classmates in the neighbourhood. Results are shown in Table 4.22.

Table 4.22: Storytelling and respect

	Dangerous places and objects in the vicinity	Using courteous words used in community	Classmates in the neighbourhood	Average percentage
Often	67.4%	77.4%	62.3%	69.1%
Occasional	10.2%	6.1%	10.2%	8.8%
Rarely	22.4%	16.5%	27.5%	22.1%
Total	**100.0%**	**100.0%**	**100.0%**	**100.0%**

Effectiveness of storytelling in teaching-learning about dangerous places, objects in the vicinity and using courteous words and classmates in the neighbourhood should assist learners develop respect for self and others. Findings presented in Table 4.22 revealed that 67.4% of the pre-school teachers acknowledged that they often use storytelling to teach about dangerous places in the vicinity. The teachers indicated that knowledge gained through storytelling on dangerous places in the vicinity assists the learner in identifying safe places for playing as well as unsafe areas thereby developing respect for diversity within the vicinity.

The teachers said that stories would allow learners assist those within the surrounding area to avoid playing in dangerous which helps in evading accidents or incidences of insecurity. However, 10.2% of the pre-school teachers affirmed that they occasionally used storytelling and 22.4% rarely use it since the method requires plenty of time to prepare and to come up with an authentic story to fit the content. In a departure from this finding, a teacher in one pre-school indicated that she invited one of the security personnel from the neighbourhood to sensitise learners on safe and unsafe regions within the vicinity through storytelling. The teacher further indicated that by listening to stories on dangerous places, learners develop awareness, knowledge, and skills of identifying safe and unsafe areas within the environment which is vital for wellbeing and harmonious living. Such skills enable learners develop respectful by adhering to rules at home, class and school generally. Peter (2017) acknowledged that storytelling is an effective method of teaching-learning behaviours that should be carried on to future generations by learning from characters in the story. Nurturing appropriate behaviours to learners would ensure that they transit to adulthood as informed and productive citizens.

The study assessed the effectiveness of storytelling on use of courteous words to develop respect among learners. Table 4.22 indicates 77.4% of the pre-school teachers agreed they often use it for learners to develop interpersonal relationships for developing respect for self and other people. On the other hand, 6.1% of the pre-school teachers occasionally used storytelling while 16.5% they rarely use it in teaching courteous but incorporated other methods such as projects and songs among others.

Despite reinforcing respect among learners, pre-school teachers felt that learners bully peers or use inappropriate tones that hurt emotions of classmate, which suggests that respect is not fully developed during teaching-learning social studies. However, during class observations, a teacher asked learners to identify courteous words and when they should be used whether in school or at home. In concurrence, Harris (2007) affirmed that storytelling builds curiosity, openness, critical thinking and understanding among learners. Development of appropriate skills enables learners to embrace one another, increase empathy for other people which heightens sense of respect vital for unity in the community.

Additionally, 63.3% of the pre-school teachers agreed that they often use storytelling in teaching about classmates in the neighbourhood for learners to identify peers by name, recognise likes and dislikes and feelings which in turn aids in appreciating diversity. Knowledge gained through storytelling on classmates in the neighbourhood should encourage harmonious and respectful co-existence when learners appreciate diversity and learn to live in harmony within the community. However, 10.2% of the pre-school teachers occasionally used storytelling and 27.2% rarely could associate storytelling with respect although learners identified peers by name and talked about special events like birthdays which are aspect of respect.

On the other hand, in an observation in one of the classes, a teacher asked learners to identify classmates by name, including where they live and how they spend their weekend. Identifying classmates by name could suggests that storytelling is an effective instructional method that can assist the learner in developing respect for self and other people within the society. Development of respect for self and others people echoes Peter (2017) assertion that in adopting of storytelling as an instructional

approach, teachers need to help children to capture the massage of the story. With an average of 69.10% of the pre-school teachers agreeing that storytelling enhances respect among learners, the study considered this approach as unique in instilling personal appreciation of other people within the community.

Further, some teachers indicated that storytelling is a unique way for pre-school learners to develop an understanding, respect and appreciation for other cultures which promote a positive attitude towards other people. This is based on premise that every story has a lesson to educate audience by presenting ideal role models through which learners can distinguish between right and wrong. In support of this finding, an observation revealed that teachers have pictures of people from diverse backgrounds which are used in storytelling for learners to appreciate others as a sign of respect. As noted by Quashigah, Eshun and Mensah (2013) storytelling is the indigenous approach for teaching and has the potential of fostering intelligence and help learners to gain insights into respectful behaviour. When effectively implemented, storytelling helps learners to discover character qualities for promoting democratic principles by imitating personalities in the story which empowers participatory citizenry.

4.5.2.3 Effectiveness of discussion method and enhancement of respect

Discussion method of teaching involves giving and taking, listening, describing occurrence as well as witnessing episodes which helps the learner to expand horizons and foster mutual interdependence (Quashigah *et al.*, 2013). In instances where discussion method in effectively implemented, the learner is likely to develop respect through consideration of opposing points of view, sensitivity to cultural similarities and differences, as well commitment to individual and social responsibilities. This

study considered discussions on clothes worn by family members, safety measures when crossing the road and collecting and disposing garbage as critical in assisting pre-school learners develop respectfulness. Findings are indicated in table 4.23.

Table 4.23: Discussion and respect

	Clothes worn by family members	Safety measures when crossing the road	Collecting and disposing garbage in the surrounding	Average percentage
Often	69.4%	76.6%	78.6%	74.9%
Occasional	14.3%	11.2%	13.3%	12.9%
Rarely	16.3%	12.3%	8.2%	12.3%
Total	**100.0%**	**100.0%**	**100.0%**	**100.0%**

Seyyedi (2012) posits that articulating appreciation verbally and paying attention to other people when contributing to discussions in class gives confidence for the learner to identify with diversity and acknowledge that each person deserves to be respected. According to findings presented in Table 4.23, 69.4% of the pre-school teachers often use discussed about clothes worn by family members for reinforcing appropriate modes of dressing and identifying with cultural orientations. The pre-school teachers said that discussing about clothes worn by family members enables the learner to appreciate diversity in dressing modes, and that appropriate dressing builds confidence thereby raising the image of a person which in turn helps in developing respect. In concurrence, Terrence and Hawkers (2013) contends that developing respect requires adoption of effective instructional approaches for engaging learners to explore dialogues that illustrate real life situations. However, 14.3% of the pre-school teachers acknowledged that they occasionally used discussion method in teaching about clothes worn by family members and 16.3% rarely use it. These teachers could not associate discussion method on family clothing and development of respect among learners.

As much as pre-school teachers' schemes of work and lesson plans evidently showed that one of the objectives of teaching clothes worn by family members is for the learner to appreciate clothing from other cultures, teachers failed to connect the intention to value of respect. Interestingly, in one class in Westland sub-county, there was a display of clothes worn by family members and a teacher asked learners to discuss the people who use them within the surrounding, yet could not be link the content to value of respect. Despite these findings, Chandler and Ehrlich (2016) affirmed that discussion method of teaching engages both the teacher and the learner in developing social skills of talking, listening, sharing, collaboration and turn-taking. Nurturing social skills assist the learner in developing dispositions for effective citizenry vital for sustainable development.

More still, Table 4.23 shows that 76.6% of the pre-school teachers noted that they often employed discussion approach when teaching safety measures when crossing the road where learners share ideas, take turns, talk openly and listen to opinions of classmates. The pre-school teachers further said that during discussion on safety measures when crossing the road, learners express their experiences, communicate their fears, and pay attention to views of classmates as they talk about situations or challenges of crossing the road as well as identifying dangers of not observing traffic rules. The discussions also assist learners develop an inner understanding and respect for safety precautions when crossing the road. Abdu-Raheem (2012) suggested that learners should be encouraged through discussions to gain knowledge for sharing ideas, listening to peers, and acknowledging opinions of other people within the surrounding. Sharing ideas through discussions enables pre-school learners to respect each other in whichever learning task in class. However, 11.2% of the pre-school

teachers occasionally used discussion and 12.3% said they rarely use it in teaching road safety but took learners for nature walks to familiarise with traffic rules when using the road where they made use of question and answer technique to assess knowledge level.

Further results presented in Table 4.23 indicates 78.6% of the pre-school teachers often discussed with learners on importance of collecting and disposing garbage which is vital for environmental hygiene. Keeping class and school compound clean through garbage disposal awareness enables learners to learn respect by identifying hygienic and safe environment. Further, during one of the lesson observations, learners were asked to discuss dangers of leaving garbage in class. During the discussions, learners mentioned that keeping garbage in class can cause bad smell and attract flies and germs which would interfere with learning. Hence, discussion methods assist learners in appreciating the environment for effective coexistence. In supporting this argumentation, a teacher said this:

> In my class, I keep two dust bins, a blue one for boys, and pink for girls. I have instructed learners to dispose all litter in their respective bins, and that is what they exactly practice. At the end of the day, there is a duty roster which was developed by the learners for disposing all collected litter in the school compost pit. This practice has helped learners to respect one another by avoiding throwing litter on the floor, nor sharpening pencils away from the bins. {PT14}

In this regard, Kocoglu (2014) opined that discussion encourages the learner to be active, attentive which in turn supports respect for keeping the environment clean and safe environment is concerned. Supporting a clean and safe environment encourages attentiveness to effective learning and prevents spread of diseases.

4.5.3 Effectiveness of SSC instructional methods

Promoting value education through SSC requires appropriate instructional approaches to inculcate cooperation among pre-school learners. Role play, storytelling and discussion methods should enable learners develop cooperation through turn-taking, sharing ideas and working together for communal unity in class and at home. Pre-school teachers were asked to indicate extent to which role play, storytelling, and discussion methods assist learners in developing cooperation.

4.5.3.1 Role play method and cooperation

Kocoglu (2014) observed that while most of essential themes of value education are represented in the social studies curriculum, developing cooperation skills require appropriate instructional approaches that encourage ownership of the learning process. In instances where role-playing is adopted effectively, learners are likely to develop cooperation through participating in activities like taking turns, sharing, and working together. This study considered role playing as an instructional approach teacher could use in inculcating cooperation among learners. Findings are shown in Table 4.24.

Table 4.24: Role playing and cooperation

	Work done by people in the community	Activities done by people in the school	Buying and selling in the market	Average percentage
Often	68.4%	86.7%	62.3%	72.4%
Occasional	17.3%	0.0%	13.3%	10.2%
Rarely	14.3%	13.3%	24.5%	17.4%
Total	**100.0%**	**100.0%**	**100.0%**	**100.0%**

Role play on work done by people in the community, activities of persons in school and buying and selling in the market should enable learners to develop aspects of sharing, taking turns, teamwork and collaboration vital for unity in society. Results

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summarised in Table 4.15 indicate that 68.4 % of the pre-school teachers often use role playing in teaching work done by people in the community which encouraged turn-taking, sharing ideas, listening to view point of peers and accepting to be corrected. The pre-school teachers noted that learners develop cooperation and communal approach to work through imitating what other people do for a living within the surrounding. Consistent with these findings, Thuraya (2016) confirmed that role playing method is an effective way of teaching teamwork. However, 17.3% of the pre-school teachers used role play occasionally while 14.3% rarely use it which suggests that role playing what people do in the community could not be related to development of cooperation among learners. As much as Kukuru (2012) affirmed that role play fosters cooperation for learners to treat others fairly, make appropriate choices and discourage individualism, pre-school teachers who were uncertain could not connect this relationship to cooperation. Further still engaging the learner in role playing about activities of people within the environment provides opportunities for tolerating views of other individuals, expressing own opinions and feelings, criticising and sharing ideas which assist in developing cooperation for mutual understanding.

More still, Table 4.24 shows that while 86.7% of the pre-school teachers affirmed that they often employed role playing method in teaching activities of people in the school where learners create own rules, allow creativity and complete tasks although 13.3% rarely use it. The teachers said that in discussion method, shy learners tend to shy away and miss out on learning new knowledge. On the other hand, the majority, 86.7% of the pre-school teachers argued that learning to do chores together encourages collaborative approach to teamwork for active interaction among learners. These findings echo Meziebi and Meziobi (2012) affirmation that role playing enables

the learner to explore and exploit teamwork dispositions during social studies instructional process which encourages ownership in the learning process.

More results summarised in Table 4.24 show that 62.3% of pre-school often utilise role play in teaching buying and selling which enabled learners to express themselves verbally, identify with feelings of other people for fostering teamwork. However, 13.3% of the pre-school teachers occasionally exploited role play and 24.5% rarely use it which raises questions on approaches to be used in integrating values through role-playing buying and selling. In general, the pre-school teachers 62.3% of the pre-school teachers felt that imitating buying and selling enable the learner to perform chores together, listen to one another, take in instructions and learn to get along with peers. In concurrence with these findings, Quashigah, Eshun and Mensah (2013) argued that role playing activities of people in the surrounding instils skills and creates awareness for of teamwork, equality, listening and cooperation in school settings and in the society.

In an observation in one pre-school class, a teacher had planned for learners to role play work done by security guards. During the role pay, learners displayed sharing of ideas, taking turns, listening and taking orders from the 'security guide'. The observation showed that role play as an instructional method used in teaching social studies is effective in developing cooperation among learners. In concurrence, Rogers *et al.* (2009) emphasised that role playing method is an effective way of teaching teamwork for communal engagement.

4.5.3.2 Storytelling method and cooperation

Storytelling method of teaching provides opportunities for learners to connect characters in the story to real life situations for inter-cultural appreciation, encouragement, active participation and cooperation (Shannon, 2018). This is based on the premise that storytelling is a unique way for learners to develop an appreciation for teamwork culture involving listening, talking, collaboration and comprehension. This study examined the effectiveness of storytelling instructional method in enhancing cooperation among pre-school learners. The results are presented in Table 4.25.

Table 4.25: Storytelling and cooperation

	Dangerous places and objects in the vicinity	Use of courteous words used in community	Classmates in the neighbourhood	Average percentage
Often	83.2%	73.2%	67.2%	74.6%
Occasional	4.3%	10.3%	17.3%	10.6%
Rarely	12.5%	16.5%	15.5%	14.8%
Total	**100.0%**	**100.0%**	**100.0%**	**100.0%**

According to Dailey and Browning (2014) willingness to work with other people accomplishes a common goal leading to mutual understanding and reduction of conflicts for building confidence in achieving set goals. Table 4.25 show that 83.2% of the pre-school teachers often use storytelling in teaching-learning about dangerous places and objects in vicinity for helping learners; share information about safe and unsafe places in the surrounding, listen to ideas from peers, and communicate their thoughts about security concerns. In addition, the pre-school teachers stated that through storytelling about dangerous places in the surrounding, learners discover ways of exchanging ideas and listening to opinions of peers on safety issues within the community which is vital for developing cooperation.

In support of this finding, Rogers *et al.* (2009) pointed out that storytelling technique gives learners a chance to share ideas and information therefore promoting positive interactions. Further still, in an observation in one class learners were given an opportunity to tell stories on safe and unsafe areas around their homes. This gave an insight on the role of storytelling as learners listened and shared views and contributed to opinions of others as an indication that cooperation is inculcated during teaching-learning social studies. However, 4.3% of the pre-school teachers used role play occasionally while 12.5% rarely use it as an indication that there was inadequate connection between storytelling and development of cooperation given that some learners hardly share ideas nor listen to view points of others.

Additional results in Table 4.25 show that 73.2% of the pre-school teachers often utilise storytelling in teaching use of courteous words through storytelling which helped learners to practice 'magic words' including: ' excuse me, thank you, may I, please, and sorry'. Use of polite words is an indication that pre-school teachers believed that courteous words draw learners together which enables development of cooperation through turn-taking, sharing ideas which attainable through storytelling during social studies instructional process. More still, Table 4.24 indicates that 10.3% of the pre-school teachers occasionally used role play and 16.5% rarely use it teaching use of courteous words. The pre-school teachers who were uncertain did not consider that by learners listening attentively to stories and responding to questions develops cooperation among learners as indicated by Gross (2010). Furthermore, participating in storytelling promotes enthusiasm for communicating thoughts and views, discloses discrepancy and familiarities of cultures for exploring self-expression and encourages cooperation among learners.

In addition, Retnowati, Salim and Saleh (2018) observed that effective storytelling environments nurture teamwork skills, group accountability and positive interrelationships for eliminating isolation in class. The results summarised in Table 4.25 show that 67.2% of the pre-school teachers often use role play in teaching about classmates in the neighbourhood which fosters open relationships for learners to share challenges and come up with possible solutions. More still, the teachers felt that knowledge on classmates creates social competence which enables the learner to develop common connections for committed relationships and sense of community in class.

The fact that 67.2% of the pre-school teachers often use storytelling to inculcate cooperation among learners is concurrence with Hsu (2015) assertion that the instructional approach provides a motivating, interacting and collaborative pathway in the learning process during social studies instructions. On the other hand, 17.3% of the pre-school teachers used storytelling occasionally used role play and 15.5% rarely could not link communicative competence through storytelling to appreciation of cultural diversities towards cooperation among learners. On average out of 98 pre-school teachers 74.6% noted that storytelling is effective in developing cooperation among learners. Megan, Abel and Priscilla (2016) affirmed that storytelling helps learners to gain insight into appropriate human behaviour, collaboration with peers for nurturing teamwork. Nurturing teamwork requires cooperation with a shared purpose for communal cohesion and sustainable development.

4.5.3.4 Effectiveness of discussion method and cooperation

According to Larson and Keiper (2011), discussions enable learners to communicate effectively, explain ideas, express feelings in an open manner, ask questions and encourage group members who could be experiencing challenges in social interactions. Contributions to cooperation character development requires teachers to think of values by providing scaffolding to link multiple concepts, skills or themes to instil cooperative character among learners. Discussion method of teaching provides chances for learners to assess, accept or disprove views of peers and support reciprocal adjustment for creating group cohesion. In this study pre-school teachers were asked extent to which discussions on clothes worn by family members, safety measures when crossing the road and collecting and disposing of garbage in the surrounding develops cooperation among learners. The results were posted in Table 4.26.

Table 4.26: Discussion and cooperation

	Clothes worn by family members	Safety measures when crossing the road	Collecting and disposing garbage in the surrounding	Average percentage
Often	71.4%	76.4%	70.4%	72.7%
Occasional	10.2%	5.2%	13.3%	9.6%
Rarely	18.4%	18.3%	16.3%	17.7%
Total	**100.0%**	**100.0%**	**100.0%**	**100.0%**

Selwyn (2014) argued that discussion method of teaching promotes teamwork founded on the premise that ideas and persecutions from different people allows learners to think critically, participate in learning and listen to one another. The results in Table 4.26 shows that out of 98 pre-school teachers sampled, 71.4% often discussed about clothes worn by family members for learners to appreciate cultural diversity, make own decisions on appropriate mode of dressing and develop ability to

accept and listen to one another. Further, pre-school teachers remarked that discussion enables the learner to appreciate communal cleaning of clothes, recognise appropriate modes of dressing and encourage others to dress in modes which are socially acceptable. By discussing family clothing, learners develop positive attitudes towards keeping clothes clean, encouraging one another on appropriate dressing and care for clothes as well as good grooming for class cohesion. However, the fact that Table 4.26 shows that 10.2% occasionally used discussion and 18.4% rarely employed this method was a deviation from Lynch and Simpson (2005) assertion that discussion inculcates cooperation among learners during social studies lessons.

According to Salvin (2010), teaching road safety requires authentic instructional approaches that address self-control for learners to effectively identify safe routes to school and home in order to avoid accidents. Table 4.26 shows that 76.4% of the pre-school teachers agreed that they often discussed on safe measures when crossing the road for learners to listen to peers' opinions on effective ways of crossing the road, ask questions on road safety and identify safe and unsafe roads within the environment which in turn develops cooperation. However, additional analysis from Table 4.26 show that 5.2% of the pre-school teachers occasionally used discussions on safely measures when crossing the road to enhance cooperation among learners while 18.3% rarely utilised it. Responses from pre-school teachers showed inadequate linkage between knowledge on road crossing to value of cooperation. The teachers further said that discussion alone could not instil cooperation among learners but required practical skills for road safety. Ideally, Rosenshine (2012) noted that through discussions learners openly support each other while helping peers who could be

experiencing challenges in using the road. Capacity to engage in group activities and projects is likely to nurture cooperation among learners.

In addition, Table 4.26 shows that 70.4% of the pre-school teachers often use discussions on teaching collecting and disposing garbage in the surrounding where learners formulate own rules on cleanliness, they encourage one another on ways of keeping the class clean and on appropriate use of dustbins positioned in class corners. On the other hand, the 13.3% of the pre-school teachers who occasionally used discussion and 16.3% who rarely use it argued that learners are the once who dispose garbage in the school compound even after discussing on effective disposal methods in class due to ignorance and home environments. However, in a teacher's schemes of work, different roles were spotted aligned for discussion on garbage disposal which was aimed at building the value of cooperation on general hygiene. Levin (2002) argued that discussion method helps learners to demonstrate support for one another to accomplish set goals, promote awareness of differences within groups, support reflection on the stresses of working within the group, and encourages listening skills to ensure that everyone in the group speaks. This is an indication that discussion method of teaching and learning social studies enhances cooperation through sharing, turn-taking, teamwork and collaboration among learners.

4.5.3.5 Effectiveness of SSC instructional methods

Effectiveness of instructional methods influences the success of teaching process and improves learner achievement in value education. In implementing social studies curriculum, the emphasis should be on use of learner centred pedagogy for achievement of curriculum goals and objectives. Tables 4.27 and 4.28 shows

summary of the findings on effectiveness of instructional methods in enhancing responsibility, respect and cooperation among pre-school learners in Nairobi City County.

Table 4.27: Summary of effectives of SSC instructional methods

	Responsibility	Respect	Cooperation	Average Percentage
Role playing	76.80%	67.20%	72.40%	72.13%
Storytelling	83.30%	69.10%	74.60%	75.67%
Discussions	77.60%	74.90%	72.70%	75.07%
Average	**79.23%**	**70.40%**	**73.23%**	**74.29%**

Summary of the results in Table 4.27 illustrates that in general, 74.29% of the pre-school teachers noted that instructional method used in implementation of SSC are effective in enhancing value education in Nairobi City County. Specifically, pre-school teachers who acknowledged that role playing was effective in enhancing value education among learners were 72.13%, compared to 75.67% for storytelling and 75.07% for discussion method of teaching-learning social studies. In terms of values, responsibility is most enhanced, and this is reflected in results summarised in Table 4.27 that 79.23% of the pre-school teachers agreed compared to 73.23% and 70.40% for cooperation and respect respectively. In particular, storytelling leads in enhancing responsibility and cooperation, while discussions in reinforcing respect among pre-school learners in Nairobi City County.

