An Analysis of the Teaching and Learning Resources Available for Social Studies under the Competency-Based Curriculum in Public Primary Schools in Nakuru County, Kenya

Kipsaat Elias Kipkogei[1], Samson Rosana Ondigi, PhD[2] & Florence K. Nyamu, PhD[3]
Department of Educational Communication and Technology, Kenyatta University
Email of Corresponding Author: eliaskipsaat@gmail.com

Abstract

Instructional resources are important towards effective implementation of the Competency-based Curriculum (CBC). The study objective was to analyse the teaching and learning resources available for Social Studies in Nakuru County, Kenya. The study was guided by Constructivist Learning Theory. Study design was descriptive survey design. Target population was 4,136 respondents from four sub-Counties in Nakuru County. Yamane's formula was used to obtain a sample size of 365 respondents. Proportionate stratified random sampling was used to obtain a sample of 23 Head Teachers, 23 Heads of Social Studies, and 315 Social Studies teachers. Purposive sampling was used to obtain a sample of four (4) Curriculum Support Officers (CSOs), and simple random sampling was used to obtain classrooms to be observed. Data collection instruments were: questionnaires, interview schedules, and classroom observation schedules. Data analysis was done using the SPSS programme version 25. Study findings indicated that 49.7% of teachers reported that videos were readily available, 47.4% of teachers reported availability of artefacts, while 39.8% reported that audio players were readily available. Findings also indicated that 87.5% of teachers did not have charts,84.5% did not have digital devices and 81.5% did not have pictures for teaching Social Studies. Heads of Social Studies reported that artefacts, models, and audio players were the most available teaching and learning materials. Recommendations are that adequate digital tools should be provided, as well as the recruitment of resource persons, to improve learning outcomes in Social Studies and to support the learning process.

Keywords: *Curriculum implementation*, *Competency-based Curriculum*, *Learning resources*, *Social Studies*

1. Introduction

The effectiveness of a curriculum is determined by several factors such as student learning outcomes, alignment with the educational goals, and the curriculum's ability for effective implementation and adaptation to changing needs. According to UNESCO-IBE (2013), the Competency-based Curriculum (CBC) shifts focus from mere traditional content delivery toward developing complex learning outcomes, requiring equally changing kinds of resources utilized within the classroom. These include, but are not limited to, textbooks and tools that have been devised for encouraging interactive learning that take into account the diversity of learning styles for attaining the core competencies in the end.

The nature and quality of teaching and learning resources have a vital place in shaping the learning experience and influencing student achievement. Resources for Social Studies within a CBC context, therefore, should be those that enable learners to develop in the competencies of critical thinking, problem-solving, communication, and collaboration in line with the 21st Century skills. This may include primary sources, simulations, project-based learning materials, technology-integrated tools, and community-based resources. Besides, access and availability of such resources should be fair for all learners to have full participation in the curriculum and to realize the professed competencies. Availability is a significant factor in the implementation of the curriculum (Kabombwe et al., 2019).

The resources available for teaching and learning Social Studies within the implementation context of CBC at the Primary school level is discussed in this paper. The study documents the types of resources used, their availability and how they are used in the classroom. The findings provide insight into the level of congruence between existing resources and the ideals of the CBC framework, in addition to showing gaps or challenges that may exist in effective implementation. The findings reported in this paper are expected to contribute to a better understanding of the critical role that resources play in the implementation of CBC. Resource provision to enhance teaching and learning in Social Studies is also discussed.

2. Review of Related Literature

Instructional resources are important in ensuring the proper achievement of subject strands. They influence motivation and arouse interest in learners. Social Studies teachers are encouraged to use modern teaching aids to teach Social Studies to make classroom sessions lively, understandable, and comprehensive (Edinyang, 2017). In implementing a Competency-based Curriculum in British Columbia, educators discussed conceptualization for each area of learning. In Social Studies, emphasis was on the importance of involving students in deeper thinking and the development of historical and geographical concepts. The use of Geography and History as a key to disciplinary ways of knowing was proposed by curriculum developers. This would enable learners to have an understanding of the content being taught and also develop their understanding of higher-order thinking skills used by historians and geographers (Ministry of Education, 2013). Students are supposed to take control of their learning and participate in goal setting and reflect on their work (Patrick, 2014). Adequate resource availability is therefore critical; hence, this study sought to assess the resources available for CBC Social Studies lessons in primary schools in Nakuru County, Kenya.

