



COMMUNITY SERVICE LEARNING IN SENIOR SCHOOLS IN KENYA: LESSONS FROM RELATED EMPIRICAL STUDIES

(Research article)

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Abstract

A disconnect between schooling and field of work has contributed to high levels of youth unemployment. Introduction of Community Service Learning (CSL) is to ensure learners acquire not only employability skills but also values essential in addressing their needs in the community. This paper aimed at analysing articles reporting empirical findings on factors limiting effective parental engagement in implementation of Competency Based Curriculum (CBC) in Kenya. It also investigated the influence of identified challenges on effective implementation of CSL in senior schools. It adopted a qualitative research approach. Document analysis design was mainly utilized. Both purposive and theoretical sampling techniques were used in this study. Data collection was mainly through document analysis whereby articles providing empirical insights into factors limiting effective parental engagement in implementation of CBC in Kenya were located online, read iteratively to determine patterns and generate themes. The emerging themes were then corroborated with the views of curriculum designers through interviews. The results indicated inadequate stakeholder sensitization, insufficient resource mobilization together with negative stakeholder attitudes as the main limitations to effective parental engagement in implementation of CBC in Kenya. Moreover, these challenges threaten to derail effective implementation of CSL in senior schools once it commences in 2026. The article thus proposes adoption of Dingili's (2022) Transmission, Transactional and Reflection model in order to ensure effective implementation of CSL.

Keywords: Community Service Learning; Competency Based Curriculum; Parental Engagement; Senior Schools

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1. Introduction

Studies interrogating Community Service Learning (CSL) (Carlisle, et al. 2014; Chepkuto, et al., 2021) note a positive impact of CSL on learners. For instance, a study by Raykov and Taylor (2018) established that CSL developed positive skills and values which went beyond the immediate course content to connect learning to the real world. Moreover, learners improved their ability to thinking critically, empathise, and communicate. CSL also helped them with career choices. In particular, learners were able to understand the work of non-governmental organisations and their impact on communities. These later resulted in understanding of complex social issues. In the same vein, Tumuti et al. (2013) noted development of generic skills that related to; communication/interpersonal, learning, self-skills, networking, teamwork, problem-solving, and initiative amongst learners who participated in CSL activities. According to Tumuti et al. (2013) it is such generic skills that were required by the learners in order to fit in the job market.

A study by Ibrahim (2010) on college students in USA expounded that majority of teachers greatly utilized the CSL strategies. The study also noted that most learners positively talked about the impacts of CSL which included self-examination, reflection on one's values, and finding meaning in an individual's life. Another research by Barrett (2012) revealed that implementation of CSL resulted in more work for teachers with no additional compensation provided by their institutions. The study also noted challenges relating to lack of confidence in utilizing CSL by both teachers and learners and disruption of class management and control due to lack of classroom setting.

Studies interrogating CSL in Africa are scarce (Pacho, 2019). Specifically, VanLeeuwen, et al. (2017) noted the following:

We found only a relatively small body of research examining community service-learning in the African context. A substantial quantity of African literature on CSL comprises unpublished conference presentations and reports. Thus, gathering literature in order to compare similarities and differences in North America and other colonial settings such as Canada, Australia, and India with the African context is a challenging process. (P 132)

The limited research on CSL by African countries has resulted into blanket adoption of neo-colonial practices using Eurocentric CSL models (VanLeeuwen, et al. 2020). According to Stanton and Erasmus (2013), CSL models developed in the West do not fully reflect African indigenous knowledge, wisdoms and traditions. This has resulted to tensions and disconnection between CSL models and learners' experiences in the field (VanLeeuwen, et al. 2020).

In Kenya studies that interrogate CSL as instructed under CBC are in non-existent. This can be further attributed to the slow transition from content oriented (8-4-4 curriculum) to skill based curriculum (CBC). Besides, full roll out of CSL programmes is scheduled to commence once the first cohort of CBC learners transit to senior schools in 2026. Nevertheless, several scholars

such as Dingili and Yungungu (2023b), Mwenje et, al. (2020), Omariba (2022) and Syomwene (2022) have endeavoured to interrogate learning outside the confines of classroom albeit from parental engagement point of view. It should however be noted that, whereas CSL relates to learners taking classroom knowledge and skills to the community, parental engagement mainly signals parental support to the learning process that occurs at school.