Storytelling as an approach of teaching-learning social studies enables the learner to develop real life experiences from within the school and community at large. Further, storytelling is a unique way for the learner to develop an understanding, respect and appreciation of teamwork culture since it involves listening, talking, collaboration and comprehension. Willingness to work with others accomplishes a common goal leading to development of responsibility, respect and cooperation. While most of

essential themes of value education are represented in the social studies curriculum, instilling the values of responsibility, respect and cooperation can only be achieved through appropriate instructional approach such as storytelling.

The findings further established that role play approach is vital in inculcating responsibility, respect and cooperation because it allows teachers to support skill development in pre-school learners. Role play inculcates responsibility, respect and cooperation among learners through participating in activities like taking turns, sharing, and working together. Additional findings indicate that discussions enable the learner to communicate effectively, explain ideas, express feelings in an open way, ask questions and encourage group members who could be experiencing challenges in social interactions. In contributing towards value education discussions enhances character development among learners at pre-school level. Discussions requires teachers to think of values by providing scaffolding to link multiple concepts, skills or topics to instil cooperative character in learners.

4.5.3.6 Indicators of SSC instructional methods and values education

As much as elements of values education are found in the subject matter, instructional methods employed in teaching-learning social studies are critical in enhancing responsibility, respect and cooperation. Effectiveness of instructional methods influences success of teaching-learning process and improve learner achievement in value education. From the findings of this study Table 4.28 provides a summary of influence of role play, storytelling and discussion as instructional methods on enhancing responsibility, respect and cooperation among pre-school learners in Nairobi City County.

Table 4.28: Summation of SSC instructional methods and values education

Values	Role play	Story telling	Discussion
Responsibility			
Dependable	Decision-making	Courageous	Fairness
Accountable	Self-awareness	Obedience	Perseverance
Reliable	Problem solving	Appreciation	Considerate
Trustworthy	Conflict resolution	Strives for integrity	Generosity
Respect	Empathetic	Consideration	Helpful to others
Courteous	Accommodating	Cautious	Encourages others
Self-regulating	Kindness	polite	Self-control
Recognising seniors	Include everyone	Remorseful	Good judgement
Appreciating others			
Cooperation	Making rules	Self-control	Listens keenly
Sharing	Allows creativity	Sincere	Encouraging
Turn-taking	Complete tasks	Patient	Belonging
Teamwork	Active interaction	Loyal	Self-assessment
Collaboration			

Summary of the findings as posted in Table 4.28, indicate that through effective instructional approach during implementation of pre-school social studies curriculum, responsibility in learners is manifested by being dependable, accountable, reliable and trustworthy. Dependability as a manifestation of responsibility could be enhanced when learners make decisions during role playing, being courageous in storytelling and fair in discussions. Being responsible through accountability was established through self-awareness in role playing, obedience in storytelling and perseverance during discussions. The results in the study also indicated that learners become reliable through problem solving in role platy, appreciation in storytelling and considerate in discussions. Trustworthiness was manifested in conflict resolution during role playing, striving for integrity in storytelling and generosity in discussions.

Effectiveness of role playing, storytelling and discussion in enhancing respect was manifested in learners being courteous, self-regulating, recognising seniors and appreciating others. Pre-school learners were courteous by being empathetic from role playing, considerate during storytelling and helpful to others during discussions.

Regarding being self-regulating, pre-school learners became accommodative in role playing, cautions in storytelling and encouraging during discussions. As indicated in Table 4.28, pre-school learners were capable of recognising seniors by displaying kindness during role playing, politeness in storytelling and self-control in discussions. Effectiveness of instructional methods was displayed when pre-school learners showed appreciation of others through being inclusive in role playing, remorseful in storytelling and being of good judgement during discussions.

Effectiveness of role playing, storytelling and discussions as instructional methods in implementation of pre-school SSC was manifested through sharing, turn-taking, teamwork and being collaborative. Sharing during role playing was manifested in making roles prior to role playing, self-control in storytelling and being keen listener during discussions. Turn-taking was manifested by pre-school learners in allowing creativity during role play, sincerity in storytelling and encouraging in discussions. Teamwork was manifested through pre-school learners completing tasks during role playing, demonstrating patience in storytelling and being part of discussion in implementation of social studies curriculum. Effective methodological approach enhanced cooperation through collaboration by active interaction during role playing, loyal in storytelling and self-assessment during discussions.

4.6 Efficiency of SSC Instructional Resources & Enhancement of Values Education

Efficient utilisation of instructional resources stimulates learning and initiates active response from pre-school learners during teaching-learning of social studies. In examining efficiency of instructional resources, this study considered stimulation of

learners to result into compliance with societal norms such as treating others respectfully with responsibility and willingness to cooperate. In this regard, this study focussed on charts, models and real materials to establish efficiency of instructional resources in enhancing responsibility, respect and cooperation in teaching social studies among pre-school learners in Nairobi City County.

4.6.1 Efficiency of SSC instructional resources in enhancing responsibility

Efficient utilisation of instructional resources for teaching-learning pre-school social studies is intended to assist learners develop responsibility in order to progress to adulthood as dependable, accountable, reliable and trustworthy citizens. As noted by Ghavifekr and Rosdy (2015), adoption of appropriate instructional resources encourages efficiency in developing responsibility for participation of learners in discussions through asking questions and engaging in dialogue for positive coexistence within pre-school set up and the community. In addition, SSC is intended to equip pre-school teachers with skills, attitudes and values which encourage appropriate use of charts, models and real materials to enhance responsibility to stimulate learner interest in integrating in society and school for sustained development. Pre-school teachers were asked to indicate extent to which use of charts, models and real materials are efficient in enhancing developing responsibility among learners.

4.6.1.1 Efficiency of charts and enhancement of responsibility

Charts include photographs, reproduced pictures, drawings, murals, cartoons and diagrams suitable for long-term use on classroom during teaching-learning of pre-school social studies. In this study, charts showing persons living in surrounding,

work activities in environment and ways to improve our surrounding were used to establish effectiveness of instructional resources in reinforcing the value of responsibility and results posted in Table 4.29.

Table 4.29: Use of charts in enhancing responsibility

	Persons living in surrounding	Work activities in environment	Ways to improve our surrounding	Average percentage
Often	77.6%	75.5%	68.4%	73.8%
Occasional	4.1%	10.2%	17.3%	10.5%
Rarely	18.3%	14.3%	14.3%	15.6%
Total	**100.0%**	**100.0%**	**100.0%**	**100.0%**

Positioning instructional resources requires efficient utilisation of charts, photographs, reproduced pictures, drawings, murals, cartoons and diagrams within teaching-learning social studies lesson structure. When appropriately integrated, opportunities are likely to be provided for the learner to integrate and reflect on the usefulness of responsibility as a virtue in school and society for sustainable development. The results indicated in Table 4.29 show that although 77.6% of the pre-school teachers often use charts in teaching persons in the surrounding, 4.1% used charts occasionally and 18.3% rarely use charts as a means of reinforcing responsibility among learners. Majority of pre-school 77.6% teachers said that when learners use charts, they discover ways of manipulating them appropriately; they take good care of charts and develop autonomy by reading from the charts independently, even in the absence of the teachers. In addition, the teachers admitted that charts provide pre-school learners with opportunities to discover, explore, investigate and critically discuss about persons living in the surrounding which makes then develop responsibility. In support of this finding, Nsa, *et al.* (2013) affirmed that efficient utilisation of instructional resources in teaching pre-school social studies is significant in enhancing responsibility, independence and autonomy. On the other hand, the teachers who

rarely use charts said that some learners damage charts by tearing or making them dirty, an indication that responsibility was not fully developed. With further interrogation, one teacher commenting on efficiency in using charts said:

> Most of the learners arrive in class before 8 am and I have assigned group leaders to guide in reading work on the charts which they practice independently using a pointer. Group leaders always report any learner who destroys chats, although this is very rare. As you can see the charts are well displayed in thematic areas and the learners dust them every morning. Giving learners responsibilities has assisted in discipline and appropriate care of the class which includes watering plants in the nature corner and they enjoy working without being forced. {T41}

The study further sought pre-school teachers' view on efficiency of charts in teaching work activities in the environment for enhancing responsibility. As indicated in Table 4.29, 75.5% of the teachers said they often use charts oftenly, 10.2% used charts occasionally, while 14.3% rarely use charts, since social studies books have pictures on work activities in the environment. The 75.5% of the pre-school teachers admitted that learners share and interact with content on charts, talk about activities in the environment which assisted them in appreciating work done within the environment. In addition, the teachers acknowledged that when charts are brought to class, learners formulate rules on ways of keeping them safe and tidy for future use.

Class observations in one pre-school noted that learners are the ones who kept charts in designated areas without the help of teachers since the class was under renovation. However, in another observation in one of the classes, the teacher indicated that all charts are kept in the cupboard and only removed when in use since some learners steal or destroys them, which suggested that responsibility is develop among learners. In supporting this finding, Sitati *et al.* (2017), emphasised that appropriate utilisation of instructional resources in pre-school SSC enable learners to develop dependability through discovery and exploration. Discovery and exploration skills in social studies would encourage learners to discover the word around independently, which in turn, stimulate social confidence and responsibility.

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Further results summarised in Table 4.29 shows that even though 68.4% of the pre-school teachers often use charts, this was not the case for 17.3% who said that they use charts occasionally yet 14.3% rarely use charts in teaching ways to improve the surroundings as vital in inculcating responsibility among learners. The 68.4% teachers' pre-school teachers admitted that learners read charts and discuss the messages put forward including listening to the perception of peers suggestions on how to add more content on the charts as well as helping in interpretation of how to keep the environment safe, which show that they are responsible for own actions.

In addition, class observation indicted that in some schools, learners used some of the phrases indicated on class charts such as 'can I please pass; may I use your pencil' while others helped the teacher in collecting charts and kept them safely in the cupboard. This is an indication that using charts assisted learners to develop responsibility which contributed to appropriate social development. In concurrence with this finding, Okendu (2012) affirmed that charts stimulate and sustain interest in learning by providing first-hand experience with the realities of the physical and social environment. However, the teachers who occasionally used charts and those who rarely utilised them said that the school administration did not provide adequate writing material such as manila papers, mark pens and cell tapes which forced them to use pictures in text books. Inadequate provision of teaching-learning resources could be the reason why learners continue displaying inappropriate behaviours exhibited in schools.

4.6.1.2. Efficiency of models on responsibility

Models are made-up images of ideas or events contributing to authentic teaching of social studies for explaining happenings which stimulates attention and learner sustained interest (Yukhyumenko, 2011). This study considered that models could be efficient in teaching-learning about people in school and community as well as work activities in school for enhancing responsibility among learners. The results obtained from pre-school teachers are presented in Table 4.30.

Table 4.30: Models and responsibility

	People in school	People in the community	Work activities in school	Average percentage
Often	79.6%	85.7%	82.6%	82.6%
Occasional	9.2%	6.1%	3.1%	6.2%
Rarely	11.2%	8.2%	14.3%	11.2%
Total	**100.0%**	**100.0%**	**100.0%**	**100.0%**

Appropriate use of models in pre-school social studies is a physical, computational, or mental representation of values (Gehlbach, 2011). Analysis of the results summarised in Table 4.30 indicates that 79.6% of the pre-school teachers said that they often use models in teaching about people in school for learners to appreciate the contribution of all individuals in school including cooks, security personnel, cleaners and teachers which helped in instilling responsibility. In a departure from this finding, 9.2% of the pre-school teachers occasionally used models and 11.2% rarely utilise models said that they relied on pictures in text books in teaching about people in school. The teachers further said that instilling responsibility among learners should not be attached to resources but reinforced through regular reinforcement for to demonstrate appropriate behaviour.

However even though some teachers rarely use models in teaching about persons in school, class observation showed that and take turns when collecting models from the teachers table which suggested that are responsible for their own actions. On the other hand, in one instance learners fought over models which disrupted learning and the teacher took time to settle the disagreement and encouraged learners to tolerate one another when sharing models because they were not adequate for the entire class. According to Kabiru and Njenga (2007), models arouse learner's attention and sustain interest in learning for nurturing responsible citizens. Being attentive with sustained interest in learning value education is the first step towards becoming responsible.

Overwhelmingly, majority of pre-school teacher, 85.9% of the pre-school teachers said that they often use models in teaching about people in the community which assisted learners to identify and appreciate diversity as responsible members of the society. Conversely, this was not the case for, 6.1% of the pre-school teachers who occasionally used models and 8.2% who rarely utilised them and not associate knowledge on people in the community and responsibility. Although schemes of work for these teachers showed that models should be used, this was not practiced. However, in some classes models were spotted in social studies corner and learner shared them during social studies lessons. Additional results summarised in Table 4.30 indicates that 14.3% of the pre-school teachers rarely use models, 3.1% occasionally made use of models in developing responsibility, but majority, 82.6% of the pre-school teachers, said that models were efficient in teaching-learning about work activities in school which makes them inevitable to use as instructional resources for sustained interest and attentiveness as far as instilling the responsibility among learners as noted by (Akubue, 2010). Further, by using model's responsibility

is achieved when learners demonstrate self-discipline, practice self-control and show accountability for own actions.

4.6.1.3. Efficiency of real materials on responsibility

Implementation of SSC needs to be coherent, relevant and age appropriate in order to effectively instil responsibility among learners. One way of focussing on transferable values is through use of real materials in teaching learners to become responsible citizens. In this study pre-school teachers were asked their opinions on efficiency in use of real materials in teaching-learning about people in the surrounding, work they do and buildings in the school compound. The results were then posted in Table 4.31.

Table 4.31: Real materials and responsibility

	People in the surroundings	Work done by people in the vicinity	Buildings in the school compound	Average percentage
Often	88.8%	83.6%	80.6%	84.3%
Occasional	3.1%	8.2%	8.1%	6.5%
Rarely	8.2%	8.2%	11.3%	9.2%
Total	**100.0%**	**100.0%**	**100.0%**	**100.0%**

The study examined the efficiency in use of real materials in enhancing responsibility among pre-school learners. According to Akubue (2010) learners demonstrate responsibility through cleaning the class, collecting litter and setting up sitting arrangements. Table 4.31 indicates that 88.8% of the pre-school teachers often use real materials in teaching about people in the surrounding. The teachers said that they often take learners for nature walk to familiarise with people like the area chief, doctors, and among others in order to identify and appreciate diversity in the vicinity.

Further pre-school teachers acknowledged that they tool learners round the school to identify with the head teacher, security personnel, cooks, cleaners and peer in the neighbouring classes as a way of familiarising with individuals within the

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surrounding. However, 3.1% of the pre-school teachers said that they occasionally used real materials in teaching about people in the surrounding yet 8.2% rarely use them but utilised photographs, picture cut-outs from magazines and drawings. The teacher further said that using real materials to teach about people in the environment required plenty of time to for example visiting the area chief would need booking for appointments. Sentiments from pre-school teachers implies that use of real material were inefficient in instilling responsibility among learners. In an observation in one pre-school class in Embakasi sub-county, learners were involved in using colours and crayons in shading. Learners displayed responsibility by sharing crayons and walking around to request for specific colours they missed in their study groups. In fact, one learner spilled crayons and group members assisted in gathering them back which suggests that they were responsible and cared for the needs of group members.

After the lesson group leaders collected all the crayons and kept them safely in a box on the teacher's table. In agreement with this finding, majority 88.8% of the pre-school teachers said that they often use real material to teach about people in the surrounding is an indication that they can stimulate and sustain interest in learning as indicated by (Kabiru & Njenga, 2007). As instructional resources, real materials provide first-hand experience with the realities of the physical and social environment and this is confirmed by the fact that 83.6% of the pre-school teachers agreeing that they often use them in teaching work done by people in the vicinity of learners. However, 8.2% acknowledged that used real materials occasionally while 8.2% rarely use them due to inadequate storage and safety in schools. These resulted from inadequate linkage of use of real materials and development of responsibility among learners. As noted by Eya and Ureme (2011) appropriate utilisation of real materials

in teaching-learning social studies makes learners to develop an understanding of objects in their surroundings. Further appropriate use of real materials in social studies connects the learner to various facts of human behaviour.

When asked whether teaching-learning about buildings in the school compound enhance responsibility among learners, Table 4.31 shows that 80.6% often use real materials by taking learners round the school compound to familiarise with buildings. The teachers noted that learners are taken round the compound and shown all the buildings in the school and told to avoid writing on them or throwing of stones as a show of responsibility. On the other hand, the 8.1% of the pre-school teachers occasionally used real materials while 11.3% rarely utilised them could not connect between use of real materials and development of responsibility among learners. In keeping learners informed as noted by 80.6% of the pre-school teachers, these findings are in concurrence with Edinyang and Effinom (2017) assertion that real materials sustenance of interest in learning is the first step towards becoming responsible through use of all senses. Use of all senses facilitates achievement of knowledge, skills, attitudes and values for realisation of social studies goal of producing responsible citizens.

4.6.2 Efficiency of SSC instructional resources in enhancing respectfulness

Use of instructional resources makes learning meaningful for learners which reinforce long lasting effects. Effective selection of instructional resources for teaching-learning social studies equips learners with useful skills that improve knowledge and develop sense of respect as a societal virtue for effective integration. To confirm these assertions, pre-school teachers were asked to indicate how efficient charts, models

and real materials can be utilised to reinforce respect among learners in Nairobi City County.

4.6.2.1 Efficiency of charts on respect

Charts are printed media that are effective in providing a visual imagery during social studies instructions for teachers and learners at pre-school level. Charts are realistic in providing details which are vital for visual recognition of content during social studies instruction. Pre-school teachers were asked to ascertain efficiency of teaching-learning about persons living in the surrounding, work activities in environment and ways to improve our surrounding on development of respect among learners. Results are presented in Table 4.32.

Table 4.32: Charts and respect

	Persons living in surrounding	Work activities in environment	Ways to improve our surrounding	Average percentage
Often	77.5%	69.4%	69.4%	72.1%
Occasional	6.1%	14.3%	15.3%	11.9%
Rarely	16.3%	16.3%	15.3%	15.0%
Total	**100.0%**	**100.0%**	**100.0%**	**100.0%**

Appropriate use of charts in teaching-learning social studies motivates learners to remain focused for sustained knowledge acquisition. The study examined the efficiency in use of charts to teach persons living in the surrounding. Table 4.32 indicates that 77.5% of the pre-school teachers said that they often use charts, 6.1% used charts occasionally and 16.3% rarely use charts in teaching about persons living in the surrounding to inculcate respect. The 77.5% of the pre-school teachers reported that sharing content presented on charts allow learners to form relationships by identifying with people in the community, participating in decision-making which assists in developing respect for self and other people within the neighbourhood.

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A display of charts showing different people was sported in a pre-school within Njiru sub-county. Such charts would be used easily by a teacher to teach learner expectations towards respecting people in the community. This finding is an indication that teaching social studies using charts prepare learners for appropriate judgement on matters of morality. As noted by Onyeachu (2006) charts ensure that value education lessons are learner-centred as far learning about what goes on in the surrounding environment and motivate learners towards developing respect. Development of respect within school, at family level and neighbourhood would assists in establishing foundations for motivating learner progress to adulthood as functional citizens.

The results in Table 4.32 shows that 69.4% of the pre-school teachers often use charts teaching ways of improving the surroundings for creating awareness on appropriate of things found in the environment like trees, water and flowers among others. Knowledge on improving the environment would enable learners conserve, respect and appreciate things found in the surrounding. Further still, during an interview, one of the head teachers said that the school has purchased readymade charts showing care and protection of trees, water points and how to avoid pollution for creating awareness on environmental conservation among learners. In supporting this observation, Carr (2011) affirmed that teaching pre-school learners on how to care for things in the environment is a positive way of creating order and building sense of consciousness in the society. However, further findings showed that 14.3% of the pre-school teachers used charts occasionally and 16.3% rarely use charts in teaching-learning ways to improve the surroundings. The teachers felt that there was no linkage

between use of charts and enhancement of respect among learners. In one rare instance, one teacher said the following:

> Last year we planted flowers round the class and as you can see, none survived because learners destroyed them during play activities. Outside the class is all littered, because some learners do not use dustbins effectively and only wait for the cleaners to work for them. Most learners in class come from slum areas where the environment is not clean, and teaching them how to use water effectively or use of dustbins has been a challenge. {PT27}

The findings of this study are a departure from Carr (2011) who emphasised that instructional resources develop teaching and learning in social studies lessons by enhancing learners' capacity to make sense of the world. Based on this realisation, schools should assist in providing an inclusive environment for all learners to develop respect irrespective of their social-cultural backgrounds.

4.6.2.2 Efficiency of models on respect

Efficient utilisation of models in teaching social is intended to provide an environment for learner engagement experiences and development of thinking abilities, creative skills and respect for individuals, society and the environment (Okobia, 2011). Pre-school teachers were required to indicate efficiency in use of models for enhancing respect through teaching-learning about people in school and in community and work activities within the institution. The results are posted in Table 4.33.

Table 4.33: Models and respect

	People in school	People in the community	Work activities in school	Average percentage
Often	79.4%	78.6%	81.4%	79.8%
Occasional	6.3%	7.2%	7.3%	6.9%
Rarely	14.3%	14.4%	11.3%	13.3%
Total	**100.0%**	**100.0%**	**100.0%**	**100.0%**

According to Tuimur and Chemwei (2015), use of models in teaching-learning social studies promotes sensory experiences required for effective and meaningful behavioural change and active learning. In this regard, pre-school teachers were asked efficiency of models in teaching-learning about people in school and development of respect. Table 4.33 shows that 79.4% of the pre-school teachers often use models, 6.3% used them occasionally while 14.3% rarely utilised models in teaching about people in school assists learners in developing respect. The 79.4% of the pre-school teachers noted that use of locally produced models helps learners to identify and appreciate local artisans which help learners respect work done within the community. These findings are an indication that models showing people significantly enhance respect when learners identify and appreciate models within the surrounding (Carr, 2011).