The Curriculum for Excellence (CFE) in Scotland has an extensive competence-based education suited to 21st Century demands. It was introduced in 2010, and it has been regarded as having the potential to transform teaching and learning (Priestley & Shapira, 2019). Teachers develop instructional materials in school or with colleagues from schools within the region (OECD, 2022). In comparison to other countries, teachers in Scotland have less reliance on

textbooks from educational publishers. The process of developing good instructional materials requires expertise, and this raises some questions about efficiency because teachers often lack time for developing such materials (OECD, 2022). In New Zealand learners practice competencies in combination with all other resources. The competencies develop over time as it is shaped by interactions with people, places, ideas, and things (NZC, 2020).

A study by Chu et al., (2018) on how teachers used resources in a CBC perspective in Cameroon involved an analytic research design. Research findings indicated a little understanding of what CBC entails by majority of teachers. Findings indicated that teachers who understood CBC still had challenges in implementing it because of insufficient resources as well as a lack of in-depth knowledge on how to use the resources.

A study by Kabombwe (2019) on CBC implementation by secondary school teachers of History in Lusaka district, Zambia, indicated that 67% of teachers did not understand the concept of CBC and hence did not use the outcome-based approaches. The study recommended that in-service training should be strengthened by the Ministry of General Education, as well as continuous meetings on professional development in schools and zones, so that CBC can be understood and successfully implemented in schools.

Chu et al., (2018) focused on challenges in implementation due to insufficiency of resources and knowledge on how to use the resources available in Cameroon, whereas Kabombwe (2019) focused on the approaches used by the teachers of History while teaching, this study focused on the resources available for teaching Social Studies in Kenya with the respondents being teachers, learners and curriculum support officers.

In Kenya, a study by Waweru (2018) on the availability of instructional materials for the implementation of CBC showed that materials for teaching Mathematics, Kiswahili, and English activities were inadequate. This meant that minimal learning in these activity areas was experienced because teachers' guides and course books had not been made available. The inadequacy of instructional materials implied that teachers were not ready to deal with the activity areas that had been introduced. This study sought to establish the instructional materials available for Social Studies activities and the extent of their use towards developing learner competencies.

Murithi and Yoo, (2021) conducted a study on how teachers use Information and Communication Technology (ICT) in implementing CBC in public primary schools in Kenya. The study assessed the availability of ICT facilities in public primary schools, the ability of teachers to use technology in teaching and learning, and teachers' perception on the usefulness and ease with which they use ICT. Study findings indicated that ICT facilities were inadequate such as laptops for teachers, projectors, tablets, and pupils' computer devices. Study findings also indicated that despite most teachers having basic computer literacy, they had challenges in technology integration due to an inadequacy of pedagogical knowledge on interpretation. Digital literacy skills are one of the core competencies that learners are expected to acquire during classroom interaction in CBC, hence the need to assess the extent to which resources available for instruction aid in the acquisition of this competency, with a specific focus on Social Studies in primary schools.

The challenges related to instructional resources in the implementation of CBC have been highlighted across various studies, particularly in the context of early childhood education. A study in Kenya by Ngao and Kirimi (2023) examined the influence of instructional resources on curriculum implementation in Early Years Education (EYE). The research involved 150 early childhood educators and utilized both questionnaires and focus group discussions. The findings showed that while teachers recognized the importance of instructional materials in

promoting learner engagement, they faced significant shortages, particularly in rural schools. This limitation often led teachers to improvise or resort to rote learning methods, which contradicted the competency-based learning philosophy. A key limitation of the study was its narrow focus on early years education, which limits its applicability to upper primary levels, where CBC is also critical.

Adongo et al., (2024) similarly investigated the development and utilization of instructional resources for CBC in pre-primary settings, focusing on language activities. Their study used a descriptive survey design with a sample size of 70 pre-primary teachers and curriculum support officers. The research found that many teachers had insufficient training in resource development, leading to suboptimal use of available materials. Teachers often relied on outdated or irrelevant materials due to a lack of updated resources aligned with CBC requirements. The study recommended continuous professional development for teachers, focusing on resource creation and utilization, particularly in language activities. However, the study's limitation was that it did not evaluate how these instructional shortcomings affected learners' acquisition of language competencies.