The article further acknowledges that, though CSL and parental engagement differ in meaning and approach, they both aim at creating a strong collaboration between school and its surrounding community. The paper thus aimed at analysing articles reporting empirical findings on factors limiting effective parental engagement in implementation of Competency Based Curriculum (CBC) in Kenya. It also investigated on the influence of identified challenges on effective implementation of CSL in senior schools. In doing so, the study intended to answer the question, ‘What are the factors limiting effective parental engagement in the implementation of CBC in Kenya and what is their influence on effective implementation of CSL in senior schools? The study is significant as it is centered on a pre-emptive approach to curriculum implementation process.

The study sought to analyse articles reporting empirical findings on factors limiting effective parental engagement in implementation of Competency Based Curriculum (CBC) in Kenya, and to investigate on the influence of identified challenges on effective implementation of CSL in senior schools, in Kenya. Based on these, the study aimed at answering the following research questions:

1. What are the factors limiting effective parental engagement in the implementation of CBC in Kenya?
2. What is the influence of identified challenges on effective implementation of CSL in senior schools, in Kenya?

2. Review of Literature

2.1. What is CSL?

Pacho (2019) defines Community Service Learning (CSL) as a pedagogy that integrates community service with academic study to enhance learning and strengthen local communities. In the same vein, KICD (2017b) refers to it as an experiential learning strategy that integrates classroom learning and learning from the community. From the two definitions, service to community, reflective practice and learning from experience emerge as key components of CSL. This is by involving learners in community service activities where they get an opportunity to apply what they learnt in class to real life situations. Additionally, learners are able to use the experiences they gather from the community to enrich their learning (Belisle & Sullivan, 2007). In doing so, CSL enhances a symbiotic relationship between the learner and his or her own

community. Specifically, the strategy entails a balanced emphasis on a student's both learning and addressing real needs in the community (KICD, 2017a).

Studies by Jebet (2011) and Ubong and Ukpong (2015) reveal that CSL existed in Africa's precolonial education system. For instance, Mhlauli (2010) observes that in precolonial Africa, a child belonged to the community and any parent could discipline a child if they saw him/her doing anything perceived to be against the norms of the society. Ngozwana (2014) further expounds that education during this period was both formal and informal. To him it was formal as it was offered through initiation schools and informal as it was offered through peer-to-peer transmission, parental education and incidental education through ceremony and festivity attendance. Jebet (2011) concludes African precolonial education as one that was based on apprenticeship that is learning by doing.

In the new curriculum (CBC), CSL has been identified as one of the pillars on which the instruction of the curriculum is anchored. For example, the teaching and learning strategy has been identified by the basic education curriculum framework of 2017 as a key guiding principle to the framework. Besides, it is a core learning area in all the three pathways at senior school level of education (KICD, 2017b). CSL is also identified as one of the six broad areas of pertinent and contemporary issues by the framework. Furthermore, the place of CSL in implementation of CBC in Kenya, is emphasized in the report on transforming education, training and research for sustainable development in Kenya (PWPER, 2023). Specifically, the taskforce recommends for introduction of a mandatory three months community service programme for graduates of senior school before joining tertiary institutions and a further nine months of mandatory community service after completion of tertiary education. Moreover, a certificate of compliance to the community service is to be issued as proof before admission into the world of work (PWPER, 2023).