Further study results summarised in Table 4.33 indicate that while 78.6% of the pre-school teachers often use models, 7.2% use them occasionally and 14.4% rarely use models in teaching learners about people in the community as a way of reinforcing respect as a value. Apart from pictures showing persons, Chukwbikem (2013) argued that models as informative and practical instructional materials adequately suit teaching learners work activities in our surroundings. However, an interview with one head teacher revealed that the school supports pre-school teachers in resource mobilisation and some of the materials purchased are models due to durability and simple storage.

Further still, pre-school teachers were asked extent to which use of models in teaching-learning work activities in school develops respect among learners. According to the results summarised in Table 4.33, 81.4% often use models, 7.3%

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used models occasionally yet 11.3% rarely utilised models. Given that majority of pre-school teachers 81.4% said that they use models is an indication that instructional resources provide examples of how teachers can create stimulating environment that influence respectfulness among learners in pre-school.

4.6.3.3 Efficiency of real materials on respect

Teaching-learning social studies focus on development of transferrable values to learners can be achieved through effective utilisation of real materials. In this regard, inculcating respect among learners require effective utilisation of real materials during teaching-learning social studies. In this study pre-school teachers were asked whether the value of respect could be enhanced through efficient use of real materials in teaching about people in the surrounding, work done by people in the vicinity and buildings in the school compound. Table 4.34 shows the results obtained from pre-school teachers.

Table 4.34: Real materials and enhancement of respect

	People in the surroundings	Work done by people in the vicinity	Buildings in the school compound	Average percentage
Often	83.7%	81.6%	77.4%	80.9%
Occasional	6.1%	9.2%	5.1%	6.8%
Rarely	10.2%	9.2%	17.3%	12.3%
Total	**100.0%**	**100.0%**	**100.0%**	**100.0%**

Effective utilisation of real materials in teaching-learning about people in the surrounding provides opportunities for learners to identify appreciate and interact with other individuals who share the same resources in the vicinity. When asked to indicate extent to which real materials enhance respect through teaching-learning about people in surroundings, the results in Table 4.34 indicate that 83.7% often use real materials. The pre-school teachers said that interacting with people in the surrounding allows

learners to effectively form relationships and appreciate diversity within the vicinity, which in turn helps in inculcating respect for self and others. Further the pre-school teacher affirmed that through use of real material, learners familiarise with persons within the neighbourhood which helps in treating people as individuals and not stereotyping and acknowledging ideas and feelings without making judgement. In concurrence with this finding, Adhiambo (2013) indicated that when appropriately used real material enhance teaching-learning which helps learners to settle conflicts effectively as functionally and respectful citizens. On the other hand, the 6.1% of the pre-school teachers who occasionally used real materials and 10.2% rarely them felt that there was association between respect and instructional resources given that parents should be instrumental in instilling values among learners.

The study further determined the influence of real materials in developing respect among learners through learning about work done by people in the environment. From the results summarised in Table 4.34, 81.6% of the pre-school teachers acknowledged that they often use real materials for providing learners with opportunity to appreciate work done by people in the vicinity. Appreciating work done by people in the vicinity allows learners to develop respect and obedience to members of community through expanding awareness of different activities that people engage in to earn a living (Onyeachu, 2006). On the other hand, 9.2% of the pre-school teachers used real materials occasionally and 10.2% rarely use them and could not link teaching-learning work done by people in the vicinity and development of respect among learners. This could have resulted from inappropriate selection of real material in the learning process.

Further, results presented in Table 4.34 show that even though 77.4% of the pre-school teachers often use real materials 9.2% occasionally used them while 9.2% rarely use real materials for enhancing respect through teaching about building within school compound. The 77.4% of the pre-school teachers argued that nature and theme walk with learners from one building to another helps in appreciating aesthetic value of school structures, while at the same time instilling the need for avoiding careless drawings on walls which inculcate respect for effective living. In concurrence with these findings Alazzi and Chiodo (2004) asserted that real materials fill the gap between use of social studies instructional resources and the desire to prepare learners to identify and solve problems facing society.

4.6 3. Efficiency of SSC instructional resources in enhancing cooperation

Using a variety of instructional resources in teaching-learning social studies makes learning interesting and would enhance cooperation as a value. For this study, using charts, models and real materials were used to establish efficiency of instructional resources in teaching social studies as a way of enhancing cooperation among learners in Nairobi City County.

4.6.3.1 Efficiency of charts on cooperation

Charts are printed media which include but not limited to photographs, reproduced pictures, drawings, murals, cartoons, diagrams, and graphs used in pre-school social studies instructions. The study sought from to establish efficiency of charts in enhancing cooperation through teaching of persons living in surrounding, work activities in environment and ways to improve our surrounding were used as shown in Table 4.35.

Table 4.35: Charts and cooperation

	Persons living in surrounding	Work activities in environment	Ways to improve our surrounding	Average percentage
Often	68.4%	71.4%	73.4%	71.1%
Occasional	10.2%	10.2%	9.2%	9.8%
Rarely	21.4%	18.4	17.4	19.1%
Total	**100.0%**	**100.0%**	**100.0%**	**100.0%**

According to Whiteley (2014) knowledge on the surrounding allows learners to develop social skills like sharing information, taking turn, and participating in community activities. Based on this premise, this study examined efficiency of charts in enhancement of cooperation through learning about persons in the surrounding. Table 4.35 indicate that 68.4% of the pre-school teachers often use charts, 10.2% used the occasionally and 21.4% rarely use charts in teaching about persons living in surroundings to enhance cooperative among learners. As already noted, charts for different persons sported on walls of classes would not only reinforce responsibility and respect, but also enhance cooperation when learners share ideas displayed. In agreeing with this finding, Ahmet (2017) observed that efficient utilisation of charts in teaching-learning about persons in the surrounding instils cooperation for learners to participate in communal activities, form associations and learn life skills for managing emotions.

Teaching-learning about work activities in the environment provides a path way for learners to recognise personal wants, stand up for beliefs and provide a foundation for caring and tolerating different viewpoints (Ahmet, 2017). Drawing from this affirmation, chats would significantly influence achievement of SSC goal of producing cooperating citizens who would make sound judgement about what is right and wrong. For this reason, 71.4% of the pre-school teachers as noted in Table 4.35 said that they often use charts 10.2% used them occasionally yet 18.4% hardly used

charts in teaching about work activities in environment. These finding indicate that by majority 71.4% of the pre-school teachers agreeing on efficiency of charts in teaching-learning ways to improve the surrounding assists learners in working together when cleaning the classroom, watering plants in school, proper use of dust bins and practicing of hygiene as a sigh of respect for resources in the environment.

More still, Table 4.35 shows that though 73.4% of the pre-school teachers often use charts, 9.2% said that they use them occasionally and 17.4% rarely utilised charts in teaching about ways to improve the surroundings. Further, display in school notice boards and various points within on hygiene messages could be used to teach learners to cooperate in maintaining a clean environment. Maintaining clean environment was in tandem with Whiteley (2014) assertion that instructional resources help shaping cooperative character among pre-school learners to make decisions and develop commitment to the community. Hence ability to demonstrate cooperation among learners was dependent of effective use of charts in making right conclusions and participation in improving the surrounding.

4.6.3.2 Efficiency of models on cooperation

Use of models is directly in line with the activities associated with instilling values among learners at pre-school level. In this study use of models in teaching-learning about people in both school and community and work activities were used to establish influence in enforcing value of cooperation among learners in pre-school. The results were posted in Table 4.36.

Table 4.36: Models and cooperation

	People in school	People in the community	Work activities in school	Average percentage
Often	78.4%	71.6%	81.4%	77.2%
Occasional	7.2%	6.3%	5.5%	6.3%
Rarely	14.4%	22.1%	13.1%	16.6%
Total	**100.0%**	**100.0%**	**100.0%**	**100.0%**

Analysis of the results in Table 4.36 indicates that while 78.4% of the pre-school teachers often use models 7.2% used them occasionally 14.4% rarely use models in teaching-learning about people in school in enhancing cooperation among learners. The 78.4% of the pre-school teachers who agreed on efficiency of use of models in developing cooperation among learners indicated that this is achieved when learners collectively share ideas and opinions; listen to one another as they manipulate the models. As noted by Kukuru (2012) the objective of value education is to establish a foundation for development of character, behaviour, knowledge, skills and creativity all of which are vital in enforcing cooperation among learners at pre-school level. Teachers can demonstrate various virtues and encourage learners to develop own behaviour through learning work activities in school (Ahmet, 2017). This was confirmed in this study by the fact that 81.4% of the pre-school teachers agreeing that appropriate utilisation of models will enhance cooperation among learners.

More results in Table 4.36 show that when asked on efficiency of models in teaching-learning about people in community and enhancement of cooperation, 71.4% of the pre-school teachers affirmed that they often use models while 6.3% used them occasionally and 22.1% rarely. Majority, 71.4% of the pre-school teachers felt that when learners identify with people in the community, they learn ways of effective integration which exposes them to team spirit and participation in group activities such as garbage collection. However, for the teachers who rarely use models failed to

relate content on people in the surrounding and development of cooperation among learners. In one instance a teacher said:

> As much as we teach learners on persons in the surroundings, I have not witnessed any effective cooperation that warrants me to agree with your concern. Furthermore, most of the learners here have not yet developed skills for cooperation, they keep on fighting in class and whenever they go out for break and I spend many hours solving cases of indifferences. Some of the cases require parents to intervene but even when I invite them to school they hardy collaborate so how do you expect their children be cooperative. {PT61}

Further, pre-school teachers were asked their opinion on efficiency of use of models in teaching-learning work activities in school and enhancement of cooperation. Analysis from Table 4.36 show that 81.5% often utilise models, 5.4% used them occasionally and 13.1% said that they rarely use models. By agreeing models are efficient in teaching-learning work activities and enhancement of cooperation, pre-school teachers indicted that this assists learners in participating in taking turns when it comes to watering nature corners, disposing litter and cleaning classrooms since learners' model what they see in school. This finding indicates that majority of pre-school teachers acknowledge use of models in developing cooperation among learners. On the other hand, those were uncertain and agreed had no proper explanation and linkage to content and cooperation.

4.6.3.3. Efficiency on real materials and cooperation

Teaching SSC should focus on development of transferrable values such as cooperation for effective societal integration. One way of achieving this is through appropriate utilisation of real materials as instructional resources in teaching social studies at pre-school level. This study focused on efficiency on use of real materials in teaching-learning about people in the surrounding, work done in the environment

and buildings in the school compound and enhancement of cooperation among learners as posted in Table 4.37.

Table 4.37: Real materials and cooperation

	People in the surroundings	Work done by people in the vicinity	Buildings in the school compound	Average percentage
Often	71.5%	78.4%	75.5%	75.2%
Occasional	11.6%	6.7%	8.2%	8.8%
Rarely	16.9%	14.9%	16.3%	16.0%
Total	**100.0%**	**100.0%**	**100.0%**	**100.0%**

The study results summarised in Table 4.37 show that though 71.5% of the pre-school teachers often use real materials, 11.6% used them occasionally and 16.9% rarely use real materials in teaching about people in the surrounding to enhance cooperation among learners. The majority of pre-school teachers indicated that people in the surrounding include; famers, shopkeepers, police personnel, religious leaders among others and teaching learners about them assists in exposing them to effective interaction through sharing ideas concerning issues in the environment. These findings are in tandem with Ahmet (2017) assertion that efficient utilisation of real materials as instructional resources in teaching social studies enable inculcation of the sense of cooperation among learners.

Further still, results in Table 4.37 indicates that even though 78.4% of the pre-school teachers said that they often use real materials, 6.7% occasionally used them and 14.9% acknowledged that they rarely use real materials to efficiently develop cooperation among learners. The 78.4% of the pre-school teachers argued that through teaching work done by people in the vicinity; learners get exposed to various activities which help them to learn skills on sharing ideas, turn-taking, listening to view points of others.

Additional results in Table 4.37 illustrates that 75.5% of the pre-school teachers often use made use of real materials to enhance cooperation when teaching about buildings in school with the aim of educating learners on effective care such as avoiding writing on buildings and importance of the buildings. Creating awareness allows learners to discuss freely and share opinions on how to care for the buildings and this assists in developing cooperation. This agrees with Alazzi and Chiodo (2004) assertions that teachers can demonstrate various virtues and encourage learners o develop own behaviour through appropriate utilisation of real materials. However, 8.2% for pre-school teachers who used real materials occasionally and 16.3% who rarely use them felt that some learners are the once who write on walls of school buildings and this suggests that knowledge on buildings in the school compound had not developed cooperation for effective integration in society.

4.6.3.4. Efficiency of SSC instructional resources

In general, appropriate utilisation of real materials enables teachers to convey moral values among learners. A summary of findings on efficiency of SSC instructional resources on enhancing values education is presented in Tables 4.38 and 4.39.

Table 4.38: Summary of efficiency of SSC instructional resources

	Responsibility	Respect	Cooperation	Average percentage
Charts	73.80%	73.10%	71.10%	**72.67%**
Models	86.60%	79.80%	77.20%	**81.20%**
Real Materials	84.30%	80.90%	75.20%	**80.13%**
Average	**81.57%**	**77.93%**	**74.50%**	**78.80%**

Summary of findings on efficiency of instructional resources in Table 4.38 show that 78.80% of the pre-school teachers agreed they enhance value education among learners in Nairobi City County. In terms of specific instructional resources, models are widely agreed upon by pre-school teachers to enhance value education. Efficiency

of models is also higher in enhancing responsibility 86.60% and cooperation 77.20% among pre-school learners. Use of models in pre-school social studies is a physical, computational or mental representation of values. This study considered that models could be efficient in teaching about people in school and community and work activities for the purpose of enhancing responsibility, respect and cooperation among pre-school learners. Models are tools used for description and explanation of values during social studies instructions. Efficient utilisation of models in teaching social studies enables pre-school teachers to describe and explain activities associated with respect to learners. Use of models is directly in line with the activities associated with the instilling values among learners at pre-school level.

In addition, Table 4.38 show that after models, 80.13% of the pre-school teachers agreed that real materials would enhance values education among learners. Like in the case of models, real materials according to pre-school teachers enhance responsibility 84.30% followed by respect (80.90%. then cooperation 75.20%. Real materials provide a coherent, relevant and age appropriate way to effectively instil responsibility among learners in implementation of pre-school social studies curriculum. Teaching-learning social studies focuses on development of transferrable values to pre-school learners which can realised through use of real materials in teaching social studies. In bid to make pre-school learners to become respectful, respectful and cooperating citizens, real materials are useful.

Findings on specific instructional resources indicate that charts are the least as far as enhancing value education among pre-school learners. Regarding charts, 75.80% of the pre-school teachers agreed that they enhance responsibility, respect 73.10% and 71.10% cooperation. Charts are suitable for long-term use on classroom walls as

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pictures, drawings or photographs. In this study, chart showing persons living in surrounding, work activities in environment and ways to improve the surrounding were used to establish the effectiveness of instructional resources in reinforcing the value of responsibility, respect and cooperation. From the findings the study established that charts as printed media are effective in providing a visual imagery during social studies instructions for teachers and learners at pre-school level. Charts are realistic in providing details which are vital for visual recognition of content during social studies instructions and this is vital in enhancing responsibility, respect and cooperation as values.

4.6.3.5 *Indicators of SSC instructional resources and values education*

Effectiveness of instructional methods influence success of teaching process is enhanced through appropriate utilisation of resources. Efficient utilisation of instructional resources stimulates learning and initiates active response from pre-school learners during teaching social studies. This study considered stimulation of learners through efficient utilisation of instructional resources to result into compliance with societal norms such as treating others respectfully with responsibility and willingness to cooperate. Table 4.39 has a summary of findings on effectiveness of charts, models and real materials in enhancing responsibility, respect and cooperation in teaching social studies among pre-school learners in Nairobi City County.

Table 4.39: Highlights of SSC instructional resources and values education

Content	Charts	Models	Real materials
Responsibility			
Dependable	Exchange ideas	Positive	Express self
Accountable	Less supervision	reception	Encourage others
Reliable	Owns mistakes	Seeks solutions	Self-reliance
Trustworthy	Supports peers		Consistency
Respect	Less teasing	Recognise others	Distribute equally
Courteous	Care of charts	Patience	Generosity
Self-regulation	Considerate of others		Open-handedness
Recognising seniors	Friendly tone		Concern
Appreciation			
Cooperation		Conciliation	Assist each other
Sharing	Manage time	Interrelations	Allocate duties
Turn-taking	Persuasion	Considerate	Share information
Teamwork	Freedom for expression	Concerned	Acknowledge diversity
Collaboration			

Efficiency of instructional resources in teaching pre-school SSC would enhance responsibility through making learners to be dependable, accountable, reliable and trustworthy. In becoming dependable by exchange ideas through charts, positively using models and expressing self when real materials are used in class. Pre-school learners become responsible by being accountable when they require less supervision in using charts and encouraging others when real materials are used. Regarding reliability as a manifestation of responsibility, pre-school learners admit own mistakes when charts are used and become self-reliant through application of real materials in social studies lessons. Trustworthy was displayed through supporting peers when chats were used as instructional resources and seeking solutions through real materials.

Through efficient utilisation of charts, models and real materials as instructional resources in the implementation of pre-school social studies curriculum, learners would be respectful through being courteous, having self-regulation, recognising seniors and appreciative. Courteousness was manifested through minimal teasing in

when charts and models were used plus fair distribution of instructional resources in general. Pre-school learners became self-regulating and took care of charts, model and real materials with display of generosity during social studies instructions. Efficiency in utilisation of charts, models and real material enhanced respect by enabling pre-school learners to recognise seniors, being considerate of others and open-handedness. Further, appropriate use of charts, models and real material made pre-school learners to be respectful through appreciation, concern and having friendly tone with peers.

Cooperation as value as noted in Table 4.39 was manifested through sharing, turn-taking, teamwork and collaboration through efficient use charts, models and real materials. Cooperation was demonstrated by pre-school learners in managing time, persuasiveness and freedom for expression. Further, efficient use of charts, models and real material enhanced cooperation through conciliation, interrelations, being considerate and concerned. This was evident when pre-school learners assisted each other, allocate duties and shared information among themselves plus acknowledging diversity.

4.7 Impacts of SSC Assessment Modalities in Enhancing Values Education

SSC is intended to assist learners acquire knowledge, skills, attitudes, and behaviour required for living in the 21st Century. This expanded view of the purposes of social studies is reflected across pre-school curriculum and requires reliable approach to assessment. Assessing value education among pre-school learners, the focus should be driven by increased knowledge about learning. Therefore, by focusing on observation, oral questions and portfolios this study looked at the impact of assessment modalities

on enhancing value education among pre-school learners in Nairobi City County, Kenya.

4.7.1. Impacts of SSC assessment modalities in enhancing responsibility

SSC is intended to assist learners acquire knowledge, skills, attitudes, and behaviour attributes required for living in the twenty-first century as effective citizens. The purposes of social studies are reflected across pre-school curriculum and require a reliable approach to assessment. Therefore, by focusing on observation, oral questions and portfolios this study examined impact of SSC assessment modalities on enhancing responsibility, respect and cooperation among pre-school learners in Nairobi City County, Kenya. To effectively track responsibility among learners, assessment needs to be continuous, comprehensive and integrative. This study considered continuous observation, oral questions and portfolios as assessment modalities that would be vital in tracking responsibility among learners in pre-schools within Nairobi City County.

4.7.1.1 Impact of observation method on responsibility

Assessment through observation allows the teacher to sensitively detect real-life situations and behaviour attributes among learners for effective decision-making and judgements. Judgements relating to observation activities are intended to explore how what was observed has imparted learner development of responsibility. This study considered the way learners use courteous words, dress in school uniform appropriately and identify with classmates by name as acts of demonstrating responsibility. Table 4.40 shows findings on observation and responsibility.

Table 4.40: Observation method and responsibility

	Uses courteous words regularly	Dresses in school uniform appropriately	Identifies classmates by name	Average percentage
Often	68.4%	83.6%	86.7%	79.6%
Occasional	7.1%	2.0%	3.1%	4.1%
Rarely	24.5%	14.3%	10.2%	16.3%
Total	**100.0%**	**100.0%**	**100.0%**	**100.0%**

Encouraging learners to use courteous words regularly develops consideration for other people within the environment which assists in inculcating responsibility for effective integration in society. In this regard, pre-school teachers were asked to indicate observation on how learners demonstrate responsibility through use of courteous words regularly. The results contained in Table 4.40 confirm that out of 98 of pre-school teachers involved in the study, 68.4% said that they often assessed learner behaviour through observation. By use of observation, the pre-school teachers affirmed that learners demonstrate responsibility through use of polite language, attentiveness to school rules, listening to instructions, appreciating peers and reporting to school on time among others.

In addition, the pre-school teachers indicated that some of the courteous words that learners use regularly include: 'please, may l, excuse me, thank you, sorry, and forgive me' thereby forming long lasting relationships for developing responsibility. Regular use courteous of words and effective communication implies that SSC has assisted learners to develop mutual understanding and effective social relationships for sustaining coexistence in the community. In support of this position, Keene, Baamphatlha and Moffat (2013) confirmed that ability to sustain coherent social relationship is critical for helping learners become responsible, informed and self-reliant citizens for functioning independently in modern society. However, 7.1% of the pre-school teachers use observation occasionally and 24.5% rarely use it to assess

responsibility on use of courteous words regularly and enhancement of responsibility among learners. The teachers felt that though they encourage use of courteous words in daily communication, some learners use inappropriate communication and use of abusive language which leads to conflicts and disagreements in class. In this regard, one pre-school teacher said:

> Most learners come from low social economic backgrounds and I have realised that parents spent very little time on inculcating responsibility. Inadequate parental interaction with learners exposes them to form inappropriate peers groups which significantly influence use of abusive language. In fact there is one learner in class who hardly says sorry whenever he offends others. Every day I spent time solving challenges that occur in class and most of them emanate from home. Parents seem to have forgotten their roles in developing appropriate behaviour among learners. {PT49}

Further findings obtained from the pre-school teachers, as shown in Table 4.40, reveal that 83.6% often use observation to assess good grooming which include dressing in school uniform appropriately. Teachers further confirmed that they checked on general cleanliness of learners including finger nails, hair, the nose, teeth, and the toes as well as whether learners bathe regularly, which nurtures responsibility for effective progression to adulthood. Further still, the teachers felt that knowledge, skills and values imbedded in the SSC exposes learners to responsible behaviour, including appropriate dressing and good grooming activities including clean socks and bags for healthy living.