Research by Ogembo (2024) on the broader challenges of CBC implementation in Kenya, focused on both instructional materials and human resources. The study employed a cross-sectional survey design with a sample of 200 primary school teachers. The findings revealed a widespread lack of adequate resources, including textbooks, ICT tools, and materials necessary for practical, hands-on learning. The study highlighted that resource inadequacy not only impeded CBC implementation but also contributed to teacher burnout, as educators were forced to spend extra time developing materials or improvising with limited resources. The limitation of this study was its reliance on teacher reports, which may not fully capture the extent of the resource gaps as experienced by learners themselves.

Cheruiyot (2024) explored the challenges faced in the implementation of CBC in junior schools in Kenya. This study, involving 80 teachers, noted that while instructional materials for core subjects like Mathematics and Science were somewhat available, subjects like Social Studies lagged in resource provision. Teachers reported difficulties in accessing region-specific geographical and historical resources, which are essential for contextualizing Social Studies lessons within the CBC framework. The study also emphasized the need for resource diversification to include digital content, a key recommendation aligned with CBC's emphasis on 21st-century skills. However, the limitation of this study was that it did not investigate how the lack of these resources impacted student learning outcomes in Social Studies.

In their assessment of teacher preparedness for CBC, Munyao, Nduku, and Ndanu (2023) examined the adequacy of instructional materials in public primary schools in Lamu-West sub-County, Kenya. The study used a sample of 60 teachers and employed a mixed-method approach to gather data. Findings revealed that despite CBC's introduction several years ago, many schools still lacked the necessary instructional resources to support the curriculum's implementation. Teachers reported that textbooks were outdated and often irrelevant to the competency-based approach, especially in subjects that required hands-on learning. A significant limitation of the study was its narrow focus on a specific sub-County, which limits the generalization of its findings to other regions with different socio-economic challenges.

A study by Benson and Njuguna (2023) explored the effects of monitoring and evaluation in the implementation of CBC in Early Childhood Development (ECD) centers. The study utilized a sample of 75 ECD teachers and education officers and employed a mixed-method design. Their findings revealed that insufficient instructional resources were exacerbated by a lack of regular monitoring and supervision, which resulted in inconsistent implementation of CBC

practices. Teachers reported feeling unsupported in terms of both resource provision and pedagogical guidance. This study underscored the importance of consistent monitoring mechanisms to ensure that schools are adequately resourced and that teachers are effectively utilizing available materials. The limitation of the study was its narrow focus on ECD centers, which leaves out critical insights into how instructional resources are managed in upper primary levels, where the CBC curriculum is equally vital.

The limitations of instructional resources in CBC implementation also extend to teacher training, as highlighted by Mwang'ombe (2021). In this study, the author explored the gaps in policy versus practice, particularly in how teacher training programmes prepared educators for CBC. The research found that while teachers were introduced to CBC concepts during pre-service training, there was little emphasis on how to develop or use instructional materials effectively. With a sample of 100 teachers and education officers, the study found that teachers often entered classrooms unprepared to create or utilize resources that aligned with CBC's learner-centered approach. A limitation of this study was its focus on urban private schools, where resource availability might not reflect the challenges faced in public or rural schools.

The OECD (2022) report on global CBC implementation, particularly in New Zealand and Scotland, draws important parallels with Kenya's experiences. In New Zealand, competencies are developed over time through interactions with diverse resources, which include not only textbooks but also digital tools, local communities, and hands-on activities. Similarly, Scotland's CFE emphasizes collaborative resource development, reducing the dependency on traditional textbooks. However, both countries face challenges in ensuring that teachers have the time and skills to create these resources, a challenge that Kenya also faces as it implements CBC. The limitation of the OECD report is that it offers more of an overview than a detailed account of how instructional resources specifically affect CBC in these countries, though it provides valuable ideas on the broader challenges of competency-based education worldwide.

The studies demonstrate the critical need for adequate instructional resources in the successful implementation of CBC. Across different contexts, from Kenya to other regions with competency-based education systems, the availability and effective use of resources remain a fundamental challenge. These gaps hinder not only the full realization of CBC's learner-centered goals but also contribute to teacher fatigue and uneven learning outcomes across schools. Therefore, further research is needed to explore innovative ways to provide, develop, and manage instructional resources to enhance the learning experience in CBC environments.