2.2. Why is CSL needed?

The need to narrow the gap between theory and practice has been cited by scholars (Chepkuto, et al., 2021; VanLeeuwen et al., 2020) as the major driving force for the mainstreaming of CSL in education systems across the world. For instance, in Kenya reports of disconnect between what was taught at schools and the field of work by KIE (2009) and KICD (2016) resulted in the basic education curriculum framework of 2017 recommending for inclusion of CSL in Kenya's education. The framework further observed that this would not only enhance learner's employability skills but it would also promote personal growth by forging strong and productive relationships with the community. Other benefits of CSL include: promotion of extensive and intensive learning by deepening learners' understanding of the complex causes of social problems; transformation of attitudes and values through acquisition of values such as diligence, respect, responsibility, honesty, accountability and empathy (Pacho, 2019). CSL programmes

are also credited for the development of essential life skills that include; critical thinking, imagination, creativity, problem-solving and communication and collaboration (Tumuti et al. 2013; VanLeeuwen, et al. 2017). Moreover, CSL strengthens the civic, social and democratic responsibility of learners, which later translates into active participation of young people in their community (Zentner, 2011).

In Kenya, KICD (2017b) opines that successful implementation of CSL has the potential of enabling learners to experience, reflect and learn from the community. This is by giving them opportunities to apply knowledge and skills acquired through formal dimension of education in their community (KICD, 2017a). Through this strategy, learners work on real problems that make academic learning relevant and enjoyable. They are further able to address real needs of the community. CSL also enhances learners' social skills, analytical ability, civic and ethical responsibility, self-efficacy and career development (IBE-UNESCO, 2017). In the same vein PWPER (2023) opines that this learning strategy has the ability of promoting peaceful co-existence and cultivating a sense of patriotism, appreciation of diverse cultures and work ethics in our youth. The taskforce thus concludes that learners' holistic development will only be attained through effective implementation of CSL.

2.3. What does CSL entail?

According to Pacho (2019) CSL encompasses social, political, cultural, technological, and environmental engagements. This is further expounded in the following excerpt:

First, social engagement, which may include reading for visually impaired students on campus, helping in orphanages and homes of the elderly and people with physical disability, tutoring, teaching catechism, and working with people infected and affected by HIV and AIDS). Second, political engagement, which can include campaigning for democratic culture, and organising public debates about important community topics. Third, cultural engagement, which can involve reserving historic sites and promotion of endangered indigenous languages. Fourth, technological engagement, which may involve developing solar cookers for the community or lightning the community streets using green energy. Finally, environmental engagement, which can include improving sanitation at a local market or planting trees in the local community (Pacho, 2019. p. 245).

In Kenya CSL covers aspects of citizenship, entrepreneurship, financial literacy, life skills, communication skills and research (IBE-UNESCO, 2017). According to KICD (2017a) the aspect of citizenship will equip learners with information on the constitution of Kenya and enable them to participate responsibly in communities and wider society as informed and responsible citizens who appreciate diversity and relate positively with others. On the other hand, entrepreneurship will provide the learner with competencies required for developing, organizing and managing a business venture. Financial literacy will equip them with competencies for saving, investing and insuring resources.

KICD (n.d.) further observes that the life skills aspect will equip learners with skills to manage interpersonal relationships with empathy, resist peer pressure, become assertive and develop leadership skills. Communication skills entails equipping learners with skills to contribute to teams and community groups. Through research learners start practicing research skills while still at a young age. They are able to analyse information, identify the root cause of issues, identify effective solutions, report on their findings and make recommendations (KICD, n.d.).

2.4. Whom does CSL involve?

Pacho (2019) identifies learning institutions, community organisations and society as key components in CSL. In a similar manner, KICD (n.d.) pinpoints learners, school administration, teachers, parents or guardians and community members as key stakeholders. To start with, learners are the key participants in CSL as they are responsible for initiating new ideas, identifying community needs and initiating service projects to solve these problems. Teachers on their side guide, oversee and assess learners' activities, liaise with school administration and the community on implementation of CSL. KICD (n.d.) further notes that parents or guardians provide requisite learning resources that influence teachers' selection of learning experiences and actively engages in and contribute to teaching, learning and assessment processes. The school administration coordinates the implementation process by monitoring and evaluating the implementation progress, sensitizing parents and community members and providing required facilities (KICD, n.d.). Finally, community members provide placement areas for learners to develop and nurture their talents by providing market for learners' products or services.