Consistence with these findings, Khaled (2012) indicated that SSC develops responsible citizens whose words, actions and appearance reflect modesty of style and genuineness of purpose. However, 2.0% of the pre-school teachers occasionally use observation and 14.3% said that they rarely use observation in assessing dressing in school uniform appropriately for enhancing responsibility. These teachers argued that

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dressing appropriately is not necessarily an act of responsibility but compulsory for all learners as required by the school regulations. By not using observation to assess responsibility suggests that teachers could not link appropriate dressing in school uniform and development of responsibility which helps learners on future good grooming practices.

Additional results summarised in Table 4.40 confirm that up to 86.7% of the pre-school teachers often use observation to assess the extent to which learners identified classmates by name, which fosters social interaction, collaboration and teamwork for acceptance in the social community as responsible members. Furthermore, the teachers felt that identifying classmates by name encourages appreciation, sense of belonging and recognition which in turn, nurture effective interaction. In concurrence with these findings, Hardy (2008) affirmed that when learners are recognised, a sense of community begins to develop therefore encouraging learning of social behaviour. On the other hand, 3.1% of the pre-school teachers occasionally use observation while 10.2% rarely use observation to assess whether learners identified classmates by name for enhancing responsibility given that not all learners address their peers appropriately. Failure to identify peers by name suggests that responsibility as a vital value for social integration is rarely developed by mere identity of classmates by name.

4.7.1.2. Oral questions and responsibility

Oral questions allow direct feedback and provide teachers with incredible opportunity to immediately establish any misunderstanding among learners. In this study pre-school teachers were asked to explain how use of oral questions impacts on learners'

sense of responsibility. For this reason, oral questions were considered as an assessment modality to trace responsibility as a value among learners within Nairobi City County. Results are shown in Table 4.41.

Table 4.41: Oral question method and responsibility

	Identify family members by name	Work done by people in the community	Identify acceptable behaviour when playing with peers	Average percentage
Often	82.7%	85.7%	73.4%	80.6%
Occasional	3.1%	3.1%	9.7%	5.3%
Rarely	14.2%	11.2%	16.9%	14.1%
Total	**100.0%**	**100.0%**	**100.0%**	**100.0%**

Oral assessment reflects world situations and practices for teachers to detect learner ability to apply knowledge, skills, and attitudes in confronting issues arising from society as responsible citizens. The results presented in Table 4.41 show that 82.7% of the pre-school teachers often use oral questions to determine whether learners identified family members as a sign of responsibility. The pre-school teachers indicated that acknowledging members of the family by name assists learners in identifying with cultural norms and beliefs which develop autonomy and sense of responsibility for enabling appropriate interactions. Dunphy (2012) in concurrence noted that oral assessment of responsibility as an appropriate practice in early childhood education curriculum implementation facilitates understanding how learners think and learn to be effective members of the society beyond class. On the other hand, 3.1% of the pre-school teachers occasionally use oral questions and 14.2% rarely use them given that some learners only identify parents as either 'mother or father, grandmother and grandmother' without learning their respective names and this does not automatically instil sense of responsibility. One pre-school teacher remarked the following:

There is a boy in my class who got lost while leaving Sunday school since he could not identify parents by name. This learner was found four days later in a children's home in Kabete after parents reported the incidence to police officers. Am sure if the boy identified his home, or parents by name, members of the public would have assisted him in reuniting with parents. {PT13}

Further findings indicate that 85.7% of the pre-school teachers said that they often use oral questions to assess whether learners recognised work done by people in the community as a sign of responsibility. The pre-school teachers acknowledged that learners develop responsibility by appreciating the roles of diverse people within the surrounding which is vital for a functioning society. During an observation in one of the pre-schools, a teacher was spotted using a predestined list to ask about roles of different personalities in the community. Further still teacher's schemes of work and lesson notes indicated that learners should show appreciation of work done in the surrounding in preparation for future adult roles. This implies that appreciation and acknowledging work done in the community prepares learners for responsible adulthood. In a departure from this finding, 3.1% of the pre-school teachers use oral questions occasionally while 11.2% rarely use them to assess responsibility among learners given that test scores showed clearly whether learners identified work done in the environment or not.

Additional results inpresented in Table 4.41 reveal that while 73.4% of the pre-school teachers often assessed learners through oral questions, 9.7% occasionally used this method, while 16.9% that they rarely use oral questions to identify acceptable behaviour when learners are playing with peers as a way of enhancing responsibility. Majority of the pre-school teachers, 73.4%, felt that authentic answering of oral questions by learners shows whether responsibility is developed or not which gives accurate information about learner behaviour attributes. However, the 9.7% and 16%

argued that responsibility among learners is effectively detected through observation and not oral questions since learners can give dishonest responses depending on how the question was asked. This indicates that the teachers could not link use of oral questions and enhancement of responsibility among learners.

4.7.1.3. Portfolios and responsibility

A portfolio is a collection of work sample that cover aspects of assignments learners have completed. As assessment modalities, portfolios help in examining and documentation of learner behaviour, perceptions and capacities. In this study portfolios were considered by asking pre-school teachers the impact on assessing learner appreciation of work done by family members, consistent washing of hands and observation of table manners as posted in Table 4.42.

Table 4.42: Portfolios assessment modality and responsibility

	Appreciates work done by family members	Washes hands consistently	Observes table manners	Average percentage
Often	79.5%	77.6%	70.4%	75.8%
Occasional	8.3%	9.3%	9.5%	9.0%
Rarely	12.2%	14.1%	20.1%	15.2%
Total	**100.0%**	**100.0%**	**100.0%**	**100.0%**

Appreciating work done by other people within the environment is one way of demonstrating responsibility through social interaction, listening attentively, and practicing of resilience for conflict resolutions (Hughes, 2012). Table 4.42 shows that 79.5% of the pre-school teachers noted that they often use portfolios as an assessment modality for assessing learner's responsibility through appreciation of work done by family members. The results in teachers' records of work showed documented learner behaviour from entry point which was used to determine change in behaviour at the

end of the term as an indication that portfolios are appropriate in assessing responsibility as behaviour at during early tears of learning.

In corroboration with this finding, Obidike and Enemuo (2013) asserted that portfolios are adequate in examining and documenting learners' behaviour and perceptions. However, 8.3% used portfolios occasionally yet 12.2% rarely use portfolios on appreciating work done by family develops responsibility among learners. By failing to use portfolios in assessing responsibility among learners the teachers portrayed laxity in documenting learners' work on appreciation of work done by family members and development of responsibility.

Additional results in Table 4.42 indicates that even though 77.6% of the pre-school teachers often use portfolios in assessing hand washing which portrayed acts of responsibility among learners. In support of this finding, an observation in one class in the morning, showed a teacher checking cleanliness among learners, and one of the areas stressed was hand washing to prevent spread of diseases.

In addition, teachers' social studies schemes of work further indicated that hand washing is planned for and taught for learners to acquire sense of responsibility to prevent diseases and observe hygiene. Interestingly, in one class a teacher indicated that hand washing activities are documented and monitored by a Non-Governmental Organisation that supplies soup and water storage facilities to the school. While documenting learner behaviour Gullo and Hughes (2011) affirm that portfolios are useful in tracking learners' progress and facilitate learning of responsibility as a value. Conversely, 9.3% of the teachers occasionally used portfolios to assess hand washing practices, while 14.1% rarely use it, particularly because they found portfolios as

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inadequate in assessing consistency in washing hands among learners for instilling responsibility. To confirm these findings, teachers' records of work did not have any documentation on hand washing activities and considered it as a regular act among learners.

More still, Table 4.42 shows that 70.4% of the pre-school teachers often use portfolios since they were appropriate in assessing the extent to which learners observe table manners. The teachers indicated that portfolios are assessment modalities comprehensive and integrative enough to track responsibility as behaviour among early learners. While agreeing with thie assertion, Pyle and DeLuca (2013) noted that portfolios are effective in tracking responsibility among learners at the pre-school level. On the other hand, 9.4% of the pre-school teachers occasionally used portfolios while 20.1% said that they rarely use portfolios in documenting how learners observed table manners and assessment of responsibility but reinforced appropriate etiquette while eating for effective progression to adulthood.

4.7.2 Impact of SSC assessment modalities in enhancing respect

Assessments of SSC enables pre-school teachers to acknowledge how instructional approaches and resources adopted are impacting on learners' respectfulness. Observation, oral questions and portfolio as assessment modalities can be used to make learning visible through learners' behaviour and this study considered the three to ascertain how extent to which respect is developed among learners.

4.7.2.1 Observation and respect

Observing how respectful learners are entails collecting information by watching and listening as a means of nurturing development of values vital for effective coexistence

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in society. Impact of observation as an assessment modality was measured by asking pre-school teachers how frequent learners used courteous words, appropriateness in dressing in school uniform and identification of classmates by name and results posted in Table 4.43.

Table 4.43: Observation and respect

	Uses courteous words regularly	Dresses in school uniform appropriately	Identifies classmates by name	Average percentage
Often	83.7%	74.4%	68.4%	75.5%
Occasional	5.1%	8.3%	11.1%	6.7%
Rarely	11.2%	17.3%	21.6%	16.8%
Total	**100.0%**	**100.0%**	**100.0%**	**100.0%**

Regular use of courteous words establishes a respectful class climate where learners appreciate the contribution of peers for effective functioning as productive citizens. Pre-school teachers were asked to indicate use of observation as an assessment method for detecting how frequent learners demonstrated respect. Table 4.43 shows that majority of pre-school teachers, 83.7% often assessed learners through observation, 5.1% use observation occasionally and 11.2% said that they rarely use observation to assess learner's regular use of courteous words as a sign of respect.

Most of the pre-school teachers 83.7% acknowledged learners often use ''magic words'' such as: 'excuse me, please, and may I' and thank you', as a sign of respect which is vital for effective societal integration. In one school a chart with display of courteous words was evident and this implied that respect is reinforced through social studies for learners to live together in harmony. Class observation showed that though some learners used courteous words when requesting for permission to go outside and during conversation with the teacher one others used abusive language when conversing with group mates and the teacher said that this particular learner were new

in the class and had not yet learnt appropriate behaviour. In this regard, one pre-school teacher made the following remarks:

> I have been observing and documenting learner behaviour from the time of admission to this class and I confidently acknowledge change in behaviour in some of them. The first two- three weeks were challenging since most learners come from diversified backgrounds with varied value systems. Most of the learners had no idea of any courteous words until I introduced them majority practice use of 'magic words' in daily conversation which has led to effective interrelations and class discipline. {PT23}

Responses from 83.7 % of the pre-school teachers confirmed that respect is a visible behaviour as noted by Obidike and Enemuo (2013) that can be assessed though observing learner conduct in and out of class, school and the community.

More results in Table 4.43 indicates that even though 74.4% of the pre-school teachers often assessed appropriateness of learners' dressing in school uniform through observation, the 8.3% who use observation occasionally and 17.3% who rarely use observation as an assessment method since school uniform was part of school code of conduct and learners needed to comply with it. The 74.4% of the pre-school teachers who assessed learners through observing appropriateness of learners' dressing in school uniform noted that social studies inculcate respect among learners, which is vital for good grooming and later life as empowered citizens. In concurrence, Obidike and Enemuo (2013) asserted that observation entails collecting information by watching learners as a means of enriching development. However, the teachers 8.3% and 17.3% of the pre-school teachers emphasised that dressing appropriately in school uniform is mandatory in school and has no linkage to respect.

Furthermore, Table 4.43 shows that 68.4% of the pre-school teachers often assessed respect by observing how frequent learners identified classmates by names. The pre-

school teachers noted that by learners identifying classmates by name minimised conflicts in class which echoed Buldu (2010) assertion that observation as assessment techniques makes is the appropriate way of determining learner visible behaviour. Conversely, the 11.1% of the pre-school teachers who use observation occasionally and 21.6% who rarely observed respect felt that there was no adequate linkage between identifying learner by name and enhancement of respect. Inadequate linkage between assessment through observation and demonstration of respect could weaken integration of values emphasised in social studies curriculum.

4.7.2.2. Oral questions and respect

Through oral questions pre-school teachers have an opportunity for establishing learner behaviour as a mode of assessment in social studies curriculum. Respect among learners at pre-school level can be established through oral questioning and this allows direct feedback by providing teachers with opportunity to document behaviour. In this study, pre-school teachers were asked to indicate their views regarding the extent respect can be assessed by oral questioning, focusing on names of family members, work done by people in the community and identification of acceptable behaviour when playing with peers; and findings posted in Table 4.44.

Table 4. 44: Oral question and respect

	Names family members	Work done by people in the community	Identify acceptable behaviour when playing with peers	Average percentage
Often	79.6%	61.2%	77.5%	72.8%
Occasional	9.4%	17.2%	3.1%	9.9%
Rarely	10.0%	21.6%	19.4%	17.3%
Total	**100.0%**	**100.0%**	**100.0%**	**100.0%**

The study determined the from pre-school teachers' extent to which use of oral questions in tracking learner knowledge on names of family members enhances respect. The results indicated in Table 4.44 indicate that 79.6% of the pre-school teachers often use oral questions, 9.4% used them occasionally, yet 10.0% rarely use oral question in establishing respect among learners by asking about names of family members. Majority of pre-school teachers indicated that learners identify members of the family as; father, mother, uncle, aunty, grandfather, grandmother among others as a way of showing respect. This is an indication that oral questions can be used to make decisions about tracking and promotion of respect as a value among pre-school learners (Casbergue, 2010). Through oral questions adequate information facilitating learning process leading to respectfulness among pre-school learners can provided. This is also supported by 61.2% of the pre-school teachers who agreed that respect can be established by learners being asked about work done by people in the community. The teachers further felt that respect is developed when learners appreciate work done by members of the community as a means earning a living although 17.2% were uncertain and 21.6% disagreed. This finding implies that there was inadequate linkage between use of oral questions on work done by people in the community and development of respect among learners.

More still, 77.5% of the pre-school teachers agreed, 3.1% were uncertain while 19.4% disagreed that that through oral questions respect can be enhanced by asking learners to identify acceptable behaviour among peers when playing. As noted by how learners address family members, alternatively, oral questions can be asked on whether learners respect work done by community. This may not only make learners appreciate others, but also respect what members of the society do for a living. These

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findings are in concurrence with Birbili and Tzioga (2014) assertion that assessment through oral question facilitates learning plus development within pre-school settings.

4.7.2.3. Portfolios and respect

Portfolios are assessment tools used in pre-school for collecting evidence on learning achievement among learners in implementation of social studies curriculum. In this study pre-school teachers were asked the extent to which portfolios can enhance respect among learners by assessing appreciation of work done by family members, consistent washing of hands and observation of table manners. The findings are posted in Table 4.45.

Table 4.45: Portfolios and respect

	Appreciates work done by family members	Washes hands consistently	Observes table manners	Average percentage
Often	82.7%	74.7%	7.8%	76.1%
Occasional	8.1%	3.1%	21.4%	6.3%
Rarely	9.2%	22.2%	78.4%	17.6%
Total	**100.0%**	**100.0%**	**100.0%**	**100.0%**

Effective adoption of portfolios as assessment tools provides authentic evidence and ability for measuring, encouraging, personalising and accumulating learning achievement (Hartley, Rogers, Smith, Peters & Carr, 2009). Pre-school teachers use portfolios as exhibits of learner's efforts in participating in the learning process. In this regard, pre-school teachers were asked to indicate how portfolios as assessment tools can be used to truck development of respect among learners. Table 4.45 indicates that 82.7% of the pre-school teachers often use portfolios, 8.1% used them occasionally and 9.2% said that they rarely use portfolios as assessment tool for determining respect among learners through appreciation of work done by family members. As much as portfolios are rarely use in public pre-schools, two schools in Lang'ata Sub-County had a showcase of learners work and documented evidence of

progress made from entry behaviour and detailed completed assignments. Further still, in one of the two pre-schools, neatly kept files of records of learner behaviour were on the desk of the teacher as evidence of monitoring learning achievement. Continuous monitoring of behaviour confirms Pyle and DeLuca (2013) assertion that portfolios are increasingly becoming tools of engagement connecting the learner and family making it possible to assess the value of respect.

When asked whether portfolios can be used to truck effectiveness in hand washing and enhancement of respect. Analysis from Table 4.45 indicates that even though 74.7% of the pre-school teachers often assessed hand washing, 3.1% assessed it occasionally and 22.2% rarely use portfolios in assessing hand washing practices. By agreeing that portfolios can be used to assess consistency in hand washing practices among learners to assess respect as a value, the 74.7% of the pre-school teachers indicated that evidence through documented work of learner achievement is carried out from the beginning of the term. In being used to assess consistency in hand washing among pre-school learners, portfolios act as artefact or tools for empowerment that would influence the development of respectfulness in early ages. However, teachers' records of work did not show any documented work on hand washing, even though it was appropriately schemed, lesson planned and linked to the value of respect as one of the objectives.

Further analysis from Table 4.45 indicates that while majority of 70.8% of the pre-school teachers admitted that they rarely use portfolios to assess how learners observed table manners, 7.8% often use them often, while 21.4% occasionally. The results show that 70.8% of the pre-school teachers who rarely use portfolios noted that table etiquette was effectively assessed through observation and oral questions during

meal times. In a departure from these findings, Hartley, Rogers, Smith, Peters and Carr (2009) noted that observing table manners as behaviour makes portfolios a tool for interaction and communication between home and school. In creating an impact in enhancing respect portfolios should constantly be revisited and discussed with learners, teachers, parents and families for effective assessment.

4.7.3 Impact of SSC assessment modalities in enhancing cooperation

Continuous assessment of teaching on the basis of learner interest, participation and achievement provide information for measuring the impact of learning the value of cooperation among pre-school learners. Pre-school teachers were asked to indicate their thoughts regarding the extent to which adoption of observation, oral questions and portfolios would enhance cooperation among learners in Nairobi City County. The results are presented in the following sub-sections.

4.7.3.1. Observation and cooperation

Pre-school teachers use observation in the form of noticing, recognising, and responding to key learning events in order to assess frequency of cooperation among learners. Table 4.46 shows finding from the study when pre-school teachers were asked the extent observation can be used to assess regular use of courteous words, appropriateness of dressing in school uniform and identification of classmate by names among learners.

Table 4.46: Observation and cooperation

	Uses courteous words regularly	Dresses in school uniform appropriately	Identifies classmates by name	Average percentage
Often	67.3%	73.5%	72.5%	71.1%
Occasional	15.4%	6.4%	5.1%	9.0%
Rarely	17.3%	20.1%	22.4%	19.9%
Total	**100.0%**	**100.0%**	**100.0%**	**100.0%**

Observation of social studies implementation allows learners to demonstrate knowledge, skills and understanding of value of cooperation after instructional process. The results summarised in Table 4.46 reveal that 67.3% of the pre-school teachers acknowledged that they often use observation to assess how learners make use of courteous words. By regular use of courteous words, this finding shows that observation was an effective method of assessing developmental perspective of cooperation on normative characteristics of growth among learners. On the other hand, 15.4% of the pre-school teachers admitted that they use observation occasionally but do not link it to the aspect of cooperation, given that learners need to use courteous words in order to avoid hurting other people. More still, 17.3% rarely use observation to assess impact in the use of courteous words by pre-school learners for instilling cooperation. Even though schemes of work and lesson plans show that learners should talk about the use of courteous words, this study revealed inadequate linkage between observation as an assessment method and development of cooperation among learners.

Additional results presented in Table 4.46 indicate that 73.5% of the pre-school teachers often utilise observation, 6.4% use it occasionally, and 20.1% admitted that they rarely use observation to assess the level of cooperation among learners by focusing on appropriate dressing in school uniform. More still, 73.5% of the pre-school teachers felt that appropriateness of dressing depends on school regulations and weather conditions. This would enable learners to cooperate regarding dressing in different weather conditions to safeguard climate related diseases. Further still, the 6.4% and 20.1% of teachers indicated that dressing in appropriate uniform does not automatically develop cooperation among learners since the school regulation

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demands proper grooming and adherence to institutional regulations. However, schemes of work and lesson plans accessed showthat learners should talk about dressing which is linked to the value of cooperation and citizenship.

Additionally, Table 4.46 shows that that 72.5% of the pre-school teachers said that they often use observation to assess cooperation among learners in terms of the extent to which they call their classmates by names. These findings confirm that pre-school teachers use observation through noticing, recognising, and responding to key learning events to assess the level cooperation have been inculcated among learners. As noted by Obidike and Enemuo (2013) observation reveals thoughts and attitudes that manifest cooperation capacity among learners. For 5.1% of the pre-school teachers use observation occasionally; while 22.4% that rarely use it argued that though it is an effective assessment method of ascertaining cooperation, some among learners exhibited difficulties in identifying classmates by name, which in turn, cause conflicts and indiscipline in class, in cases where inappropriate names are used.

4.7.3.2. Oral questions and cooperation

Teaching social studies in early years of education provides a platform for learning about cooperation though community interactions which can be assessed by use oral questions technique. Community interactions among pre-school learners focused on the use of oral questions to assess the extent of learners' acknowledge about family members, work done by people in the community and identification of acceptable behaviour when playing with peers. Table 4.47 shows the responses of pre-school teachers in Nairobi City County regarding oral questions.

Table 4.47: Oral questions and cooperation

	Names family members	Work done by people in the community	Identify acceptable behaviour when playing with peers	Average percentage
Often	76.5%	75.5%	72.5%	74.8%
Occasional	6.1%	9.1%	9.3%	9.0%
Rarely	17.3%	15.4%	18.2%	17.0%
Total	**100.0%**	**100.0%**	**100.0%**	**100.0%**

The results in Table 4.47 indicate that 76.5% of the pre-school teachers often use oral questions to determine whether learners acknowledged names of family members. Knowing family members by names reveals attitudes that manifest cooperation capacity among learners. In concurrence with this finding, Nutbrown and Carter (2010) asserted that knowing family members is essential in building the character of cooperation among pre-school learners. Further, 6.1% of the pre-school teachers use oral questions occasionally; while 17.3% said that they rarely use oral questions on names of family members to assess cooperation among learners but to identify responsiveness which should have been developed at home where learners interact with family members. Failing to assess learner knowledge on family members through oral questions depicts that the teachers could not connect use of oral questions to assessment of cooperation which is vital for effective class interactions.