3. Methodology

This study adopted a descriptive survey design. The design was suitable because respondents, who included Curriculum Support Officers (CSOs), Head Teachers, Social Studies teachers, and learners, had a chance to give their opinion concerning CBC implementation process. The target population comprised 267 Head Teachers, 267 Heads of Social Studies, 3,588 Social Studies teachers, and 14 Curriculum Support Officers in four (4) sub-Counties in Nakuru County, making a total of 4,136 respondents as indicated in Table 1.

Table 1: Distribution of the Target Population

sub-County	Population Distribution					
	Schools	HT	HOS	SST	CSO	Total
Molo	56	56	56	702	3	817
Naivasha	74	74	74	1,071	4	1,223
Nakuru East	41	41	41	675	3	760
Rongai	96	96	96	1,140	4	1,336
Total	267	267	267	3,588	14	4,136

Key: HT-Head Teachers, HOS-Heads of Social Studies, SST-Social Studies Teachers, CSO-Curriculum Support Officers

Proportionate stratified random sampling was used to select Head Teachers, Heads of Social Studies, and Social Studies teachers from each sub-County to represent their population within each stratum. Purposive sampling was used to select one (1) Curriculum Support Officer in each of the four (4) sub-Counties. Simple random sampling was used to select classes for observation.

A sample of 365 respondents, as determined by Yamane's formula (Yamane,1967), as shown below, was obtained.

$$n = \frac{N}{1 + N(e)^2}$$

Whereby:
n = Size of the Sample
N = Size of the population.
e = Precision level, which is ±5%
$=4136/1+4136(0.05)^2$
$=4136/11.34$
$=364.7$
$=365$ respondents
The sampling grid is as shown in Table 2 below.

Table 2: Sampling Grid

sub-County	Population	Sample Distribution					
		Schools	HT	HOS	SST	CSO	Total
Molo	817	5	5	5	62	1	73
Naivasha	1,223	6	6	6	94	1	107
Nakuru E.	760	4	4	4	59	1	68
Rongai	1,336	8	8	8	100	1	117
Total	4,136	23	23	23	315	4	365

Key: HT-Head teachers, HOS-Heads of Social Studies, SST-Social Studies Teachers, CSO-Curriculum Support Officers

Tools used to collect data comprised questionnaires for Social Studies teachers and Heads of Social Studies, interview schedules for Head Teachers and Curriculum Support Officers, and a classroom observation schedule. Data analysis involved descriptive statistics, thematic analysis, and logistic regression using SPSS version 25. Validity and reliability of the instruments were ensured through rigorous measures comprising a pilot study conducted in two schools, which were not part of the study, and a Cronbach's alpha test.

A permit was sought from the National Commission for Science and Technology (NACOSTI) before the actual data collection. Permission to carry out research in sampled schools was sought from the sub-County Directors of Education and Head Teachers. Participants were assured of confidentiality. Informed consent and confidentiality were strictly adhered to in the entire research process.

4. Results and Discussion

The objective of the study was to document the teaching and learning resources for Social Studies. This was done by asking teachers to indicate whether listed resources were available in their schools or not. The findings are presented in Table 3.

Table 3: Resources for Teaching Social Studies

Resource	Available	Not Available	Total
	%	%	%
Digital Devices (e.g., personal computers, smartphones, tablets)	15.5	84.5	100.0
Charts	12.5	87.5	100.0
Pictures	18.7	81.3	100.0
Resource Persons (e.g., civic leaders, religious leaders, parents, craftsmen)	32.9	67.1	100.0
Realia (e.g., specimens of plants, animals, and tools)	24.0	76.0	100.0
Boards	16.4	83.6	100.0
Newspaper cuttings (on leadership, environment, and society)	21.4	78.6	100.0
Audio Player	39.8	60.2	100.0
Flashcards (e.g., transport flashcards)	32.2	67.8	100.0
Videos	47.4	52.6	100.0
Artefacts (e.g., pottery vessels, stone carvings, coins)	49.7	50.3	100.0
Models (Diorama, sculpture)	39.1	60.9	100.0

Findings in Table 3 above show that the majority of the teachers responded that resources were not available for teaching and learning Social Studies. Findings indicate that charts, digital devices, and pictures had a higher percentage of unavailability at 87.5%,84.5% and 81.3% respectively. Although most respondents noted that resources were not available, artefacts, videos and audio players had a higher percentage of availability compared to other resources at 49.7%, 47.4% and 39.8% respectively.