2.5. Where and when is CSL activities conducted?

According to Scott (1996) CSL activities can be conducted through direct service, indirect service and advocacy. Under direct service, learners establish face-to-face contact with other community members during CSL activities. On the other hand, indirect service includes fundraising, collections, and other forms of support provided by learners for others engaged in direct service. Finally, advocacy includes letter writing, public relations efforts, and other means of trying to influence citizens and policymakers to change their behaviour. In Kenya, KICD (n.d.) details placement areas for CSL activities to include; hospitals, textile industries, private enterprises, non-governmental organisations and local governments. KICD (2017a) further elaborates that learners will be expected to carry out at least 135 hours of community service throughout their three years in senior school. According to the policy document CSL activities are to be conducted outside classroom time.

2.6. How is CSL activities conducted?

As noted in the definition of CSL, the learning strategy involves service to community, reflective practice and learning from experience. According to Belisle and Sullivan (2007) it is the three elements that guide how CSL activities are carried out. For instance, effective implementation of CSL entails: preparation and sharing of knowledge in relation to the CSL activity to be executed, actual carrying out of the activity in the community and reflection that occurs throughout and/or following the CSL experience (Belisle & Sullivan, 2007). Similarly, Pacho (2019) observes CSL to involve service, learning, and reflection. According to the scholar, in conducting CSL learners are exposed to various activities where they offer service. It is through offering of this service that the learner is challenged to connect course materials with actual practice hence learning. He further argues that reflection is at the ‘heart’ of any CSL program as it offers the fundamental link between service and learning. This is by deliberately incorporating creativity and critical thinking by the learner to understand and evaluate what they did, what they learned, how it affected them personally and how their services affected society on a broader scale (Blanchard, 2014). In Kenya, KICD (n.d.) outlines that CSL will be taught in an experiential learning cycle rather than as traditional lectures. The cycle will compose of four phases: build knowledge through teaching a practical community lesson; service experience through ‘continuous group service projects’; reflective communication through a practical CSL lesson; and real-world application (KICD, n.d.).

2.7. How is CSL activities assessed?

According to Pacho (2019) assessment in CSL is important as it provides insights for improvement, growth, and change. He therefore recommends for assessment at all stages of CSL implementation. Belisle and Sullivan (2007) also observe that such assessment can be carried out through group discussions, discussion with the educator, class presentations, written essays and reports and research and position papers.

In Kenya, KICD (n.d.) indicates that practical assessment techniques will be employed to measure learners’ competence in citizenship, entrepreneurship, communication, financial literacy, research and life skills. In particular, the assessment will take the form of exhibitions assessments where by evidence of achievement will be presented at the exhibitions in form of a service week report. Secondly, through portfolio assessment where a collection of learner’s progressive work that includes documents related to the stages that learners go through as they complete their projects and evidence related to the projects end result such as photos, videos and other materials used during the service projects will be assessed. Also learners’ logbooks which indicate the number of service hours completed will be assessed (KICD, n.d.).

The assessment will also be progressive. For instance, it will be carried out at the beginning of the learning process, continuously during the learning process, and at the end of the learning

process. The assessment will aim at measuring the extent to which the learner can: Plan, organise and undertake community service activities; Demonstrate their knowledge and understanding of CSL; Communicate ideas and information; Use resources in support of CSL activity and Work independently and cooperatively with others (KICD, n.d.). The assessments will cover the project work, the 135 hours of CSL volunteer work, individual assessment or group assessment and the final term report. To facilitate this, collaboration amongst individual learners, their peers, teachers, parents and the entire members of the community will be key.

3. Method

3.1. Research design

The study was shaped by a qualitative research approach that employed document analysis design. According to Leavy (2017) this is a design for systematically investigating texts. To augment document analysis, interviews were conducted to confirm the information from the current perspectives.

3.2. Sampling

Sampling was carried out in two phases. The first phase majored in locating on the internet and studying articles reporting empirical findings on factors limiting effective parental engagement in implementation of CBC in Kenya. Purposive sampling was used. It was then followed by theoretical sampling technique whereby more articles were selected and analysed based on the categories that were emerging in relation to the topic under research (Altheide & Schneider, 2013).