More still, the results summarised in Table 4.47 show that 75.5% of the pre-school teachers use oral questions to often assess the extent of acknowledge of work done by people in the community. This implies that knowledge on work done by people in the community assists pre-school learners in appreciating and developing a positive relationship with other people for effective coexistence as functioning citizens. Such a relationship as noted by Nutbrown and Carter (2010) is essential in building the character of cooperation among learners. However, 6.1% said that they occasionally used while 17.3% rarely use oral questions in assessing cooperation since learner

responses are dependent on the questioning technique and attitudes towards work done by family members.

Further still, Table 4.47 shows that 72.5% of the pre-school teachers use oral questions often, 9.1% occasionally and 15.4% rarely use oral questions to assess the extent to which learners can identify acceptable behaviour when playing with peers would help to build cooperation. Given that majority of the pre-school teachers 72.5% use oral questions to assess developmental characteristics of each learner which would influence learning value education in enhancing cooperation. Essentially oral questions influence acquisition of knowledge, skills and feelings towards working with others.

4.7.3.3. Portfolios and cooperation

Effective use of portfolios is essential for developing skills, dispositions and knowledge from learning experiences during implementation of SSC in pre-school. Appropriate adoption of portfolios contributes to knowledge that can cooperatively be read, revisited and shared among pre-school learners. By using portfolios value of cooperation was assessed by establishing the extent pre-school learners appreciates work done by family members, washes hands consistently and observes table manners. The results of pre-school teachers were posted in Table 4.48.

Table 4.48: Portfolios and cooperation

	Appreciates work done by family members	Washes hands consistently	Observes table manners	Average percentage
Often	18.4%	75.5%	74.5%	75.5%
Occasional	5.1%	8.2%	5.1%	6.1%
Rarely	76.5%	16.3%	20.4%	18.4%
Total	**100.0%**	**100.0%**	**100.0%**	**100.0%**

The study examined the use of portfolios in assessing extent to which learners develop cooperation through appreciation of work done by family members. Table 4.48 indicates that 76.5% of the pre-school teachers indicated that they rarely use portfolios, 5.1% used them occasionally and 18.4% said that they often use portfolios since they are appropriate in assessing the extent to which learners appreciate work done by family members. The 18.4% of the pre-school teachers argued that cooperation is built when portfolios are used to assess individual learners in classroom setting as they discuss work done by people and share experiences with each other and with teachers. However, the majority, 76.5% of the pre-school teachers who rarely use portfolios felt that other assessment methods like oral questions, observation check lists and schedules were more appropriate in determining value cooperation among learners.

Additional results presented in Table 4.48 indicate that while 75.5% of the pre-school teachers often use portfolios in assessing hand washing, 8.2% used them occasionally and 16.3% said that they rarely made use of portfolios in assessing the extent to which learners consistently wash hands. The findings are an indication that portfolios can be used to build cooperation through addressing developmental changes in pre-school learners through interactions with colleagues in class. Furthermore, Table 4.48 shows that 74.5% of pre-school teacher said that they often use portfolios, 5.1% use them occasionally yet 20.4% acknowledged that they rarely use them in assessing the extent learners observe table manners using portfolios cooperation can be built among learners. Essentially, these findings agree with those reported by DeLuca and Hughes (2014), which suggested that assessment of early education should consider the fact that learners undergo sequential, predictable stages in development which are

captured better through portfolios. In this regard assessment of learner behaviour should take into consideration developmental milestones of the learner.

4.7.3.4. Summary of assessment modalities

Assessment modalities for social studies should stress childhood as a period during which positive relationships with others are essentially developed. Essential consideration in assessment should be developmental characteristics of each learner as far as influence of learning value education in enhancing cooperation. Observation, oral questions and portfolios were considered crucial in character shaping in learners towards being responsible, respectful and cooperation and summary of results posted in Tables 4.49 and 4.50.

Table 4.49: Summary findings on impact of assessment modalities

	Responsibility	Respect	Cooperation	Average percentage
Observation	79.80%	75.50%	71.10%	75.47%
Oral questions	80.60%	72.80%	74.80%	76.07%
Portfolios	75.80%	76.10%	75.50%	75.80%
Average	**78.73%**	**74.80%**	**73.80%**	75.78%

Summary of the finding in Table 4.49 indicates that out of 98 pre-school teachers, 75.78% agreed that there is an impact of assessment modalities is enhancing values education among learners. Specifically, 78.73% agreed that assessment modalities have impact in enhancing responsibility, 74.80% respect and 73.80% cooperation among pre-school learners. In terms of considered assessment modalities there is a slight deviation from average results with observation supported by 75.47% of the pre-school teachers, oral questions by 76.07% and portfolios by 75.80% to enhance value education among learners.

The study findings established that assessment through observation method result in learner acquisition of responsibility as a value according to Table 4.49, 79.80% of 98 pre-school teachers; 75.50% agreed that respect is enhanced and 71.10% that cooperation is reinforced among the learners in Nairobi City County. Judgements relating to observation activities would focus on exploring how what was observed has imparted learners' sense of responsibility. This study considered observation of the manner in which learners use courteous words, dress in school uniform appropriately and identify with classmates by name as acts of demonstrating responsibility, respect and cooperation at pre-school level.

Values of responsibility, respect and cooperation are visible behaviours and observing them entails collecting information by watching and listening as a means of enriching their development. This study has established that observation in social studies implementation allow learners to demonstrate knowledge, skills and understanding of values connected to responsibility, respect and cooperation after instructional processes. Pre-school teachers should, therefore; use observation through noticing, recognising, and responding to key learning events in order to assess the level of responsibility, respect and cooperation that have been inculcated among learners.

As indicated in Table 4.49, up to 80.60% of the pre-school teachers agreed that oral questioning has an impact in enhancing responsibility and this is higher than 74.80% who agreed it enhances cooperation and 72.80% who affirmed that it enhances respect. Oral questions allow direct feedback and provide teachers with incredible opportunities to immediately establish misunderstandings among learners. Ideally, oral assessment reflects world situations, in which learners demonstrate abilities to apply skills and understandings. In this study pre-school teachers were asked to

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explain how use of oral questions impacts on learners' sense of responsibility. Through oral questions pre-school teachers have opportunity for establishing learners' behaviour as a mode of assessment in social studies curriculum.

As regards portfolios, the results contained in Table 4.49 show that out of 98 pre-school teachers 75.80% agreed that portfolios have an impact on enhancing responsibility, 76.10% respect and 75.50% cooperation. A portfolio is a collection of work samples that cover aspects of assignments that learners have completed. As assessment modalities, portfolios help in examining and documenting learners' behaviour, perceptions and capacities. Portfolios are assessment tools used in pre-school for enhancing behaviour among learners in the implementation of social studies curriculums. Portfolios record developing skills, dispositions and knowledge from learning experiences during implementation of SSC in pre-schools.

4.7.3.5 Indicators of SSC assessment modalities and values education

Assessment modalities in pre-school SSC enable tracking learner progress and further facilitate learning of values. Ideally, SSC at all levels are intended to assist learners acquire knowledge, skills, attitudes, and behaviour attributes required for living in the 21st Century as effective citizens. Findings on the influence of on observation, oral questions and portfolios as assessment modalities on enhancing respect, responsibility and cooperation among pre-school learners are summarised in Table 4.50

Table 4.50: Outline of SSC assessment modalities and values education

Content	Observation	Oral questions	Portfolios
Responsibility			
Dependable	Clean uniform	Responds to conversations	Obeys rules
Accountable	Clean bag	Responds in appropriate	Table etiquette
Reliable	Clean socks	tones	Hand washing
Trustworthy	Tie shoe laces	Accepts corrections	Uses handkerchief
Respect	Thank you	Raises hand before	Socialises appropriately
Courteous	Please	speaking	Knows parents by name
Self-regulation	May I	Tolerate peers	Completes assignments
Reliable	Excuse me	Acknowledges others	Values rights of others
Trustworthy		Gives feedback	
Cooperation	Observes time	Ask questions	Attends school regularly
Sharing	Strengthen group unity	Plays with peers	Express disagreements
Turn-taking	Completes tasks	Invites peers to play groups	politely
Teamwork	Supports communication		Open-mindedness
Collaboration	skills		

The summary of findings on the impact of assessment modalities in enhancing responsibility as shown in Table 4.50 indicates that it was manifested through pre-school learners being dependable, accountable, reliable and trustworthy. Impact of observation on responsibility could be demonstrated through clean uniform, bag and socks with shoe having tied laces. The way responsibility has been manifested through oral question was marked with way and appropriateness of tone pre-school learners responded conversations and corrections during assessment. Regarding portfolio, responsibility was demonstrated by pre-school learners through obeying rules, table etiquette, hand washing and use of handkerchief.

Impact of assessment observation, oral questions and portfolios on respect could be demonstrated by courtesy, self-regulation, reliability and trustworthiness. Regarding being courteous pre-school learners would use words such as 'thank you, please, may I and excuse me', when communicating with others. Pre-school learners, during oral questioning would raise their hands before speaking, tolerate peers, acknowledge others and provide feedback as a way of demonstrating respect. Being trustworthy

could be demonstrated through portfolio records which indicate how appropriately pre-school learners socialise, identify parents by names, complete assignments and value rights of other people in the surrounding.

The value of cooperation was demonstrated in the study through sharing, turn-taking, teamwork and collaboration through observation, oral questions and portfolios are used to assess SSC implementation at pre-school. Through observation, it was established that pre-school learners would observe time, strengthen group unity, complete tasks, support communication skills and ask questions as manifestations of cooperation. Portfolios as assessment modalities enable demonstration of cooperation through playing with peers, invitation into respective groups, regular attendance of school, expressing disagreements politely and being open-minded.

4.8 Sustainability of Stakeholder Support for SSC and Values Education

Sustainability of stakeholders' involvement in the implementation of SSC enhances realisation of value education. This study considered support from school administration, parents and religious community in reinforcing SSC implementation for enhancing responsibility, respect and cooperation among pre-school learners in Nairobi City County.

4.8.1 Stakeholder support for SSC in enhancing responsibility

Stakeholders' support improves learning achievement in value education by enabling pre-school learners to develop responsibility for functioning effectively in the society. Specifically, involvement of stakeholders is critical in firming knowledge, skills and attitudes learnt from instruction process as well as fostering higher educational aspirations. In this study support from school administration, parents and religious

community were considered vital in inculcating responsibility among pre-school learners.

4.8.1.1 School administration and responsibility

Supporting teaching and learning of social studies is a combined effort of teachers and school administration in developing the values of responsibility among pre-school learners. This study focused on sustainability of school administration support in enhancing responsibility among pre-school learners. The results were then posted in Table 4.51.

Table 4.51: School administration and responsibility

	Instructions on cleanliness	Advise on school rules	Encourage use of courteous words	Average percentage
Often	90.9%	86.7%	71.4%	83.0%
Occasional	5.7%	5.1%	7.1%	5.9%
Rarely	3.4%	8.3%	21.6%	11.1%
Total	**100.0%**	**100.0%**	**100.0%**	**100.0%**

Effective school administration provides leadership through creation of a hospitable learning environment that nurtures responsibility for learners to emerge as functional and dependable citizens in a cohesive society. The results presented in Table 4.51 indicate that majority of pre-school teachers, 90.9%, stated that school administration often support enhancement of responsibility among learners through instructions on cleanliness.

The teachers further indicated that sustainability of administration support on responsibility is demonstrated through advice on school rules during assembly gatherings where learners are encouraged to maintain cleanliness, use clean drinking water and use dustbins for disposing litter. This finding was further supported by head teachers who indicated that they encourage cleanliness among learnetrs, through

regular interaction and specifically during school assemblies by emphasising on the importance of living in a clean environment. However, 5.7% of the teachers hinted that the support was occasional, while 3.4% felt that school administrators rarely visited the pre-school section to talk to learners on cleanliness. In this regard, one pre-school teacher made the following remarks:

> The school administrators hardly visit my class. Training to learners on importance of cleanliness is entirely my responsibility which I do every morning before starting my lessons. The support from school administration is very minimal, and they have little interest on what goes on in the pre-school class. In fact, the learners here perceive school administrators as strangers due to minimal interactions. {PT19}

Further analysis from Table 4.51 revealed that out of 98 pre-school teachers, 86.7% stated that school administrators often educate learners to observe school rules, 5.1% felt that such form of support was occasional, while 8.3% hinted that rarely did school administration advise learners on school rules, as a pre-requisite for sustaining responsibility. The results show that 86.7% of the pre-school teachers indicated an overwhelming support from school administrations, whose interaction with learners assist in instilling a sense of responsibility, which enable learners to observe punctuality, appreciate other members of the school, use appropriate language, avoid fighting in school and observe school rules.

Additional findings as posted in Table 4.51 show that 71.4% of the pre-school teachers stressed that school administrators often encourage learners to use courteous words, which assist in practice of respect for self and other people in school and in society. In a departure from this, 7.1% of the pre-school teachers felt that support from administration was occasional, while 21.6% indicted rare support in nurturing responsibility by encouraging learners to use courteous words. By the fact that majority 71.4% of the pre-school teachers agreed on support of school administration

suggests enhanced sustainability in inculcating responsibility among learners. The pre-school teachers, who noted that support was occasional or rare, felt that advice on school rules alone does not sustain responsibility among learners, but regular interactions and familiarity for learners to identify and appreciate contribution from school administration.

When asked to state whether school administration encouraged learners to use courteous words, results presented in Table 4.51 show that for 71.4% of the pre-school teachers said that the support was often, while 7.1% reported the support was occasional. However, 21.6% felt that the support was rare given that school administration concentrates in supporting primary school and not pre-school. The teachers felt that since school administrators interact with learners occasionally, this may not be adequate in developing respect which requires regular reinforcement. On average of 83% of the pre-school teachers felt that school administration support on enhancing responsibility is sustainable.

The findings depict that school administrators formulate rules, provide advice on institutional rules and regulations as well as encouragement in use of courteous words for reinforcing adoption of value education among learners. The study findings are in tandem with Blaiklock (2013) assertion that the role of school administration is vital in creating an inviting climate for learners during early education. In creating an inviting learning climate, school administration would be helping in modelling appropriate behaviours as far as being responsible is concerned among learners.

4.8.1.2. Parents' support and enhancement of responsibility

Adequate parental support for cleanliness of learners, modelling of appropriate behaviour and attendance to school functions provides sustainable support to enhance responsibility among learners. In appreciating the need for collaborative approach, this study explored sustainability of parental support by asking pre-school teachers' opinion on the extent to which responsibility is sustained through cleanliness of learners, modelling appropriate behaviours and attending school functions. The results are presented in Table 4.52.

Table 4.52: Parents and responsibility

	Cleanliness of children	Model appropriate behaviours	Attending to school functions	Average percentage
Often	78.6%	77.6%	74.6%	76.9%
Occasional	7.1%	5.3%	7.0%	6.5%
Rarely	14.3%	17.1%	18.4%	16.6%
Total	**100.0%**	**100.0%**	**100.0%**	**100.0%**

Analysis of the results presented in Table 4.52 indicates that 78.6% of the pre-school teachers felt that parents often support development of responsibility among learners through nurturing cleanliness among learners. In supporting social studies curriculum, parents can infuse responsibility among learners as far as maintaining personal cleanliness which is vital for preventing spread of diseases. The teachers further noted that through regular meetings with parents, cleanliness of learners is emphasised. Furthermore, parents who fail to support learners in cleanliness are invited to school and cautioned on the need for good grooming among learners. However, in a departure from this, 7.1% of the pre-school teachers noted occasional support while 14.3% stated that parents rarely reinforced responsibility in ensuring that learners come to school clean. The study findings echo those reported by Risinger (2012), who

observed that SSC implementation needs parental support to equip learners with essential skills for enhancing positive values.

The study further examined from pre-school teachers whether parents supported enhancement of responsibility through modelling of appropriate values. The results in Table 4.52 show that 77.6% of the pre-school teachers stated that the support was often, 5.3% showed occasional support whole for 17.1% indicated rare support from parents towards enhancing responsibility as value by modelling appropriate behaviour among learners. In working closely with parents, teachers observed that appropriate behaviour would be entrenched through parental involvement in inculcating responsibility by encouraging learners to participate in household chores. This finding corroborates with Celikkaya and Filoglub (2014) observation that in enhancing appropriate responsibility as a value, SSC implementation requires parental input for sustained development. In view of this, one pre-school teacher who disagreed on parent's involvement in modelling appropriate behaviour said the following:

> I have been in this school for twenty years and will be retiring next year yet my experience with parents is that they leave all their responsibilities to teachers. Given that the catchment area of the school is not conducive in nurturing values, most parents hardly model appropriate behaviour for learners to model. This has been a challenge and many of the parents miss out on school functions and this is where we encourage them to support us on behaviour attribute of the learners. {PT51}

Further still, pre-school teachers were asked to indicate whether by parents attending to school functions assists in sustaining responsibility among learners. Study results summarised in Table 4.52 show that 74.6% of the pre-school teachers stated that parents often attend to school functions, for 7.0% the attendance was occasional yet 18.4% felt rare parental support can be sustainable in instilling responsibility through attending school function. The 74.6% of the pre-school teachers explained that

sustainable parental support in implementation of SSC includes providing learning materials and follow-ups on learner achievement and behaviour attributes which in turn helps in producing informed and responsible citizens. However, the teachers who experienced occasional parental support felt that inculcating responsibility involves more that attending to school functions, but also parents involving learners in home activities that would enhance dependability during for effective survival as productive citizens.

4.8.1.3 Religious leaders' support and enhancement of responsibility

Sustainable community support in implementation of SSC is likely to assist pre-school learners develop as responsible and effective members of the society. This study considered appropriate disposal of waste material, appreciating diversity and observing hygiene in the environment to require sustainable support of religious leaders in making pre-school learners to survive in modern society as productive citizens. The results are presented in Table 4.53.

Table 4.53: Religious leaders and responsibility

	Appropriate disposal of waste materials	Appreciating diversity	Observing hygiene in the environment	Average percentage
Often	75.5%	71.5%	77.5%	74.8%
Occasional	6.1%	11.2%	9.2%	8.8%
Rarely	18.4%	17.3%	13.3%	16.4%
Total	**100.0%**	**100.0%**	**100.0%**	**100.0%**

Effective religious leaders' engagements can nurture responsibility among pre-school learners through encouraging appropriate disposal of waste materials for environmental conservation and good citizenship. In this regard, pre-school teachers were asked to indicate the extent to which religious leaders support responsibility among learners in creating awareness on appropriate disposal of waste materials.

According to study results presented in Table 4.53, up to 75.5% of the pre-school teachers noted that religious leaders often support learners in developing responsibility by donating dust bins to schools.

In a departure from this finding, 6.1% of the teachers indicated that religious leaders occasionally supported the school, while 18.4% felt that religious leaders rarely supported in inculcating responsibility, particularly through appropriate disposal of waste material for encouraging clean environment for the good of all citizens. These study findings are an indication that learners' understanding of being responsible requires support from religious leaders in implementation of SSC at pre-school level. The teachers who disagreed felt that in religious leaders was supportive in creating awareness on effective disposal of waste materials, then Nairobi City County would not experience huge amounts of garbage witnessed within many estates. This depicts that religious leaders have not fully supported inculcation of responsibility for learners to develop awareness on disposal of waste materials. One teacher said the following:

> Religious leaders should be active in creating awareness on effective disposal of waste, but this is hardly realised since they are the once who hardly instil this noble activity in learners. Religious leaders have a perception that the County is responsible for disposal of wastage which has made them reluctant in participating in observing effective disposal in their homes. How do you expect learners to develop responsibility when the religious leaders are incentive to creating a clean environment? {PT84}

In regard to support in appreciation of diversity, the study results summarised in Table 4.53 indicated that 71.5% of the pre-school teachers felt that religious leaders often support responsibility among learners through pastoral programmes which are held in school every Friday. However, for 11.2% of the pre-school teachers, the support is occasional, while 17.3% indicated religious leaders rarely support development of

responsibility through appreciation of diversity. The pre-school teachers indicated that communities experience harmony through appreciation of diversity which in turn helps in instilling responsibility for learners to emerge as functional citizens in a democratic society. This supports Masote (2016) assertion that a lasting relationship between learners, teachers and the religious community assist in development of responsibility as values at pre-school level. However, the teachers who disagreed felt that appreciation of diversity is not fully realised to inculcate responsibility since some individuals within the community perpetuate dishonesty to appreciation of diversity which in turn lower value systems and development of responsibility.

Additional analysis from Table 4.53 depicts that 77.5% of the pre-school teachers felt that religious leaders often assist learners in observing hygiene in the environment by donating dust bins to schools. On the other hand, 9.25% stated that the support was occasional while for 13.3% they rarely get any support from religious leaders. Given that 77.5% of the pre-school teachers agreed suggest that responsibility is sustainable through support from religious leaders in assisting learners observe hygiene in the environment for continual coexistence as effective members of the society.

4.8.2 Stakeholder support on SSC implementation in enhancing respect

Religious communities, families and the society in general should act as a linkage between social studies learning in class and real world outside for learners to perceive respect towards family as well as relationships that develop civic values. The linkage between social studies learning in class and real world outside for learners in this

study focussed on sustainability of support from school administration, parents and religious leaders in fostering respect among learners.

4.8.2.1 School administration support and enhancement of respect

Pre-school social studies curricular are based on societal needs and aspirations focusing towards helping learners acquire respect as a value for effective integration as functional citizens. Sustainable support from school administration is vital in ensuring that respect is inculcated among learners to enable them to survive in a democratic society. In this study sustainability of school administration support in enhancing respect was considered through instructions on cleanliness, advice on school rules and encouraging learners to use courteous words. The findings are presented in Table 4.54.