The study also sought the Head of Social Studies' opinion on resource availability. Table 4 shows the findings.

Table 4: Availability of resources

Resource	Available	Not Available	Total
	%	%	%
Digital Devices (e.g., personal computers, smartphones, tablets)	-	100.0	100.0
Charts	12.1	87.9	100.0
Pictures	27.3	72.7	100.0
Resource Persons (e.g., civic leaders, religious leaders, parents, craftsmen)	-	100.0	100.0
Realia (e.g., specimens of plants, animals, and tools)	12.1	87.9	100.0
Boards	15.2	84.8	100.0
Newspaper cuttings (on leadership, environment, and society)	15.2	84.8	100.0
Audio Player	30.3	69.7	100.0
Flash cards (e.g., transport flashcard)	12.1	87.9	100.0
Videos	15.2	84.8	100.0
Artefacts (e.g., pottery vessels, stone carvings, coins)	84.8	15.2	100.0
Models (e.g., Diorama, sculpture)	57.6	42.4	100.0

The Heads of Social Studies noted that majority of the teaching and learning resources were not available. The digital devices and resource persons were reported as not being available, followed by flash cards and realia. However, it was reported that artefacts, models, and audio players were the most available teaching and learning materials.

Having established the level of availability of resources, the study sought to establish the frequency of use of these resources during the instructional process. The study findings are presented in Table 5.

Table 5: Frequency of Resource Use by Teachers

Resource	Never	Rarely	Sometimes	Often	Always	Total
	%	%	%	%	%	%
Digital Devices (e.g., personal computers, smart phones, tablets)	8.5	13.5	26.0	25.0	27.0	100.0
Charts	8.5	8.9	19.7	28.0	34.9	100.0
Pictures	34.2	9.9	11.5	16.4	28.0	100.0
Resource Persons (e.g., civic leaders, religious leaders, parents, craftsmen)	39.5	11.8	13.2	12.8	22.7	100.0
Realia (e.g., specimens of plants, animals, and tools)	7.6	7.8	23.0	28.0	33.6	100.0
Boards	4.9	4.9	13.8	28.9	47.5	100.0
Newspaper cuttings (on leadership, environment, and society)	35.8	8.6	16.8	15.1	23.7	100.0
Audio Player	2.0	6.9	21.1	43.8	26.3	100.0
Flash cards (e.g., transport flashcard)	3.3	6.3	25.3	42.8	22.3	100.0
Videos	3.6	5.9	20.4	32.9	37.2	100.0
Artefacts (e.g., pottery vessels, stone carvings, coins)	4.3	17.1	32.6	30.9	15.1	100.0
Models (Diorama, sculpture)	3.9	10.9	18.8	41.4	25.0	100.0

The findings indicate that majority of the teachers sampled always use boards (47.5%) while a third used videos often (37.2%). A quarter of them often use digital devices while those who always use models is also a quarter. The audio player is often used (43.8%) while less than a fifth (17.1%) reported that they rarely use artefacts. 39.5% of the respondents reported that they have never engaged resource persons while 35.8% reported having never used newspaper cuttings. This means that despite 32.9% of respondents noting that resource persons are available, a nearly similar percentage reported having never sought to use them in teaching Social Studies in Nakuru County.

The study also sought to establish the frequency of use of resources by Heads of Social Studies. The findings are as tabulated in Table 6.