In the second phase, 3 curriculum designers involved in formulation of CSL programmes at the basic education level in Kenya were selected and interviewed. Purposive sampling technique again guided their (curriculum designers) selection and inclusion into the study. The curriculum designers were useful in informing about the influence of identified challenges on effective implementation of CSL in senior schools.

3.3. Data collection tools

Data collection for the first objective of the study was through document analysis. According to MacMillan and Schumacher (2013), this is a non-interactive strategy for obtaining qualitative data with little or no reciprocity between the researcher and the participants. Document analysis was suitable for this study as there existed numerous articles that were presented online providing empirical insights into factors limiting effective parental engagement in implementation of CBC in Kenya. Data gathered was then corroborated with interviews conducted on curriculum designers who were engaged in formulation of CSL programmes at the basic education level in Kenya. The interviews allowed the researcher to follow up on themes

generated through document analysis and further examine current perspectives of the phenomenon under study (Cohen et al., 2018).

3.4. Data collection and analysis process

In this study data collection and analysis occurred concurrently. To start with, articles reporting empirical findings on factors limiting effective parental engagement in implementation of CBC in Kenya were located freely on the internet. This was then followed with authentication process in which only articles from refereed journals were selected for the study. The researcher then immersed himself into the content with an aim of establishing the overall impressions and ideas on factors limiting effective parental engagement in implementation of CBC in Kenya. Coding significant statements and sorting them into categories was then undertaken. The created categories were based on similarities among significant statements (Krippendorff, 2019). Then the relationship among categories was identified to establish emerging themes.

The emerging themes were then corroborated with the views of curriculum designers through interviews. In particular, the curriculum designers confirmed, reinforced and in few instances contradicted with the findings from document analysis. The interviews were tape recorded, transcribed, coded and categorized. The process of data analysis was deductive as the researcher compared interview data with the emerging themes to determine if more evidence could support each theme or whether there was need for further data collection (Creswell & Creswell, 2018).

4. Results

This study revealed a range of challenges that hinder effective parental engagement in implementation of CBC in Kenya. These included; fear of unknown, lack of clear understanding of what parental engagement entails, and poor communication and collaboration among relevant stakeholders (Atikiya, 2021; Dingili & Yungungu, 2023a; Pale & Amukowa, 2020). It was also established that, effective parental engagement in their children education was limited by inadequate resources together with negative attitudes of parents towards their involvement (Ikoore & Kirimi, 2023; Omariba, 2022; Wairimu, 2022). These challenges are further elaborated in figure 1 that was extracted from a study by Mwarari, et al., (2020, 204). Their study (Mwarari, et al., 2020) centred on perceived challenges facing parental involvement in the implementation of competency based curriculum in Kenya.

Type of Parental Involvement	Challenge
Parenting	<ul style="list-style-type: none"> a) Parents are not properly inducted on their role in CBC, thus lack adequate knowledge to get involved b) Parents with children with special needs opine that their children are poorly integrated in the new curriculum
Communication	<ul style="list-style-type: none"> a) Poor communication between school and parents on matters pertaining to CBC implementation. b) Parents are given short notices in regards to materials they are expected to purchase c) Parents do not understand the use of some of the materials asked for d) School does not give clear instructions for materials to support homework
Learning at home	<ul style="list-style-type: none"> a) Lack of time to attend to the child's needs, improvise, practice new skills an b) School assumes that each and every parent is at home in the evening whereas some parents work during the night shift c) Lack of knowledge to assist a child complete homework d) Guidelines not clear, there are assumptions that all parents are learned and available e) Too many activities scheduled for home, frequent school visits. f) Concerns that CBC is very demanding to the young children g) Two working parents, work overload and household chores prevent effective parental engagement in child's homework
Collaborating with community	<ul style="list-style-type: none"> a) Concern about child's safety when in community service b) Lack of money to buy materials for home study. c) Some of the recommended materials are not available

Figure 1. Challenges facing parental involvement (Mwarari, et al., (2020, p. 204)

Further analysis revealed that, these challenges were mainly related to the processes of sensitization, resource mobilization and changing stakeholder attitudes. The following section expounds on this.