Table 4.54: School administration and respect

	Instructions on cleanliness	Advise on school rules	Encourage use of courteous words	Average percentage
Often	71.4%	72.4%	85.7%	76.5%
Occasional	5.1%	9.2%	3.1%	5.8%
Rarely	23.5%	18.4%	11.2%	17.7%
Total	**100.0%**	**100.0%**	**100.0%**	**100.0%**

Effective school administrative structures support well-articulated value systems for supporting learning environment as platforms for nurturing respectful learners for effective societal cohesion. Analysis of the results summarised in Table 4.54 shows that 71.4% of the pre-school teachers agreed that sustainable support from school administration in enhancing respect through implementation of SSC can be realised through instructions on cleanliness. The teachers felt that sustained support in implementation of SSC from school administration assists in developing respectful learners by keeping appropriate cleanliness standards for nurturing sanitation.

Further the teachers indicted that in the dispensation of competence-based curriculum school administration is mandated to support in inculcating life skills such as respect for learners to develop in productive future leaders who value clean environments for sustainable development. This finding agrees with DeLuca and Hughes (2014) affirmation that support from school administration is essential in instilling values to learners for effective progress in management. In an observation in one of the schools, there were writings on walls indicating importance of living in a clean environment whether in school or at home. This shows that school administration supports cleanliness which in turn helps development of respect. However, for the 5.1% of the pre-school teachers who were uncertain and 23.5% who disagreed failed to link administrative role in cleanliness and enhancement of respect among learners.

In addition, results in Table 4.54 shows that 72.4% of the pre-school teachers agreed, 9.2% were uncertain while 23.5% disagreed that sustained school administration support in enhancing respect among learners could be through advice on rules. The teacher who agreed indicated that respect is mandatory in schools which are reinforced by school administration during gatherings and assembly time. These findings are indication that teaching social studies at pre-school with support of school administration would make learners to observe rules and regulations and, in the process, acquire respect as a lifelong value. This is in concurrence with Paul *et al.* (2006)assertion that SSC is designed to help every child reach full potential through a programme of learning that inculcate societal values among learners.

Further still, Table 4.54 illustrates that majority of pre-school teachers, 85.7% agreed that by encouraging learners to use courteous words school administration support on implementation of SSC sustainability in enhancing respect among learners. This and

the fact that instruction on cleanliness and advice on school rules can be sustainable through administration support is in tandem with Dunphy (2012) assertion that interaction of school administration through active engagement with pedagogical process mediates learning of values at pre-school level. On the other hand, 3.1% of the pre-school teachers were uncertain while 11.2% disagreed with explanation that since school administration on interact with learners during assembly is not adequate in encouraging use of courteous words that influence respect.

4.8.2.2. Parents' support and enhancement of respect

Parental support when infused with democratic principles and quality of the social environment enhance respect among learners through instructional process. In this study parental support in terms of cleanliness of learners, modelling appropriate behaviour and attending school function were considered vital in determining sustainability in enhancing respect among pre-school learners. The results are presented in Table 4.55.

Table 4.55: Parents' support and respect

	Cleanliness of children	Model appropriate behaviours	Attending to school functions	Average percentage
Often	73.5%	85.7%	77.2%	78.8%
Occasional	8.2%	5.1%	4.4%	5.9%
Rarely	18.3%	9.2%	18.4%	15.3%
Total	**100.0%**	**100.0%**	**100.0%**	**100.0%**

Table 4.55 shows that 73.5% of the pre-school teachers agreed that sustainable parental support on implementation of SSC emphasis on cleanliness can enhance respect among learners. Emphasis on cleanliness by parents would enable learner to develop self-respect through maintenance of personal hygiene. Conversely, 8.2%

were uncertain and 18.3% disagreed and felt that parental support is inadequate in encouraging cleanliness of learners since some learners come to school untidy.

More still, Table 4.55 also indicates that majority 85.7% of the pre-school teachers agreed, that parents sustainably develop respect through modelling appropriate behaviour among learners as part of implementation of SSC at pre-school level. As noted by Koskei (2015), respect requires ethical orientation from parents in effort to model appropriate and acceptable behaviour. However, during an observation there was one parent who came to class and shouted at the teacher for failing to mark his son's work. This explains why 8.2% of the pre-school teachers were uncertain and 9.2% disagreed that by parents modelling appropriate behaviour respect is enhanced among learners.

Further, Table 4.55 shows that 77.2% of the pre-school teachers agreed, 4.4% indicated uncertainty while 18.4% disagreed that by attending to school functions parents sustainably support implementation of SSC towards developing respect among learners. From these results suggests that the role played by parents significantly influence implementation of pre-school SSC for inculcating respect among pre-school learners. This echoes Megan, Abel and Priscilla (2016) argument that parents make significant contribution in curriculum implementation.

4.8.2.3. Religious leaders support and enhancement of respect

SSC implementation when supported by religious leaders enhances coherence, relevance and age appropriateness in order to effectively instil value of respect among learners at pre-school level. This study focused on appropriate disposal of waste material, appreciation of diversity and observation of hygiene in the environment to

establish sustainability of religious leaders support in enhancing respect among pre-school learners. The results are tabled in Table 4.56.

Table 4.56: Religious leaders support on respect

	Appropriate disposal of waste materials	Appreciating diversity	Observing hygiene in the environment	Average percentage
Often	83.7%	72.5%	80.6%	78.9%
Occasional	7.1%	12.2%	8.2%	9.2%
Rarely	9.2%	15.3%	11.2%	11.9%
Total	**100.0%**	**100.0%**	**100.0%**	**100.0%**

Appropriate engagement of learners in community activities nurtures collaboration, communication and leadership which in turn nurture respect for effective integration in society. Given that learners imitate values articulated in the social surroundings, community members should engage them in effective activities for disposal of wastage which is vital in environmental sanitation. Drawing from this premise, pre-school teachers were asked to indicate extent to which religious leaders assist in developing respect among learners.

Study results summarised in Table 4.56 shows that 83.7% of the pre-school teachers felt that the support was often, while for 7.1% the support receives was occasional, while 9.2% indicted that religious leaders rarely supported enhancement of respect among learners through appropriate disposal of waste material. These findings are indications that community initiative on appropriate waste management encourages pre-school learners develop respect by demonstrating effective environmental sanitation. This echoes Nutbrown and Carter (2010) assertion that instilling respect among children involve sustainable role of community member in implementing social studies at pre-school level.

More still, the results in Table 4.56 show that 72.5% of the pre-school teachers stated that sustainable religious leaders' support in enhancing respect was often achieved through appreciation of diversity among learners. However, for 12.2% the support was occasional while 15.3% stated that it was rare to get support from religious leaders. These findings suggest that being respectful arises when individual learner appreciates differences in other people infused with democratic principles and quality of the social environment that supports and reinforce adoption of respect as a value (Cihat, 2016).

Further, Table 4.56 indicates that majority of pre-school teachers 80.6% stated that religious leaders often support learners in observing hygiene through creating awareness on importance of clean environment. However, 8.25 felt that the support was occasional, while 11.2% felt that the support was rare in supporting hygiene in the environment to enhance respect among learners. These findings suggest that by schools involving religious leaders' aspirations of hygienic environment in teaching social studies learners develop the sense of being respectful members of the society. This is in tandem with the assertion made by Kathyanga (2011), which suggested that one vital lasting experience from learning social studies is developing to be a respectful adult.

4.8.3 Stakeholder support on SSC implementation in enhancing cooperation

Teaching and learning value education requires strong and sustainable ties with communities and families to make pre-school learners cooperative. This study focused on sustainability of school administration, parents and community members

in enhancing cooperation among pre-school learners during implementation of social studies curriculum.

4.8.3.1. School administration and enhancement of cooperation

School administration should put emphasis on affective objectives in social studies to enhance cooperation among pre-school learners. This study considered instructions on cleanliness, advice on school rules and encouraging use of courteous words as affective objectives that would enhance cooperation among pre-school learners in Nairobi City County. Pre-school teachers were further asked to indicate the extent to which school administration enhances cooperation, and results presented in Table 4.57.

Table 4.57: School administration support on cooperation

	Instructions on cleanliness	Advise on school rules	Encourage use of courteous words	Average percentage
Often	72.6%	77.5%	83.6%	77.9%
Occasional	6.2%	6.2%	5.1%	5.8%
Rarely	21.2%	16.3%	11.3%	16.3%
Total	**100.0%**	**100.0%**	**100.0%**	**100.0%**

The results summarised in Table 4.57 illustrate that while 72.6% of the pre-school teachers agreed, 6.2% were uncertain, while 21.2% hinted that sustainable school administration support through instructions on cleanliness enhances cooperation among learners. This is an indication that maintaining cleanliness requires concerted efforts from learners with clear instruction and can be sustained through support of school administration. More still, Table 4.57 also shows that even though 77.5% of the pre-school teachers agreed, 12.2% showed uncertainty while 16.3% disagreed on sustainable support from school administration in enhancing cooperation through advice on rules. This suggests that adhering to school rules has an aggregated aspect that develops cooperation among learners in pre-schools, when sustainably supported

by administration in implementation of SSC (Ayebah, 2009). Thirdly, Table 4.48 indicates 83.6% of the teachers agreed, 8.2% remained uncertain, while 11.2% disagreed that sustainable encouragement of learners to use courteous words by school administration enhances cooperation among them. These findings support Kairu (2010) suggestions that school administration should sustainably support implementation of SSC to enable learners to develop into adults who are cooperative in the society.

4.8.3.2. Parents' support and enhancement of cooperation

Building the character of cooperation among pre-school learners is an educational matter involving parents as stakeholders in early years' learning for sustained development. This study considered it prudent for pre-school teachers to work with parents in developing cooperation skills and their responses are presented in Table 4.58.

Table 4.58: Parents' support on cooperation

	Cleanliness of children	Model appropriate behaviours	Attending to school functions	Average Percentage
Often	87.2%	82.3%	75.5%	81.7%
Occasional	3.4%	3.4%	6.7%	4.5%
Rarely	9.4%	14.3%	17.8%	13.8%
Total	**100.0%**	**100.0%**	**100.0%**	**100.0%**

The results indicated in Table 4.58 show that though majority of the pre-school teachers, 87.2%, agreed, 3.4% were uncertain, while 9.4% disagreed that sustainable support from parent is required to build cooperation among learners through cleanliness. This is an indication that through sustainable parental support on cleanliness, teaching of social studies can enhance cooperation among pre-school learners. Secondly, Table 4.58 shows that while 82.3% of the teachers agreed that sustainable support from parents in modelling appropriate behaviours enhances

cooperation among learners, 3.4% were uncertain and 14.3% disagreed. This implies that sustainable support from parents in implementation of SSC through modelling of behaviour is likely to enhance cooperation among pre-school learners. Lastly, Table 4.58 indicates that 75.5% of the teachers were in agreement, while 6.7% were uncertainty; while 17.8% disagreed that sustainable support from parents through attending school functions assists learners to develop sense of cooperation. Attending school functions keeps parents informed about their roles and contributions in teaching the value cooperation (DeLuca & Hughes, 2014).

4.8.3.3. Religious leaders' support and enhancement of cooperation

Religious leaders play a significant role in value education as far as building the character of cooperation is concerned. This study looked at sustainable religious leaders' support on appropriate disposal of waste materials, appreciation of diversity and observation of hygiene in the environment and sought the response of pre-school teachers as indicated in Table 4.59.

Table 4.59: Religious leaders' support and cooperation

	Appropriate disposal of waste materials	Appreciating diversity	Observing hygiene in the environment	Average
Often	81.6%	73.5%	77.6%	77.6%
Occasional	4.1%	8.2%	10.2%	7.5%
Rarely	14.3%	9.3%	12.2%	11.9%
Total	**100.0%**	**100.0%**	**100.0%**	**100.0%**

Pre-school teachers were asked to indicate the support received from religious leaders in assisting learners develop cooperation through appropriate disposal of waste materials. The results in Table 4.59 show that for 81.6% of the teachers the support from religious leaders was often, 4.1% said that such support was occasional, while 14.3% stated that the support was rare. Generally religious leaders were associated with support in the form of donation of waste disposal equipment. This finding

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suggests that by creating a co-ordinated linkage with religious leaders on appropriate disposal of waste materials is sustainable far developing cooperation among pre-school learners is established within Nairobi City County (Wekesa, Simatwa & Okwach, 2016).

Additional results summarised in Table 4.59 show that while majority 73.5% of the pre-school teachers agreed that sustainable support in enhancing cooperation among learners can be achieved through appreciation of diversity by religious leaders, but 8.2% felt that the support was occasional, while 9.3% indicted that it was rare. These results are in tandem with those reported by Lange *et al.* (2006), which suggest that in teaching social studies, schools should partner with religious communities in instilling cooperation as a basic skill for survival in society. Involving religious leaders would also be of significance in building the value of cooperation through observation of hygiene within the environment as shown by 77.6% of the teachers who felt that the support was often. Conversely, 12.2% teachers felt that the support was occasional; while 10.2% showed that such support was rare, as detailed in Table 4.59. In conclusion, the study established that sustainable support by community members significantly enhance cooperation among learners.

4.8.3.4 Summary on sustainability of stakeholders support

Engaging stakeholders in curriculum implementation assists learners to gain competencies and identities significant to community desired values. This engagement should be sustainable and focusing the role of various stakeholders beyond classroom instruction since ECE programme in Kenya operates on the basis of partnership and collaboration. This study considered school administration, parents

and community member as key stakeholders in value education in pre-schools. The responses obtained from pre-school teachers are summarised in Tables 4.60 and 4.61.

Table 4.60: Summary of findings on sustainability of stakeholders support

	Responsibility	Respect	Cooperation	Average
School administration	83.00%	76.50%	77.90%	79.13%
Parents	76.90%	78.80%	81.90%	79.20%
Community	74.50%	78.90%	77.80%	77.07%
Aggregate	**78.13%**	**78.07%**	**79.20%**	**78.47%**

The results summarised in Table 4.60 indicates that out of 98 pre-school teachers, 78.47% agreed that sustainability of stakeholders' support enhances value education among learners. In terms of specific values, up to 79.20% of the teachers cited cooperation as the one most enhanced through stakeholder support; followed by responsibility, as mentioned by 78.13% of the teachers; while respect ranked last, according to 78.07% of the teachers. Stakeholder involvement in pre-school SSC implementation is a collaborative approach from which learners would easily observe and develop sense of cooperation for effective societal cohesion. Secondly, the fact that each stakeholder plays a specific role in pre-school SSC implementation provides learners with the ability to develop a sense of responsibility. As shown from Table 4.60, the results indicate that parents play the biggest role in terms of reinforcing values among pre-school learners, as implied by 79.20% of the pre-school teachers. This is closely followed by school administration, as indicated by 79.13% of the teachers; and community members, according to 77.07% of the teachers.

The summarised results suggest that t sustainable stakeholders' support enhances values education among pre-school learners. More explicitly, supporting teaching and learning of social studies is a combined effort of teachers and school administration in developing the values of responsibility, respect and cooperation among pre-school

learners. The study therefore, focused on how sustained support of school administration, parents and community members enhances responsibility, respect and cooperation among pre-school learners. This is based on the premise that pre-school social studies curricula are based on societal needs and aspirations focusing on helping learners acquire responsibility, respect and cooperation as values. Sustainable support from school administration is vital in ensuring that values of responsibility, respect and cooperation are inculcated among learners to enable them fit in the society, as effective citizens. School administration should put more emphasis executing the objectives in social studies to enhance value education among pre-school learners.

The results further show that parents provide sustainable support in enhancing responsibility, as implied by 76.90% of the pre-school teachers; followed by respect, 78.50%; as well as cooperation, 81.90%, among learners. In appreciating the need of collaborative approach to learning, the study explored sustainability of parental support by asking pre-school teachers their opinion on the extent this could be sustained through cleanliness of learners, modelling of appropriate behaviours and attending school functions. Parental support as established from the study findings when effectively infused provides democratic principles to enhance quality of the social environment within the class. In enhancing social environment within the class, parental support reinforces values of responsibility, respect and cooperation among pre-school learners through instructional process in implementing social studies curriculum. In conclusion, the study has established that building the character of responsibility, respect and cooperation among pre-school learners is an educational matter involving parents as stakeholders in early childhood development.

More still, the results in this study established that sustainable community support in the implementation of social studies makes pre-school learners to become responsible, respectful and cooperating members of the society. Ideally, SSC implementation needs to be supported by community members to enhance coherence, relevance and age appropriateness to effectively instil values of responsibility, respect and cooperation, among learners at pre-school level of education. This study looked at appropriate disposal of waste material, appreciation of diversity and observation of hygiene in the environment to establish sustainability of community support in enhancing responsibility, respect and cooperation among pre-school learners; and it has been established that they significantly play a role in value education.

4.8.3.5 Indicators of SSC stakeholder support and values education

Sustainable stakeholders' involvement in the implementation of SSC is critical in enhancing realisation of values education. The results obtained by this study on support from school administration, parents and religious community in reinforcing SSC implementation for enhancing responsibility, respect and cooperation among pre-school learners in Nairobi City County are summarised in Table. 4.61.

Table 4.61: Manifestation of SSC stakeholders support and values education

Item	School administration	Parents	Religious community
Responsibility			
Dependable	School vision	Support school	Garbage disposal
Accountable	School mission	programmes	Security of learners
Reliable	School motto	Attend school	Codes of conduct
Trustworthy	School rules	meetings	Maintaining school grounds
Respect	Effective	Positive social skills	Support school activities
Courteous	communication	Appreciate diversity	Resource persons
Self-regulation	Listening to learners	Use appropriate	Support material
Recognising seniors	Appropriate relations	tones	development
Appreciation	Exercise equality		Positive relationships
Cooperation	School rules	Support in buying	Volunteer services to the
Sharing	Talk to learners	learning materials	school
Turn-taking	Attend school	Participate in school	Offers counselling to
Teamwork	assemblies	activities	learners
Collaboration	Encourage cleanliness		Assist in team building Parents' associations

Responsibility as a value was demonstrated in this study by pre-school learners being dependable, accountable, reliable and trustworthy through support of school administration, parents and religious leaders. School administration supports for sustainability of pre-school SSC in enhancing responsibility through developing vision, mission, motto and rules. Sustainability of parents support in enhancing responsibility among pre-school learners would require involvement in school programmes by attending meetings, participating in garbage and waste management and maintenance of security and safety. Religious leaders' role in shaping codes of conduct in the whole community also helps in enhancing responsibility among pre-school learners.

Sustainable support from school administration, parents and religious leaders in the implementation of SSC would enhance respect among pre-school learners through being courteous, self-regulating, recognition of seniors and appreciation. School administration would support implementation of pre-school SSC to enhance courtesy

through effective communication, listening to learners, appropriate relations and exercising equality. Parents would sustainable support implementation of pre-school SSC through positive social skills, guiding learners to appreciate diversity and use appropriate tones, plus supporting school activities, for religious leaders, acting as resource persons and supporting material development plus inculcating positive relationships would sustainable enhance respect among pre-school learners.

Cooperation manifested itself through various actions, including sharing, turn-taking, teamwork and collaboration, as a result of the sustained support of school administration, parents and religious leaders in the implementation of pre-school social studies curriculum. School administration through rules, talking to learners, attending assemblies and encouraging cleanliness sustainably enhanced cooperation as a value. Parents' sustainable support through participating in school activities and volunteer services also enhanced cooperation among pre-school learners.

4.9 Social Studies Curriculum and Values Education: Multivariate Analysis

The focus of this study was to determine the influence of SSC implementation on values education. In this regard, the social studies curriculum implementation was operationalised in terms of teachers' perceptions regarding relevance of SSC content, effectiveness of SSC instructional methods, efficiency of SSC instructional resources, impact of SSC assessment modalities, as well as sustainability of stakeholder support for SSC implementation. The five aspects were designated independent variables. Besides, values education, which is the dependent variable, was measured in terms of teachers' perceptions on three key outcomes, including responsibility, respect and cooperation, among pre-school learners.

Multivariate analysis entailed regression of independent variables (aspects of the SSC implementation) against the dependent variable (values education). Moderating variables (teachers' background attributes) were included in the regression process to provide an optimal estimate of the causal relationship between SSC implementation and values education. The process generated two regression models: Model 1, which incorporating independent variables only and Model 2, which included both independent and moderating variables. The following sub-sections present three key components of multivariate analysis, namely, basic principles informing the interpretation of multivariate results, *Beta* weights, and the models' goodness-of-fit.

4.9.1 Basic principles informing the interpretation of results

The effect of an independent variable on a dependent variable, in terms of direction and magnitude, is indicated by *Beta* values in the 5th column of Table 4.62. The direction of effect can either be positive or negative, and is marked by the sign in front of *Beta* values. Whereas a negative sign shows that a unit increase in the value of an independent variable causes proportionate reduction in the value of the dependent variable, a positive sign suggests that as the value of an independent variable increases it causes a proportionate increase in the value of the dependent variable. The magnitude of increase or reduction in the value of the dependent variable is indicated by the value of *Beta* weights, which often aligns with t-statistic values (column 6). In addition, the two indicators (*Beta* weights and t-statistic) show the relative importance of each independent variable regarding the strength of effect on the dependent variable. Lastly, the statistical significance of effect caused by an independent variable on a dependent variable is shown by the Sig. or ρ-values (7th column).

4.9.2 Beta weights

The results in Table 4.62 show that all the five domains of SSC implementation, namely, relevance of SSC content, effectiveness of SSC instructional methods, efficiency of SSC instructional resources, impact of SSC assessment modalities, as well as sustainability of stakeholder support of SSC implementation, positively influenced the outcomes of values education among pre-school learners, as indicated by the standardised regression coefficients or *Beta* weights. Details are presented under the following sub-themes, which align with objectives of the study.

4.9.2.1 Relevance of SSC content and enhancement of values education

The results show that in both models, relevance of SSC content caused the second biggest positive and significant effect on values education among pre-school learners (Model 1: *Beta* = 0.208, t = 2.604; Model 2: *Beta* = 0.196, t = 2.454); meaning that the variable enhances values education among the pre-school learners. Based on the *Beta* weight and t-statistic, the variable's effect seems to be bigger in Model 1 than in Model 2, and the variation is attributable to the effect of moderating variables. Notably though, the results in both models suggest up to 95% chance that the variable's effect on values education is statistically significant (Model 1: *ρ-value* = 0.011; Model 2: *ρ-value* = 0.016).