Table 6: Frequency of resource use by Heads of Social Studies

Resource	Never	Rarely	Sometimes	Often	Always	Total
	%	%	%	%	%	%
Digital Devices (e.g., personal computers, smartphones, tablets)	-	15.2	54.5	30.3	-	100.0
Charts	-	-	27.3	72.7	-	100.0
Pictures	-	-	42.4	57.6	-	100.0
Resource Persons (e.g., civic leaders, religious leaders, parents, craftsmen)	-	42.4	57.6	-	-	100.0
Realia (e.g., specimens of plants, animals, and tools)	-	12.1	45.5	42.4	-	100.0
Boards	-	15.2	12.1	15.2	57.5	100.0
Newspaper cuttings (on leadership, environment, and society)	-	15.2	30.3	39.3	15.2	100.0
Audio Player	15.2	15.2	54.4	15.2	-	100.0
Flash cards (e.g., transport flashcard)	-	-	57.6	27.2	15.2	100.0
Videos	15.2	15.2	42.4	27.2	-	100.0
Artefacts (pottery vessels, stone carvings, coins)	-	45.5	54.5	-	-	100.0
Models (Diorama, sculpture)	27.3	45.4	27.3	-	-	100.0

Study findings indicate that the charts are the most often used resource by the Heads of Subject (HOS), followed by pictures. Boards are featured as a resource that is always used by the HOS. The most rarely used resources are artefacts, followed by models and resource persons. Interviews conducted among headteachers on the availability of resources for teaching Social Studies in Nakuru County established that while some of the resources were available, there were noticeable gaps in resources, and hence impeded effective implementation of the curriculum. Some headteachers lamented that although textbooks and digital resources like tablets and projectors were provided adequately, the critical shortages in human resources remained dire.

Interview responses from Head Teachers are as follows:

Head Teacher 1

Resources are insufficient. We are often at the level where the resources to execute a curriculum are not available. This usually translates to hard lessons both for the teachers and the students, and impact negatively on quality of education that we can offer. We need to bridge this gap for better learning.

Head Teacher 2

Textbooks are available, but a shortage in human resources persists. The books are needed for our curriculum, while the challenge lies with qualified teachers to help the learners. Inadequate staffing contributes to increasing class size and reduced individual attention needed by students to realize the intended goals for education attainment.

Head Teacher 3

Books are sufficient, and then we have tablets and projectors. These have been very helpful in enriching our pedagogies. With technology integrated into the teaching process, this enables them to think of approaches that keep students more actively involved. At the same time, it is also necessary that the resources are not static and are updated with changing needs.

Head Teacher 4

Digital resources are accessible, and this access has really revolutionized the way we look at teaching, as we can use different types of multimedia in lesson delivery. Further, students are more interested in interacting with digital content; however, all teachers must be trained to use the digital resources for effective teaching practices. There has been a huge challenge regarding resource availability. But in my observation, as time advances, over these years, the challenge has eased up. We are starting to feel the improvement, yet we still have a long way to go. It is of essence that we keep pushing to even better levels of support and funding so that each and every school gets all its needs to move forward.

Head Teacher 5

The following are available teaching aids to assist in teaching Social Studies: maps and globes. These teaching aids are very important in making the learner understand geographical concepts and spatial awareness. Though these are mere resources, I think we need many more teaching aids to add richness to our lessons and make them wholesome. There are Social Studies textbooks: pupils' books and teachers' guides are up to date. The delivery of the curriculum has been greatly enhanced. Perhaps, I would recommend that there should be more supplementary material which could provide a range of perspectives and in-depth comprehension of the subject to enable our students to learn more.

Head Teacher 6

The Ministry of Education provides some resources, including textbooks at a ratio of 1:1, though other relevant resources, such as maps and globes, are still inadequate. We are supposed to bring this insufficiency to light by collaborating and negotiating for equal provision of resources so that all students will have equal opportunities and means toward successful learning."

Head Teacher 7

I strongly believe that resources should be provided to schools for supply to the learners instead of obliging learners to buy them. Education is a right for every child; depending on parents to provide materials introduces inequalities that impact learning. Indeed, financing of CBC activities should be well catered for every student to have access to the needed educational resources without any financial burden.

Insights from Curriculum Support Officers (CSOs) have pointed to serious concerns about the adequacy of teaching and learning resources in Social Studies. There is a consensus that the current resources are not enough and they greatly hinder teachers from conducting quality instruction and effectively engaging the students. One pertinent issue that came through the interviews is the concern of internet connectivity, which now seems to be the primary barrier to teaching digital literacy competencies. A good internet connectivity is critical in promoting

digital literacy skills and the lack of it is a major setback for students in developing their skills. Respondents noted a general lack of digital tools that would enhance the process of integrating technology in education. This shortage of digital resources is a constraint to effective teaching and limits opportunities for meaningful student engagement.