4.1. Poor sensitization

Sensitization in curriculum implementation refers to the process of providing various stakeholders with information about the curriculum that is to be implemented (Syomwene et al., 2017). According to Otunga et al., (2023) this entails persuading people and keeping the public informed. In the process of persuading, information to convince people about the developed curriculum is transmitted. The transmission can be through seminars, workshops, conferences, localized meetings, consultative meetings, mass media such as radio, television and internet sites, circulars and letters. In keeping the public informed, members of the public are told about what is expected of them in the curriculum implementation process (Otunga et al., 2023).

Studies reviewed reveal of poor parental sensitization on their new roles in the implementation of CBC in Kenya. According to Wairimu (2022) this can be attributed to poor and late communication that exists between teachers and parents. Another study conducted by Dingili and Yungungu (2023a) exemplifies this claim by quoting views shared by one parent as follows;

P11: At times children are sent with information that they need to find certain materials for their class work. But as you know these small children often forget only remembering in the morning when they want to go back to school. Like in my house, Monday mornings are usually crazy days (laughing). My daughter cannot accept anything else apart from what the teacher said or requested. Even if it is not feasible to provide, as a parent you just have to find it.

(Dingili & Yungungu, 2023a, p. 205).

Poor parental sensitization is further compounded by the failure of educational stakeholders to understand what the switch to CBC meant in practice. For instance, a study by Pale and Amukowa (2020) noted that, a majority of parents did not understand what CBC is all about, their expectations, learners' assessments and grading. In the same vein, another study conducted by Atikiya (2021, p. 1707) reported that, "parents lamented that they are not sensitized on CBC so it is hard to track the progress of their children and understand their role in the implementation process." A study by PWPER (2023) also established that parental empowerment and engagement had not encompassed other key players such as the caregivers, guardians and the community. The task force (PWPER, 2023) thus concluded that key tenets of the curriculum (including CSL) had not been fully understood, operationalised and realized by teachers and parents.

Commenting on poor stakeholder sensitization, the curriculum designers interviewed acknowledged existence of the challenge. They particularly noted persistence of the challenge among illiterate people and those in remote areas. They however observed that efforts were in place to increase and enhance sensitization programs through available mass media.

Indeed, mass media plays a pivotal role in sensitization of the public on new educational innovations (Otunga et al., 2023). Unfortunately, the same mass media can misinform the public on what such innovations entails. For example, following the release of the report on transforming education, training and research for sustainable development in Kenya (PWPER, 2023), Muchunguh wrote in the Nation newspaper on Tuesday, 08 August, 2023 a story entitled, "Dear Gen Z, be ready for mandatory NYS-style training for students." In the same vein Mito on Kenyans.co.ke on Tuesday, 01 August 2023 wrote, "Government to Introduce Mandatory NYS Training Before University and Employment." Further interrogation of the CSL curriculum designers revealed contrasting findings. For instance, one curriculum observed that the proposed CSL programs majored at equipping learners with skills relating to their school work majorly under the themes of; citizenship, entrepreneurship, communication, financial literacy, research and life skills. This is in contrast to the reported "Mandatory NYS" that equipped learners with paramilitary skills which were associated with increased violence among the youth in times of its implementation. According to another CSL designer, such

misinformation could easily result in negative attitudes among concerned stakeholders hence poor implementation of CSL.

4.2. Inadequate Resources

According to Syomwene et al. (2017) instructional resources are the tools for the job of curriculum implementation. They (Syomwene et al. 2017) further elaborate instructional resources to include the teaching and learning support materials such as textbooks and other print and non-print support materials; facilities such as libraries and laboratories, human resource like teachers and other resource persons, funds and time. For Otunga et al., (2023) implementation efforts cannot succeed without the required resources.