Table 4.62: Multiple linear regression analysis results

Model (1)	(2)	Unstandardised Coefficients		Standardised Coefficients	t (6)	Sig. (7)
		B(3)	Std. Error(4)	Beta(5)		
1	(Constant)	-0.214	0.280		-0.766	0.446
	Relevance of SSC content	0.219	0.084	0.208	2.604	0.011**
	Effectiveness of SSC instr. methods	0.203	0.094	0.187	2.166	0.033**
	Efficiency of SSC instr. resources	0.114	0.087	0.117	1.319	0.191
	Impact of SSC assess. modalities	0.182	0.091	0.162	1.998	0.049**
	Sustainability of s/holder support	0.365	0.108	0.319	3.392	0.001***
2	(Constant)	-0.226	0.278		-0.916	0.451
	Relevance of SSC content	0.207	0.072	0.196	2.454	0.016**
	Effectiveness of SSC instr. methods	0.191	0.082	0.175	2.016	0.038**
	Efficiency of SSC instr. resources	0.102	0.085	0.105	1.169	0.196
	Impact of SSC assess. modalities	0.170	0.089	0.150	1.848	0.054*
	Sustainability of s/holder support	0.353	0.096	0.307	3.242	0.006***
	Age	0.125	0.405	0.138	0.788	0.125
	Gender†	-0.053	0.647	-0.066	-0.058	0.944
	Education level	0.085	0.305	0.098	0.632	0.225
	Professional qualification†	0.072	0.539	0.085	0.155	0.467
	Professional experience	0.113	0.647	0.126	1.678	0.051*
	Experience in teaching soc. studies	0.150	0.640	0.163	1.812	0.034**

Dependent Variable: Values education

*,**,*** *show significance at $\rho<0.1$, $\rho<0.05$ and $\rho<0.01$ error margins, respectively*
† *Converted into a dummy variable before inclusion into the linear regression analysis*

Consequently, the first null hypothesis (H_01), stating that *there no significant relationship between relevance of SSC content and enhancement of values education among pre-school learners* was rejected in both models for being untrue. This implies that there was a significant relationship between relevance of SSC content and enhacement of values education among the pre-school learners in Nairobi City County.

4.9.2.2 Effectiveness of SSC instructional methods

The results presented in Table 4.62 indicate that in both models, effectiveness of SSC instructional methods caused a positive and significant effect on values education among pre-school learners (Model 1: *Beta* = 0.187, t = 2.166; Model 2: *Beta* = 0.175, t = 2.016); meaning that variable enhances values education. Variation in the *Beta* weight and the t-statistic values between Model 1 and Model 2 was caused by

moderating variables. In terms of relative importance, the variable ranked third, after sustainability of stakeholder support and relevance of SSC content. The results in both models suggest that the variable's effect on values education is statistically significant at 95% confidence level (Model 1: ρ-value = 0.033; Model 2: ρ-value = 0.038). Consequently, the second null hypothesis (H₀2), postulating that *there no significant relationship between effectiveness of SSC instructional methods and enhancement of values education among pre-school learners* was rejected in both models for being inconsistent with the findings of the study. Rejecting the null hypothesis implies that there was a significant relationship between effectiveness of SSC instructional methods and enhancement of values education among pre-school learners in Nairobi City County.

4.9.2.3 Efficiency of SSC instructional resources and enhancement of values education

Table 4.62 shows that in both models, efficiency of SSC instructional resources caused a positive but an insignificant change on the outcomes of values education among pre-school learners (Model 1: *Beta* = 0.117, t = 1.319; Model 2: *Beta* = 0.105, t = 1.169). This means that a unit change in teachers' perception regarding the efficiency of SSC instructional resources caused a proportionate increase in the outcome indicators of values education among the learners. In terms of relative importance, efficiency of SSC instructional resources ranked fifth, based on the magnitude of *Beta* weight and the t-statistic. This implies that the variable had the lowest enhancement of values education. More still, the results in both models suggest that the variable's effect is statistically insignificant (Model 1: ρ-value = 0.191; Model 2: ρ-value = 0.196). This led to non-rejection of the third null hypothesis (H₀3),

claiming that *there no significant relationship between efficiency of SSC instructional resources and enhancement of values education among pre-school learners* in both models for lack of sufficient empirical evidence to warrant its rejection. This implies that there was no significant relationship between efficiency of SSC instructional resources and enhancement of values education among pre-school learners in Nairobi City County.

4.9.2.4 Impact of SSC assessment modalities and enhancement of values education

As indicated in Table 4.62, the impact of SSC assessment modalities caused a positive and significant change on the outcome of values education among pre-school learners (Model 1: *Beta* = 0.162, t = 1.998; Model 2: *Beta* = 0.150, t = 1.848). The results suggest that as teachers' perception regarding the impact of SSC assessment modalities improves, it causes a proportionate increase in the outcome indicators of values education among pre-school learners.

As regards relative importance, impact of SSC assessment modalities ranked 4th, as judged from the magnitude of *Beta* weight and the t-statistic. Nonetheless, the results suggest that in Model 1 the variable's effect on values education is statistically significant at 95% confidence level (ρ-*value* = 0.049); while Model 2 reveals that the variable's effect was significant at 90% confidence level (ρ-*value* = 0.054). Based on these findings, the fourth null hypothesis (H$_0$4), stating that *there no significant relationship between impact of SSC assessment modalities and enhancement of values education among pre-school learners* was rejected in both models for being inconsistent with empirical data. This suggests that there was a significant relationship

between impact of SSC assessment modalities and enhancement of values education among the pre-school learners in the County.

4.9.2.5 Sustainability of stakeholder support for SSC

The results presented in Table 4.62 indicate that sustainability of stakeholder support for SSC implementation caused the biggest positive and significant improvement in the outcome of values education among pre-school learners (Model 1: *Beta* = 0.319, t = 3.392; Model 2: *Beta* = 0.307, t = 3.242). The results suggest that as teachers' perception regarding the sustainability of stakeholder support for SSC implementation improves, it causes a proportionate improvement in the outcome indicators of values education among pre-school learners; thereby, enhancing values education. The results further suggest that in both models, the variable's effect on values education is statistically significant at 99% confidence level (Model 1: *ρ-value* = 0.001; Model 2: *ρ-value* = 0.006). This prompted rejection of the fifth null hypothesis (H$_0$5), stating that *there no significant relationship between sustainability of stakeholder support for SSC implementation and enhancement of values education among pre-school learners* for being inconsistent with empirical data. This implies that there was a significant relationship between sustainability of support for SSC implementation and enhancement of values education among the pre-school learners in the County.

4.9.3 Models' goodness-of-fit and significance

The goodness-of-fit of a regression model refers to the extent to which it's able to explain variations in the values of a dependent variable from an independent or a set of independent variables. In social sciences, a model's goodness-of-fit ranges between 0 and 100%, where 0% shows no fit and 100% marks a perfect fit between an

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independent or a set of independent variables and a dependent variable. In multiple

linear regression models, the goodness-of-fit is interpreted from the coefficient of

determination, which is also known as the adjusted R^2. In view of this, results

contained in Table 4.63 indicate that Model 1 yielded an adjusted R^2 of 0.658, which

suggests that the five aspects of SSC implementation, namely, relevance of SSC

content, effectiveness of SSC instructional methods, efficiency of SSC instructional

resources, impact of SSC assessment modalities, as well as sustainability of

stakeholder support for SSC implementation, jointly explained up to 65.8% of

enhancement in values education among pre-school learners in Nairobi City County.

This suggests that Model 1 fairly strong in estimating the effect of SSC

implementation and enhancement of values education. Still in Table 4.63, the

Analysis of Variance (ANOVA) results suggest that the Model's goodness-of-fit was

statistically significant at 99% confidence level (F = 38.277; ρ= 0.000). This implies

that the aggregate effect of the SSC implementation aspects on enhancement of values

education was significant.

Table 4.63: Strength and significance of the models

Model	R	R Square		Adjusted R Square	Std. Error of the Estimate
1	0.822	0.675		0.658	0.652
2	0.788	0.661		0.640	0.623

	ANOVA	Sum of Squares	df	Mean Square	F	Sig.
1	Regression	81.373	5	16.275	38.277	0.000***
	Residual	39.117	92	0.425		
	Total	120.490	97			
2	Regression	77.240	5	12.142	34.144	0.000***
	Residual	34.984	92	0.329		
	Total	116.357	97			

*,**,*** *show significance at ρ<0.1, ρ<0.05 and ρ<0.01 error margins, respectively*

The results presented in table 4.63 further indicate that Model 2 obtained an adjusted

R^2 of 0.640, which implies that Model 2 explained up to 64.0% of enhancement in

values education. This result suggests that Model 2 was also fairly strong in

estimating the effect of SSC implementation on enhancement of values education among pre-school learners in Nairobi City County. In addition, ANOVA results in Table 4.63 indicate that the Model's goodness-of-fit was statistically significant at 95% confidence level (F = 7.856; ρ= 0.011). This implies that the SSC implementation caused a significant enhancement of values education among the pre-school learners in the County.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This Chapter presents summary of the study findings, conclusions and recommendations for practice, policy action and further research. The conclusions are aligned with specific objectives of the study and linked with the outcome of hypothesis testing. The recommendations encapsulate suggestions meant to add value at both managerial and regulatory policy levels in accordance with the study findings. Finally, the Chapter proposes areas for further research to address gaps arising from the methods and findings of this study. Details are provided in the following sub-sections.

5.2 Summary of the Study

This study evaluated the relevance of Social Studies Curriculum (SSC) content, effectiveness of instructional methods, efficiency of instructional resources, impact of assessment modalities as well as sustainability of stakeholders' support for enhancing values education among pre-school learners in Nairobi City County. The study focused at the extent pre-school SSC implementation has contributed to knowledge, skills, values and commitment for development of responsibility, respect and cooperation among learners for effective citizenship.

Based on social constructivist and ecological system theories the descriptive survey design was applied to gather data regarding the influence of SSC in enhancing values education, which was measured in terms of responsibility, respect and cooperation.

The study targeted 211 teachers in public pre-schools and 7% of parents who collect learners from the schools in the evening. Using stratified random sampling 109 pre-schools were sampled proportionately to represent each of the 11 Sub-Counties. Self-administered questionnaires were used to collect data from pre-school teachers; while head teachers and parents were interviewed; learners observed in class using an observation schedule; and document analysis was applied to review secondary data from the syllabus, schemes of work, lesson plans, time tables and records of work.

Data analysis process generated frequency distributions with percentages, cross-tabulations and multiple linear regression outputs, including *Beta* weights, t-statistic, ρ-values, adjusted R^2, and ANOVA for interpretation and discussions. The study established that SSC content on neighbourhood, 'my school' and health practices is relevant and that instructional methods such as role play, storytelling and discussion are effective in enhancing responsibility, respect and cooperation among learners. Further SCC instructional resources such as charts, models and real materials are efficient as well as assessment modalities such as observation, oral questions and portfolios have impact on enhancement of value education. Support from school administrators, parents and religious community is sustainable in enhancing value education among pre-school learners.

The results in Model 2 show that: relevance of SSC content (*Beta* = 0.196, ρ-value = 0.016); effectiveness of SSC instructional methods (*Beta* = 0.175, ρ-value = 0.038); impact of SSC assessment modalities (*Beta* = 0.150, ρ-value = 0.054) and sustainability of stakeholder support for SSC implementation (*Beta* = 0.307, ρ-value = 0.006) significantly enhance value education, as operationalised in terms of responsibility, respect and cooperation. However, efficiency of SSC instructional

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resources (*Beta* = 0.105, ρ-value = 0.196), does not. In view of the findings, the study recommends that pre-school teachers should effectively implement values inherent in SSC for learners to become responsible, respectful and cooperative citizens for societal harmony and posterity. Further recommendation is that the Ministry of Education, KICD and the Nairobi City County Government should ensure that pre-school teachers adhere to the policy framework supporting the goal of SSC for developing effective and informed citizens. Lastly, the study recommends further research on learning gaps stemming from the SSC content, instructional methods and resources, assessment modalities and stakeholders' support for value education.

5.2.1 Relevance of SSC content in enhancing values education

The study reveals that pre-school teachers acknowledged that SSC content on neighbourhood, 'my school' and health practices is relevant in enhancing value education among learners. The study further established that teaching thematic areas of neighbourhood content on: persons living in the neighbouring area, work activities in the environment and recognising seniors in community inculcates responsibility, which enable learners to keep own belongings, abide by school rules, respond to conversations, observe time, accept authority and acknowledge contributions of other people within the environment. In view of this, it's logical to assert that when teaching social studies at the pre-school level, teachers should emphasise on learner's participation and development of values education for cohesion in society. Values are critical in learner's daily life and teaching should focus on communicating roles in the community in order to enable learners to progress to adulthood as responsible, respectful and cooperating citizens for effective integration in society.

The study further demonstrated that relevance of SSC content enables learners to develop a sense of responsibility, respect and cooperation for communal coexistence. More still, the SSC content on 'my school' enabled learners to recognise people in school, their activities and care for school property. Specifically, content on 'my school' assisted learners to develop a sense of responsibility, respect and cooperation, which were demonstrated through the use of polite language, appreciating diversity, interacting with peers, seeking for advice from other peers and teachers, as well as empathising with classmates. The study also established that the SSC is appropriate in equipping learners with essential skills for enhancing value education. Although parents should be determining desired values for learners when developing, the findings of this study suggest that what is taught or occurs at school can reinforce positive values among learners.

This study has established that SSC content on health practices, including hand washing, table etiquette and toileting, enhance responsibility, respect and cooperation when learners: use toilet appropriately, wash hands before eating, and after using the toilet, eat without talking with food in the mouth, queue for services and assist in cleaning classrooms. The findings suggest that teaching-learning appropriate health practices as part of pre-school SSC content has been demonstrated to be relevant in developing responsibility, respect and cooperation for functional citizenry. Teaching-learning appropriate health practices revolves around hygiene, including teaching of hand washing, table etiquette and toileting for the purpose of reinforcing responsibility, respectful and cooperation among learners. In conclusion pre-school social studies as values-based education has been demonstrated to enable learners develop ability to work with others at school and home. In this regard, the null

hypothesis was rejected; thereby, leading to the conclusion that there is significant relationship between effectiveness of SSC instructional methods and enhancement of responsibility, respect and cooperation among pre-school learners.

5.2.2 Effectiveness of SSC instructional method in enhancing values education

The findings show that pre-school teachers indicated that instructional methods such as role play, storytelling and discussion used in implementation of SSC are effective in enhancing values education among learners in the County. Through storytelling, learners develop real life experiences for decision-making, self-awareness, problem solving and conflict resolution from within the school and community. Further, storytelling is a unique way for learners to develop an understanding, respect, and appreciation of teamwork culture since it involves listening, talking, collaboration and comprehension. Development of such skills allows the learner to demonstrate appropriate values by accommodating other people, being courteous and including classmates in play activities. Willingness to work with others accomplishes a common goal leading to development of responsibility, respect and cooperation for communal development. While most of essential themes of value education are represented in the social studies curriculum, instilling values of responsibility, respect and cooperation can effectively be achieved through appropriate instructional approach such as storytelling.

Further findings reveal that role play is vital in developing a sense of responsibility, respect and cooperation for teachers to support skill development in pre-school learners. The study established that role play inculcates responsibility, respect and cooperation among learners through participating in activities such as taking turns,

sharing, and working together in teams. The results further suggest that discussions enable learners to communicate effectively, explain their thoughts, express feelings openly, ask questions and encourage group members who could be experiencing challenges in social interactions. In contributing towards values education, discussion method enhances character development among pre-school learners for complete transition to adulthood, as empowered and functional citizens. Therefore, discussions require teachers to think of values by providing scaffolding to link multiple concepts, skills or topics to instil cooperative character among learners. in view of this, the null hypothesis was rejected; thereby, affirming the existence of a significant relationship between effectiveness of SSC instructional methods and enhancement responsibility, respect and cooperation among pre-school learners.

5.2.3. Efficiency of SSC instructional resources on enhancing values education

Summary of findings regarding efficiency of instructional resources indicates that pre-school teachers agreed that the use of charts, models and real materials enhance value education among pre-school learners in County. In terms of specific instructional resources, models were widely accepted by pre-school teachers to enhance values education. In this study, models are recognised to be efficient in teaching about people in school and community as well as work activities in school for the purpose of enhancing responsibility, respect and cooperation among pre-school learners. In this regard, pre-school teachers stated that when using models, learners demonstrate a sense of responsibility, respect and cooperation through various ways, including seeking solutions independently, showing positive reception and patience to peers as through learning resources in groups. Efficient utilisation of models in teaching social

studies enables pre-school teachers to describe and explain activities associated with value education among learners.

In addition to using models to teach pre-school social studies, teachers acknowledged that real materials also enhance values education among learners. The pre-school teachers stated that real materials helped learners to express themselves, encourage others in the learning process, practice consistence in decision-making, distribute materials equally in groups, allocate duties and formulate own rules, among others. Real materials provide a coherent, relevant and age appropriate way to effectively instil responsibility among learners in the implementation of pre-school SSC. This was based on realisation that teaching-learning SSC focuses on the development of transferrable values to pre-school learners which can be realised through the use of real materials in teaching social studies.

Findings on specific instructional resources reveal that charts were the least efficient in enhancing values education among pre-school learners. Charts are suitable for long-term use on classroom walls as pictures, drawings or photographs. In this study, charts showing persons living in surrounding, work activities in environment and ways to improve our surrounding, were used to establish the effectiveness of instructional resources in reinforcing the value of responsibility, respect and cooperation. From the findings it was established that charts, as printed media, are effective in providing a visual imagery during social studies instructions for pre-school teachers and learners. In this regard, pre-school teachers noted that by using charts, learners discover ways of to exchange ideas, accept own mistakes and support one another in class, which lessens time on behaviour management. Charts are realistic in providing details, which are vital for visual recognition of content during

social studies instructions; which in turn, is vital in enhancing responsibility, respect and cooperation among learners. Notably though, the null hypothesis was accepted; thereby, suggesting that there is no significant relationship between efficiency of SSC instructional resources and enhancement responsibility, respect and cooperation among pre-school learners.

5.2.4 Impact of assessment modalities on values education

Assessment modalities such as observation, oral questions and portfolios used in SSC should stress childhood as a period during which positive relationships are developed. The study findings have established that assessment through observation method was popularly used as compared to oral questions and answers, as well as portfolios, which emerged the least applied in the delivery of SSC. This study considered observation of learners' choice and use of courteous words, dressing in school uniform appropriately and identifying with classmates by name, as acts of demonstrating responsibility, respect and cooperation. Values of responsibility, respect and cooperation are visible behaviours and observing them entails collecting information by watching and listening as a means of enriching the development of pre-school learners. This study has established that observation in SSC implementation showed how learners demonstrated knowledge, skills and understanding of values of responsibility, respect and cooperation. Pre-school teachers should therefore, use observation through noticing, recognising, and responding to key learning events in order to assess the extent to which responsibility; respect and cooperation have been inculcated among learners.

Oral questions allow direct feedback and provide teachers with incredible opportunity to immediately establish misunderstandings among learners. Ideally, oral assessment reflects world situations in which learners demonstrate abilities to apply skills and understandings. In this study pre-school teachers were asked to explain how the use of oral questions impacted on learners' sense of responsibility. The teachers stated that by using oral questions, learners demonstrated values through giving responses, accepting to be corrected whenever they made mistakes, giving feedback to questions, and responding to conversations. Through oral questions pre-school teachers are privileged with the opportunity to establish learners' behaviours, as a mode of assessment in SSC.

A portfolio is a collection of work samples that cover aspects of assignments that learners have completed within a given period of time. As assessment modalities, portfolios help in examining and documenting learners' behaviours, perceptions and capacities. Pre-school teachers use portfolios to record developing skills, dispositions and knowledge from learning experiences during implementation of SSC in pre-schools. In this regard, the teachers noted that they use portfolios to document behaviour patterns from entry point, which included how learners use toilets, demonstrate table etiquette, button shirts, and tie shoe laces, as well as formation of relationships, among learners. Based on these findings, the null hypothesis was rejected; thus, leading to the conclusion that there is a significant relationship between impact of SSC assessment modalities such as observation, oral questions and portfolios and enhancement responsibility, respect and cooperation among pre-school learners.

5.2.5 Sustainability of stakeholders support on enhancing values education

Engaging stakeholders in curriculum implementation enables learners to gain competencies and identities that are significant to community desired values, including responsibility, respect and cooperation. Sustainable engagement should focus on the role of various stakeholders beyond classroom instruction, particularly because in Kenya, pre-schools operate on the basis of partnership and collaboration. This study considered the support obtained from school administrations, parents and religious community, as key stakeholders in values education. Stakeholder involvement in pre-school SSC implementation is a collaborative approach from which learners are expected to observe, model and develop responsibility, respect and cooperation for communal development. Supporting teaching-learning of social studies is a combined effort of teachers and school administration in developing the values of responsibility, respect and cooperation among pre-school learners. Pre-school SSC are based on societal needs and aspirations focusing towards helping learners acquire values of responsibility, respect and cooperation, which are vital for sustainable development. Sustainable support from school administration is vital in ensuring that values of responsibility, respected and cooperation are inculcated among learners to nurture cohesion in society. School administration should emphasise achievement of SSC for enhancing values education among pre-school learners.

In appreciating the need for collaborative approach to learning, the study explored sustainability of parental support by capturing teachers' opinions regarding the extent to which responsibility, respect and cooperation could be sustained through cleanliness of learners, modelling appropriate behaviours and attending school functions. In this regard, the findings show that parents provide sustainable support in

enhancing responsibility among learners by assigning household chores, involving learners in decision-making, attending to school functions and ensuring that they adhere to appropriate dressing code. Parental support as established from the study findings, when infused, brings in democratic principles to enhance quality of the social environment within class. In enhancing social environment within class, parental support reinforces values of responsibility, respect and cooperation among pre-school learners. In conclusion, the study established that inculcating values of responsibility, respect and cooperation among pre-school learners is a process where parents are involved as stakeholders.