The total dependence on materials that are not locally available puts pressure on resource provision for the teachers. There is an emergent need to procure appropriate context-specific materials that could trigger creativity and resourcefulness among the teachers. Findings suggest that resources need to be better allocated, access to the internet increased, and more relevant digital tools made available to the teachers. The data shows that increasing the availability of digital tools leads to successful teaching and learning of Social Studies.

The findings indicate that the responses from the CSOs are similar to concerns raised by various Head Teachers on the adequacy of resources. This shows that the quality of instruction is grossly compromised by inadequacy of teaching materials in Social Studies. This finding is consistent with the findings from Ochieng and Kipruto, (2021) that inadequate resources lead to poor curriculum implementation. The CSOs pointed out that a lack of connectivity and proper digital tools is one of the main deterrents to developing digital literacy competencies, as defined in the CBC framework. This assertion is verified by a study conducted by Wambugu and Gichaba (2020), indicating that without adequate internet access, there is no effective integration of technology into lessons. The scarcity of locally relevant materials makes the situation worse since it denies teachers an opportunity to try out context-specific resources.

Curriculum Support Officer 1

Resources used in Social Studies are not sufficient. Although we appreciate the CBC framework, with a poor selection of resources currently, the way things are, it's difficult for the teachers to cover their lessons as best as they would. We must strike a balance in supporting resource allocation so as to enhance learning outcomes in general.

Curriculum Support Officer 2

I must say that the resources are not adequate and problems with internet connectivity hamper our activities of teaching digital literacy skills. As a matter of fact, acquaintance with digital technology is a very important asset in today's world for both students and teachers. Reliable internet access is highly necessary to prepare both the teachers and students to conduct different activities with ease. In the absence of internet connectivity, this task of imparting knowledge in digital skills is badly hampered.

Curriculum Support Officer 3

I can confidently say that the digital tools are not good enough to assist in imparting digital literacy skills. The recommendation to integrate technology into education is highly appreciated, though there are limitations to our digital resources wherein teachers can't engage the students accordingly. We seriously need to enhance these resources more to support our educators effectively.

Curriculum Support Officer 4

I should also note that there are a number of resources which are simply not accessible, and that teachers are truly finding it hard to source locally available materials. There is a need to focus on the materials whose use can be realized in our contexts. This way,

learning will be advanced, and innovation and resourcefulness among our educators for the benefit of our students will be promoted accordingly.

4.1 Classroom Observation

Classroom observation results point toward the use of resources that have a significant impact on keeping students more engaged and, consequently, more receptive to learning. Using technology, particularly digital devices in making video and audio presentations, proved to hold the attention of all students because their learning styles were catered to.

However, there were marked variations in the accessible resources among the classrooms that were observed. Some made use of visual aids such as charts, pictures, and flashcards in teaching sessions. The unavailability of resource persons limited the scope of learning that could be provided. The absence of relevant expertise made the linkage of classroom discussions to practical applications restrictive. The inadequacy of newer materials, including digital content and newspaper cuttings, restricted the immediacy and relevance of lessons.

The classroom observations also showed that dependence on conventional teaching methods hindered effective teaching. The notable presence of audio resources and variety of materials calls for an integrated approach, including using digital tools and a greater variety of other resources. This can lead to significant improvements in engaging students in learning through greater diversity and relevance of teaching, learning, and assessment materials, thus offering a more stimulating learning environment.

These findings follow observations from previous research into the advantages of multimedia in education. For instance, Harris and Koehler (2017) mention that the use of an interactive board and digital tools helps diverse learning styles, which improves engagement and retention. On the other hand, inequalities related to resources also emerged. While charts and flashcards were used in some classrooms as visual teaching aids, the lack of resource persons to relate lessons to real-life experiences made this an area of inadequacy. This was similarly noted by Mutuku and Wambui (2018). In addition, obsolete materials such as non-updated digital content or newspaper clippings diminished the immediacy and applicability of some lessons, confirming findings by Owino and Wanyama, (2020) that obsolete materials reduce immediacy and applicability of the learning process.

However, in some instances, conventional teaching methodologies were seemingly impeding effective instruction of the students. In classrooms where the dependency on obsolete methods of teaching was very high, sustaining students' interest in learning proved quite challenging. According to Kariuki and Kamau (2019), too much reliance on conventional methods without incorporation of modern tools and resources leads to a loss of potential dynamic learning environments.