Findings on studies conducted by Atikiya (2021) and Mwarari, et al., (2020) reveal resources as a factor limiting effective parental engagement in implementation of CBC in Kenya. For instance, Omariba (2022) notes insufficiency of time as a common challenge in those families where both parents had formal employment. On the other hand, Dingili and Yungungu (2023b) observe inadequate teaching and learning support materials such as; smart phones, printing papers, and internet connectivity. Besides, funds also emerged as a limiting factor with Omariba (2022) reporting that there was high cost of printing homework especially in low-income families and those found in rural areas. The following excerpt from Omariba's study depicts this discussion;

Parents interviewed cited cost of printing school assignments as being a burden to them especially those who have low income. For example, in these interviews one parent said that CBC is very good but the expenditure he is incurring is much more compared to previous years and thus difficult to manage since he has low income. Others indicated that children are being given expensive projects that require the parent to buy for them the necessary materials to complete the projects.

(Omariba, 2022, p. 7).

Initial research on CSL revealed overload and overlaps in its implementation which translates into constraints of time and resources (PWPER, 2023). Expounding on the same the curriculum designers had the following to say;

I agree that adequacy of instructional resources has affected implementation of CBC and will definitely affect implementation of CSL. However, what makes it difficult to sacrifice a little more time and resources for the success of children?

(Curriculum Designer1).

Yes, it is true. CBC is more expensive than the previous curriculum, and it is because it is a hands on curriculum. We need resources in order to equip our children with skills on how to manipulate and become innovative. Full implementation of CSL will also come with increased constraints in time and money since CSL is purely a hands on instructional approach.

(Curriculum Designer2).

Is CSL more time consuming? ... Of course yes. Is it resource intensive? ... of course yes. Do we have enough resources for its smooth implementation? ... of course not. But these are not the questions we should be worrying about. Instead we should be focusing on the probable gains of CSL in our children's

education. Of course there bound to be many hiccups in the implementation of CSL as it has been with other tenets of CBC, but do not let the setbacks scare us from introducing CSL.

(Curriculum Designers).

4.3. Negative Attitudes

Attitudes are the predispositions that individuals have towards something (Syomwene et al., 2017). They can be positive in which the person likes something or negative in which the person dislikes something. According to Syomwene et al. (2017) positive stakeholder attitudes are vital for effective implementation of new innovations in education.

A study conducted by Waruingi, et al. (2022) reported of parental negative attitude towards their involvement in the implementation of CBC. In particular, the scholars shared the following excerpt to depict this discussion;

HT interviewee 15: *Parents are not embracing the training program on CBC due to their biased attitude with the excuse that it is very involving.*

(Waruingi, et al., 2022. p. 34).

Comparably a study by Dingili and Yungungu (2023b) revealed that the majority of parents disliked parental involvement in pupils' take-home assignment as they felt that their roles had been reverted to learners' role. The authors shared the following excerpt;

P20: *Ok after you have punished me into making this scarecrow up to deep into the night. Who is now more creative and imaginative? ... me or the child? Of course, you know well that a grade four child does not have the ability to make a scarecrow.*

(Dingili & Yungungu, 2023b. p 5).

According to the curriculum designers interviewed, some of the tenets in the new curriculum had been negatively perceived by stakeholders. This was majorly attributed to resistance to change by various stakeholders. For instance, one curriculum designer observed that for a long time learning was assumed to only occur in the confines of classroom with teachers as only key instructors. However, the new curriculum advocates for a paradigm shift emphasizing learning both inside and outside the classroom. Teachers view this as a threat to their authority as carriers of knowledge while parents detests the increased responsibilities. According to Otunga et al., (2023) such negative attitudes derail effective implementation of key curricular tenets such as CSL.

5. Discussion

5.1. Transmission, Transactional and Reflection model

As a way of mitigating the above discussed challenges and ensuring effective implementation of CSL, this article recommends the adoption of Transmission, Transactional and Reflection model by Dingili (2022). According to the model, instruction is a continuous process of transmission, transactional and reflection.