In addition, results obtained by the study show that sustainable religious community support in the implementation of SSC assists pre-school learners to develop responsibility, respect and cooperation for integration in the society. Ideally, SSC implementation supported by religious community enhances coherence, relevance and age appropriateness in order to effectively instil values of responsibility, respect and cooperation among learners. This study focused on appropriate disposal of waste material, appreciation of diversity and observation of hygiene in the environment to establish sustainability of community support in enhancing responsibility, respect and cooperation, among pre-school learners. Based on these findings, the null hypothesis was rejected; thus, leading to the conclusion that there is a significant relationship between sustainability of stakeholder support in implementation of SSC and enhancement of responsibility, respect and cooperation among pre-school learners.

5.3 Conclusions

Relevance of SSC content on neighbourhood, 'my school' and health practices are crucial in developing responsibility, respect and cooperation among pre-school learners. Majority of pre-school teachers indicated that content on neighbourhood and my school which comprises of ten lessons, each, enable learners to develop values of responsibility, respect and cooperation. Learners demonstrate values of responsibility, respect through appreciating diversity, taking care of belongings, appropriate use of toilets, addressing peers by name, completing assignments and observing time, among other practices.

In addition, schemes of work, lesson plans and teachers' records of work revealed that themes on toileting and table etiquette consist of ten lessons each while hand washing consists of five lessons, yet the content on health practices was least in assisting learners to develop a sense of responsibility, respect and cooperation. Furthermore, the study revealed the most popular content in developing responsibility, respect and cooperation among learners was the neighbourhood, which was closely followed by 'my school', and lastly, health practices. In regard to specific values, responsibility was most demonstrated by learners, followed by respect; while cooperation was less established among learners. Teachers attributed challenges of developing values among learners to home background and inadequate support from parents in reinforcing values that are integrated in SSC. Although parents should be determining desired values for learners when developing, the findings in this study have indicated what is taught and occurs at school can particularly reinforce values of responsibility, respect and cooperation among learners. Therefore, the studu advocates for social

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studies curriculum for development of values education among learners in Early Years Education.

Effectiveness of instructional methods such as role play, storytelling and discussion influence the success of teaching-learning processes, and improve learner the achievement in value education. The study found that storytelling was the most popular instructional method in developing values education among learners; followed by role play and discussion. The findings also showed that responsibility was the most common value established by learners; followed by respect and cooperation. Findings further indicate that effective learning approaches assist learners to communicate, explain ideas, express feelings openly, ask questions and encourage group members who could be experiencing challenges in social interactions. However, teachers observed that as much as role play was an effective instructional method in teaching-learning social studies, it requires additional time for engaging learners. Based on this realisation, integrating values education in SSC requires teachers to consider appropriate methodologies for providing scaffolding to link multiple concepts, skills or topics to instil responsibility, respect and cooperation among learners.

Efficient utilisation of instructional resources like charts, models and real materials used in social studies stimulates learning and initiates responses which can assist learners in developing responsibility, respect and cooperation for sustainable development. According to study findings, models were most sited and agreed upon by pre-school teachers as key enhancers of values education among learners, over and above real materials and charts. This is based on realisation that models focus concentration on particular characteristics through the the use of something that is

recognised to clarify concepts. The application of models in teaching-learning pre-school social studies is a physical, computational, or mental representation of interactive engagements among learners. Pre-school teachers affirmed that the use of models created a learning environment which reinforced creative thinking and assisted learners in problem solving and communicating ideas.

Additional findings suggest that the use of real materials in teaching-learning social studies enhance responsibility, followed by respect and cooperation. Findings on specific instructional methods showed that charts were the least used by pre-school teachers in enhancing values education among learners due to inadequate support from school administration and parents in providing instructional resources for teaching-learning social studies. Efficient utilisation of instructional resources is a realistic way in providing details which are vital for visual recognition of content during social studies instructions, and this is vital in enhancing responsibility, respect and cooperation as values.

Assessment provides information regarding the effectiveness of instructional management for improving learning outcomes. Pre-school teachers noted that there was an impact of assessment modalities in enhancing values education among learners. Specifically, the use of oral questions was most popular assessment modality in establishing responsibility, respect and cooperation as compared to observation and portfolios. Pre-school teachers felt that through oral questions, learners articulated ideas, exposed their views by speaking out and demonstrating confidence, which assisted in making judgment on values exhibited through communication. Furthermore, oral questions assisted teachers in affirming learners' feelings about peers and other people in the community, and articulation of issues, feelings and

beliefs which reduced the likelihood that judgment is made on inappropriate information. Among the specific values, responsibility was the most enhanced followed by respect and cooperation. Values of responsibility, respect and cooperation are visible behaviours and assessment modalities should consider collecting appropriate information and provide appropriate feedback to establish value education among learners. Given that cooperation was the least enhanced value, there is need for pre-school teachers to establish ways of nurturing it through regular practices and involvement in learning to enable learners become functional and informed citizens.

Engaging stakeholders in curriculum implementation assists learners to gain competencies and identities that are significant to community values. This engagement should be sustainable and focused on the role of various stakeholders beyond classroom instruction. Stakeholders' involvement in pre-school SSC implementation is a collaborative approach from which learners can observe and develop cooperation for functional citizenry. The fact that each stakeholder plays specific roles in pre-school SSC implementation provides learners with opportunities to develop responsibility. In general, there is a significant influence on sustainable stakeholders' support in enhancing values education among pre-school learners. Supporting teaching-learning of social studies is a combined effort of teachers and school administration in developing the values of responsibility, respect and cooperation among pre-school learners. The study therefore focused at sustainability of school administration, parents and religious community members' support in enhancing responsibility, respect and cooperation among pre-school learners.

5.4 Recommendations

The study makes recommendations for practice, policy and further research, from its findings and conclusions.

5.4.1 Recommendations for practice

i) Pre-school teachers should adhere to KICD guidelines and effectively implement values inherent in SSC for learners to emerge as responsible, respectful and cooperative citizens. There is need for teachers to foster cognitive, psychomotor and affective domains in order to turn pre-schools into centres of values education.

ii) Pre-school teachers need to adopt effective instructional methods that connect learners to SSC focus on the need to develop responsibility, respect and cooperation for effective citizenry. Further there in need for pre-school teachers to provide instructional leadership in implementing SSC that enables learners to accept responsibility, respect and cooperation as productive citizens.

iii) Given that SSC is problem solving, multidimensional, integrative and dynamic in nature, there is need for pre-school teachers to utilise efficient instructional resources that improve learning achievement in terms of responsibility, respect and cooperation for learners to emerge as productive citizens. In addition, there is need for pre-school teachers to adopt instructional resources that widen communication for learners to develop values for surviving in the 21st Century as effective citizens.

iv) Assessment modalities used in SSC should be structured adequately to measure learning outcomes of responsibility, respect and cooperation for learners to effectively coexist in society. Teachers should also use appropriate assessment modalities to measure impact of SSC in developing value education among learners.

v) Teachers should involve parents, school administration and the religious community in inculcating values of responsibility, respect and cooperation for sustained learning and effective citizenship. A lasting relationship between teachers, parents, school administration and the religious community should nurture values of responsibility, respect and cooperation during growth to adulthood.

5.4.2 Recommendations for policy

i) The Ministry of Education, KICD and Nairobi City County Government should ensure that pre-schools adhere to policy framework addressing the goal of SSC for developing effective and informed citizens. This is likely to address the gap between learnt content and behaviour dispositions exhibited in schools and in society.

ii) KICD acknowledges effective class communication in producing responsible, respectful and cooperative citizens for national unity. To achieve this, there is need for policy makers to address instructional methods used in pre-school social studies curriculum. This would assist schools in adopting effective instructional methods that lay a foundation for values of responsibility, respect and cooperation for confronting challenges arising in society.

iii) Efficient utilisation of instructional resources widens channels of communication between teachers and learners to better understand values inherent in social studies curriculum. Based on this realisation, there is need for policy that stresses on appropriate adoption of efficient instructional resources that conforms to values education for learners to emerge ad productive citizens.

iv) Assessment provides information on effectiveness of instructional process for benefiting learner outcomes. This may be achieved if policy makers strengthen assessment modalities employed in social studies curriculum. In cases where policy is effectively enacted there are chances of teachers adopting effective assessment modalities to measure learning outcome in terms of value education among learners.

v) Stakeholders' support for implementation of SSC enhances realisation of values education as a goal. There is need for policy that ensures that parents, school administration and the religious community in general participate in inculcating values education for learners to emerge as functional citizens.

5.3.3 Recommendations for further studies

i) Relevance of selected pre-school SSC content on neighbourhood, 'my school' and health practices in developing value education should be felt within the society from immediate family to neighbourhood, community and beyond. There is need for further research on relevance of the entire SSC content for enhancing responsibility, respect and cooperation among pre-school learners.

ii) The gap between what learners learn in class and behaviour dispositions seems to stem from instructional methods employed by pre-school teachers. In order to address this concern, the study recommends for further research on effectiveness of use of charts and role play in enhancing responsibility, respect and cooperation among pre-school learners.

iii) Learners require opportunities to discover, explore, investigate and discuss SSC issues that would inculcate values of responsibility, respect and cooperation for effective integration. To achieve this, there is need for further research on efficiency of SSC instructional resources in enhancing responsibility, respect and cooperation among pre-school learners.

iv) SSC is intended to assist learners acquire knowledge, skills, attitudes, and behaviours required for the 21st Century. For this to be achieved there is need for further research on impact of assessment modalities in enhancing responsibility, respect and cooperation among pre-school learners.

v) Engaging stakeholders in curriculum implementation assists learners to gain competencies and identities that are significant to community values. To ascertain this, there is need for further research in sustainability of parents and the religious community support for SSC in enhancing responsibility, respect and cooperation among learners.

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APPENDICES

APPENDIX I: QUESTIONNAIRE FOR PRE-SCHOOL TEACHERS

This study seeks to evaluate social studies curriculum in enhancing values education among pre-school children in Nairobi City County. The purpose of this questionnaire is to obtain data on selected aspects of social studies curriculum content, instructional methods and resources, assessment modalities as well as support from stakeholders. All the data will be used for the purpose of the study only. Kindly respond to all items honestly by placing a tick in the appropriate space or by giving a brief explanation. Your co-operation and assistance in completing this questionnaire will be highly appreciated. To ensure confidentiality, do not indicate your name on this questionnaire.

Sub-County: _____Zone: _____ School: _____ Date: _____ Mobile no: _____

SECTION A: Demographic Information of the Respondents
Please give the appropriate answer by ticking in the spaces provided.

NO	QUESTIONS	RESPONSES
1	Gender	Male [ ] Female [ ]
2	age bracket	20-29yrs [ ], 30-39yrs [ ], 40-49yrs [ ], Above 50yrs [ ]
3	level of education	O' Level [ ] A' Level [ ]
4	Highest qualification?	Certificate [ ] Diploma [ ] Bachelor [ ] Master [ ]
5	Type of training	Montessori [ ] DICECE [ ] KHA [ ] Others/Specify) ………………..
6	Experience (Years)	1-5yrs [ ], 6-10yrs [ ] 10-15yrs [ ] 16-20yrs [ ] Over 20yrs [ ]
	Experience in this School	1-5yrs [ ], 6-10yrs [ ] 10-15yrs [ ] 16-20yrs [ ] Over 20yrs [ ]
7	Experience in teaching Social Studies	1-5yrs [ ], 6-10yrs [ ] 10-15yrs [ ] 16-20yrs [ ]Over 20yrs [ ]

SECTION B: SOCIAL STUDIES CURRICUMUM CONTENT AND VALUES EDUCATION

Social studies curriculum content on neighbourhood, 'my school' and health practices are relevant in enhancing values education among pre-school children. Specifically, social studies curriculum would influence values of responsibility, respect and cooperation. Using a Likert scale, you are expected to provide answers on influence of selected social studies curriculum content on values education among learners in your class.

KEY 1: Agree, 3: Uncertain 2: Disagree 1

RELEVANCE OF SSC CONTENT									
	VALUES								
SSC CONTENT	Responsibility			Respect			Cooperation		
	3	2	1	3	2	1	3	2	1
Neighbourhood									
Persons living in neighbouring area									
Work activities in environment									
Recognising seniors in community									
My school									
Recognise people in school									
Activities of people in the school									
Care for school property									
Health practices									
Hand washing									
Feeding									
Toileting									

Reasons for agreeing---
Reasons for disagreeing---
Indicate any additional content that should be included in SSC to enhance responsibility, respect and cooperation among pre-school learners.

_____
_____
_____

SECTION C: SSC INSTRUCTIONAL METHODS AND VALUES EDUCATION
Social studies curriculum instructional methods are effective in enhancing values of responsibility, respect and cooperation among pre-school learners. Using a Likert scale, you are expected to provide answers on how frequently you use role playing, storytelling and discussion in teaching the following of aspects of social studies curriculum to influence responsibility, respect and cooperation among learners.

KEY 1: 3: Often 2: Occasional 1: Rarely

EFFECTIVENESS OF SSC INSTRUCTIONAL METHODS									
	VALUES								
INSTRUCTIONAL METHODS	Responsibility			Respect			Cooperation		
	3	2	1	3	2	1	3	2	1
Role playing									
Work done by people in the community									
Activities done by people in the school									
Buying and selling in the market									
Story Telling									
Dangerous places and objects in the vicinity									
Using courteous words used in community									
Classmates in the neighbourhood									
Demonstration									
Identify clothes worn by family members									
Safety measures when crossing the road									
Collecting and disposing garbage in the surrounding									

Reasons for agreeing--
Reasons for disagreeing--
Indicate any additional instructional methods that should be included in SSC to enhance responsibility, respect and cooperation among pre-school children.
_____
_____
_____

SECTION D: SSC INSTRUCTIONAL RESOURCES AND VALUES EDUCATION

Social studies curriculum instructional resources are efficient in enhancing values of responsibility, respect and cooperation among pre-school learners. Using a Likert scale, you are expected to provide answers on how frequent you use chart, models and real materials in teaching the following aspects of social studies curriculum to influence responsibility, respect and cooperation among learners.

KEY 1: 3: Often 2: Occasional 1: Rarely

EFFICIENCY OF SSC INSTRUCTIONAL RESOURCES									
	VALUES								
INSTRUCTIONAL RESOURCES	**Responsibility**			**Respect**			**Cooperation**		
	3	2	1	3	2	1	3	2	1
Charts									
Persons living in surrounding									
Work activities in environment									
Ways to improve our surrounding									
Models									
People in school									
People in the community									
Work activities in school									
Real materials									
People in the surroundings									
Work done by people in the vicinity									
Buildings in the school compound									

Reasons for agreeing---
Reasons for disagreeing--
Indicate any additional instructional resources that should be included in SSC to enhance responsibility, respect and cooperation among pre-school children.

_____
_____
_____

SECTION E: SSC ASSESSMENT MODALITIES AND VALUES EDUCATION
Social studies curriculum assessment modalities have impacts in enhancing values of responsibility, respect and cooperation. Using a Likert scale, you are expected to provide answers on how often you use observations, oral questions and portfolios in assessing the following aspects of social studies curriculum influence on responsibility, respect and cooperation.

KEY 1: 3: Often 2: Occasional 1: Rarely

IMPACTS OF SSC ASSESSMENT MODALITIES									
	VALUES								
ASSESSMENT MODALITIES	Responsibility			Respect			Cooperation		
	3	2	1	3	2	1	3	2	1
Observation									
Uses courteous words regularly									
Dresses in school uniform appropriately									
Identifies classmates by name									
Oral Questions									
Names family members									
Work done by people in the community									
Identify acceptable behaviour when playing with peers									
Portfolios									
Appreciates work done by family members									
Washes hands consistently									
Observes table manners									

Reasons for agreeing--
Reasons for disagreeing--
Indicate any additional assessment modalities that should be included in SSC to enhance responsibility, respect and cooperation among pre-school children.
_____
_____

SECTION F: SSC STAKEHOLDRES' SUPPORT AND VALUES EDUCATION

Social studies curriculum stakeholders' support is sustainable in enhancing values of responsibility, respect and cooperation. Using a Likert scale, you are expected to provide answers on how often you involve school administration, parents and religious leaders support in teaching the following aspects of social studies curriculum to influence responsibility, respect and cooperation among learners.

KEY 1: 3: Often 2: Occasional 1: Rarely

SUSTAINABILTY OF SSC STAKEHOLDRES' SUPPORT									
	VALUES								
SSC STAKEHOLDERS	Responsibility			Respect			Cooperation		
	3	2	1	3	2	1	3	2	1
School administration									
Instructions on cleanliness									
Advise on school rules									
Encourage use of courteous words									
Parents									
Cleanliness of children									
Model appropriate behaviours									
Attending to school functions									
Religious Leaders									
Appropriate disposal of waste materials									
Appreciating diversity									
Observing hygiene in the environment									

Reasons for agreeing--
Reasons for disagreeing---
Indicate any additional support that you receive in SSC for enhancing responsibility, respect and cooperation among pre-school children.

_____
_____

APPENDIX II: INTERVIEW SCHEDULE FOR PRE-SCHOOL HEAD

TEACHERS

This study seeks to evaluate effectiveness and sustainability of social studies curriculum in enhancing responsibility, respect and cooperation among pre-school children in Nairobi City County. The data will be used for the purpose of the study only. Kindly respond to all items honestly by placing a tick in the appropriate space or by giving a brief explanation. To ensure confidentiality, do not indicate your name on this questionnaire. Your cooperation will be highly appreciated.

Name of Pre-school:_____ **Sub county**_____

SECTION A: Demographic Characteristics

Gender	Male			Female				
Qualifications	P1 Cert		Diploma		Graduate		Post Graduate	
Experience (Years)	<5		6-10		11-15		16-20	>20
Age	Below 30		31-40		41-50		51-60	

SECTION B: Social studies content, methods, resources and stakeholders' support.
1. What is your view on social studies curriculum on teaching and learning values
2. Indicate the availability and adequacy of teaching/learning resources in your pre-school
3. Describe the participation of parents in pre-school in terms of the following
    a. Resource mobilisation
    b. Instilling values
    c. Supervision
4. Indicate the support you receive from stakeholders in promoting effective teaching/learning of the five values in social studies curriculum?

THANK YOU

APPENDIX III: INTERVIEW SCHEDULE FOR PRE-SCHOOL PARENTS

The purpose of this interview is to obtain data relating to how parents support social studies curriculum in enhancing responsibility, respect and cooperation among pre-school children. All the data will be used for the purpose of the study only. Kindly respond to all the questions honestly. To ensure confidentiality, do not mention your name.

SECTION A: Demographic Characteristics

Age		≤25		26-35		36-45		Over 45	
Marital Status	Married		Unmarried		Separated		Divorced		Widowed	
No of children	One		Two		Three		Four		Five		More	
Education	Graduate		Diploma		Certificate		O'Level		Primary		None	
Household Member	Two		Three		Four		Five		Six		Seven		More	
Household Composition		Nuclear		Nuclear & Extended		Nuclear, Ext & Others	
Meals per day		One		Two		Three	
Children involve in Chores after school	Yes		No		**Weekends**		Yes		No	

How often does your child display these at home	Responsibility	Often		Occasional		Rarely		Not at all	
	Respect	Often		Occasional		Rarely		Not at all	
	Cooperation	Often		Occasional		Rarely		Not at all	

Indicate ways in which your child demonstrates responsibility, respect and cooperation.

_____

_____

_____

APPENDIX IV: OBSERVATION SCHEDULE

Name of school: _____**No of children** _____**Date** _____

Values	Observable Behaviour	Estimated number of children displaying the behaviour								Remarks
		Boys				Girls				
		Below 25%	25%	50%	75% & above	Below 25%	25%	50%	75% & above	
Responsibility	Identifies classmates by name									
	Observes table etiquettes									
	Maintaining hygiene									
Respect	Use courteous words									
	Recognising seniors									
	Identifying with school rules									
Cooperation	Team worker									
	Turn-taking									
	Identify with peers									

Indicate any other additional values children demonstrate in class.

_____
_____
_____

APPENDIX V: DOCUMENT ANALYSIS GUIDE

The Document analysis guide will be used to assess relevance, effectiveness, and efficiency of social studies curriculum.

Sub County: _____ **Zone:** _____**School**_____

Date _____

Document	Remarks
Syllabus	
Schemes of work a) Objectives b) Content c) Teaching/learning activities	
Lesson plan	
Timetables	
Records of work	

APPENDIX VI: RESEARCH AUTHORISATION LETTER

NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY AND INNOVATION

Telephone: +254-20-2213471,
2241349,3310571,2219420
Fax:+254-20-318245,318249
Email: dg@nacosti.go.ke
Website: www.nacosti.go.ke
when replying please quote

9ᵗʰ Floor, Utalii House
Uhuru Highway
P.O. Box 30623-00100
NAIROBI-KENYA

Ref. No.

NACOSTI/P/16/13385/10448

Date:

11ᵗʰ May, 2016

Lilian Khavugwi Ganira
University of Nairobi
P.O. Box 30197-00100
NAIROBI.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on *"Evaluation of social studies curriculum in enhancing value education among pre-school children in Nairobi County, Kenya,"* I am pleased to inform you that you have been authorized to undertake research in **Nairobi County** for the period ending 11ᵗʰ **May, 2017.**

You are advised to report to **the County Commissioner and the County Director of Education, Nairobi County** before embarking on the research project.

On completion of the research, you are expected to submit **two hard copies and one soft copy in pdf** of the research report/thesis to our office.

BONIFACE WANYAMA
FOR: DIRECTOR-GENERAL/CEO

Copy to:

The County Commissioner
Nairobi County.

The County Director of Education
Nairobi County.

National Commission for Science, Technology and Innovation is ISO 9001: 2008 Certified

APPENDIX VII: PERMIT

THIS IS TO CERTIFY THAT:
MISS. LILIAN KHAVUGWI GANIRA
of UNIVERSITY OF NAIROBI, 100-26596
NAIROBI,has been permitted to conduct
research in *Nairobi County*

on the topic: *EVALUATION OF SOCIAL
STUDIES CURRICULUM IN ENHANCING
VALUE EDUCATION AMONG PRE-SCHOOL
CHILDREN IN NAIROBI COUNTY,KENYA.*

for the period ending:
11th May,2017

Permit No : NACOSTI/P/16/13385/10448
Date Of Issue : 11th May,2016
Fee Recieved :ksh 2000

....
Applicant's
Signature

Director General
National Commission for Science,
Technology & Innovation