Observation1:

The integration of technology in the classroom is evident during my observation. The teacher has made use of a digital device, specifically a phone, to play video clips for the learners. In this way, it has helped in holding the attention of the students and making them comprehend the subject matter being delivered. The board was also used to enable the teacher to highlight main ideas and engage the students in discussion in a lively manner. The engagement of the integration of these tools has created an interactive learning environment and facilitated students' engagements in the lesson to an extent that is at their level and also relevant to them.

Observation 2

During the second observation, there was a clear use of digital devices, flash cards as well as the showing of pictures to enable the learners to contextualise what they were learning. These aids helped engage students and enabled more effective learning. However, I observed that there was no resource person to provide additional insight or a practical viewpoint on the lesson. There were also no newspaper cut-outs, which more often than not serve as timely and relevant examples of how concepts learned in class apply to the real world. It may be that these limited resources limit the depth of learning for the students.

Observation 3:

In this observation, the classroom was nicely arranged and was visibly equipped with necessary charts, pictures, and newspaper cuttings that contribute positively to a child's learning environment. These visual aids, like charts, have been very helpful in clearing complicated ideas and can keep learners on board. However, there was no audio player available for additional auditory assistance inside the classroom. In addition, there was no resource person, hence, no expert views to enlighten the students further. The boards were used to sum up the importance and to make the interaction of the students, but there is still a need for a variety of resources to accommodate different learning modalities.

Observation 4

In my fourth observation, I observed charts, realia/models, boards, and an audio player that had been used throughout the lesson. Put together, these resources created a rich, multi-sensory learning environment that actively engaged students; yet, one resource that might have been incorporated was digital devices that help present interactive content. The lack of resource persons, pictures, and newspaper cuttings limited the kinds of materials that might have been utilized to provide the lesson with more relevance and immediacy. Flash cards which would have helped students to learn and remember the topics quickly was not used.

Observation 5

In this observation chart, pictures and boards were used to a large extent during the lesson. These teaching aids were useful in reinforcing and aiding the learning process. On the contrary, the use of such teaching aids would have enabled students to glean insight from or have learned about an expert's experiences related to a topic. Moreover, there was a limitation on the number of digital devices used to effectively incorporate multimedia engagement. The lack of utilization of videos and an audio player as teaching aids further limited the scope for auditory learning in this lesson.

Observation 6

During the last observation, charts, boards, and flash cards used as visual aids helped make the lesson structured and clear. However, no digital device, pictures, or models were used at all, which is supposedly crucial to deliver an integrative and balanced learning experience. The resource person did not show up, moreover, no newspaper cuttings were found; these could have provided excellent links with the real world that supplement and further the learning experience.

A study conducted by Murithi and Yoo, (2021) on the use of ICT by teachers in implementing the Competency-based Curriculum established the non-availability of ICT facilities such as laptops, projectors, and pupils' computer devices. This implies that teachers may have challenges implementing CBC because of insufficient resources (Chu et al., 2018). This

inadequacy in the learning materials of Social Studies is similar to a study done by Waweru (2018), who established the shortfall of learning resources in Mathematics, Kiswahili, and English activities. This shows that the teachers were not prepared to put into practice the activity areas in CBC. Chu et al., (2018) observed that effective implementation of CBC was still a challenge due to insufficiency of resources and lack of knowledge on how to utilize them.

5. Conclusion

The study revealed a significant shortage of teaching and learning resources for Social Studies, especially digital devices, charts, and supplementary teaching aids. The inadequacy of resources negatively impacts the implementation of CBC, and the financial burden of providing these materials often falls on parents, exacerbating inequalities in education.

6. Recommendations

i. The government, through the Ministry of Education, Science, and Technology, should prioritize the provision of adequate teaching and learning resources for Social Studies, particularly digital devices and supplementary materials, while addressing staffing issues, to ensure adequate teachers and resources for the effective acquisition of core competencies among learners.

ii. Given the significant gap in the availability and use of digital learning tools reported in this study, further research on the specific impact of integrating digital technologies such as e-learning platforms and multimedia resources on students' acquisition of core competencies in Social Studies should be conducted.

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