5.1.1. Transmission phase

This refers to the process of providing students with knowledge and understanding about a certain area of study (Dingili, 2022). Sharing of information features prominently at this stage. The phase is significant as it enables transmission of knowledge and organization of the learning environment in line with intended CSL activity to be executed (Belisle & Sullivan, 2007).

In applying this phase, learners are to be equipped with CSL content that majors in the six strands that make up the learning area. These include; entrepreneurship, citizenship, life skills, financial literacy, research and communication. KICD (n.d.) refers to this process as “building knowledge through teaching a practical community lesson” (12). Based on the knowledge built by the learners and with guidance of the teacher, learners begin to imagine and conceive service projects that they can offer to their community. In addition, other CSL stakeholders that is, school administrators, teachers, parents or guardians and community members are sensitized on what the learning area entails and their specific roles.

5.1.2. Transactional phase

This is the second stage of the model. It relates to engaging in learning activities, both formal and non-formal, inside and outside the classroom setting with an aim of allowing students to learn from multiple perspectives (Dingili, 2022). Unlike the first stage which is theory oriented, the second phase is activity intensive. Moreover, in this phase learning is from and with others as opposed to learning about as it is the case in the Transmission phase. According to Pacho (2019) learners should be exposed to various activities in which they offer service. It is through offering of this service that the learner is challenged to connect course materials with actual practice hence learning.

At this stage, learners are given an opportunity to apply in a real-world context knowledge and skills acquired at the built up phase. This entails learners having first-hand experiences of real life problems as they manifest. Learners also endeavour to understand problems; creatively and imaginatively design and implement solutions. Learning at these stage is transactional as it not only involves learners applying classroom knowledge in real life situations but also gathering experiences from the community to enrich their learning.

CSL stakeholders such as school administrators, teachers, parents or guardians and community members also work with the learners in a transactional manner. This includes, coordinating, monitoring and evaluating the implementation progress. For instance, parents or guardians together with community members assist their children acquire locally available materials. This enhances reduction in costs and time on acquisition of instructional resources when carrying out CSL activities.

5.1.3. Reflection phase

This is the final stage of the model. It relates to making important connections between thinking, feeling and acting (Dingili, 2022). According to KICD (n.d.) “reflection is a critical part of CSL, as it allows students to bridge content of the sub-strands with their personal experiences in the community” (12). According to Pacho (2019) reflection is at the ‘heart’ of any CSL program as it offers a fundamental link between service and learning. This is by deliberately incorporating creative and critical thinking by the learner. This later translates into creating an understanding of what they did, what they learned, how it affected them personally and how their services affected society on a broader scale (Blanchard, 2014).

Through reflection learners link their actions to the content of the strand they studied in class. They further become aware of their values by sharing reflections with others. Additionally, public perceptions and attitudes towards CSL are formed from their assessment and reflections of the CSL activities. For instance, successful CSL activities are beneficial in addressing real needs in the community on issues such as poverty, hunger, tribal clashes, child labour and economic challenges. This enhances community’s positive attitude towards CSL.

6. Conclusions

The need to narrow the gap between theory and practice has seen CSL take centre stage of many countries education curricular reforms including Kenya. However, persistent curricula implementation challenges together with limited research and lack of Afrocentric CSL models pose a threat to the success to these efforts. This paper therefore analysed articles reporting empirical findings on factors limiting effective parental engagement in implementation of Competency Based Curriculum (CBC) in Kenya. It also investigated on the influence of identified challenges on effective implementation of CSL in senior schools. It was established that, inadequate stakeholder sensitization, insufficient resource mobilization together with negative stakeholder attitudes were the main limitations to effective parental engagement in implementation of CBC in Kenya. Moreover, it was noted that the challenges threatened to derail effective implementation of CSL in senior schools once it commences in 2026. The article there after offered a discussion of the findings within Dingili’s (2022) Transmission, Transactional and Reflection model. It is in view of this paper that application of the model will assist mitigate the afore observed challenges. This will be a step forward to success of CSL in Kenya.

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