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Stakeholders' Support for Social Studies Curriculum and Enhancement of Responsibility among Learners in Early Years Education Centres in Nairobi City County, Kenya

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Abstract: Stakeholders' involvement in implementation of social studies curriculum forms a cornerstone for strengthening partnerships essential for achieving learning outcomes for sustainable development. Strong bonds between parents, school administration and community influence knowledge, skills, attitudes and values that learners require for survival in the 21st century as effective citizens. While communities, families and the society act as a linkage in social studies learning, continuous partnership with stakeholders develops valuing relationships for displaying convivial attitudes for decision making and cohesiveness. Even though collaborative efforts with stakeholders contribute to school success, support is directed to involvement in fundraising initiatives and volunteering which creates a gap between learning outcomes and behavior dispositions among learners. Despite resurgence in stakeholders' support for social studies curriculum, learners continue to display dishonesty, truancy and disobedience which are against tenets of a just and efficient society. Hence the study explored sustainability of stakeholders' support for social studies curriculum (SSC) and enhancement of responsibility among learners in Nairobi City County, Kenya. Using both quantitative and qualitative interpretative model, the study employed descriptive survey design with data collected using a questionnaire for 98 pre-primary school teachers who were purposively sampled from 211 schools. Quantitative data was summarized and organized according to research questions and arranged in themes for analysis. The theory of overlapping spheres of influence was employed to identify the role of school administration, parents and community support for SSC and responsibility. The results indicated that school administration provides sustainable support in enhancing responsibility by 83.00%, followed by parents at 76.90% and lastly community members at 74.50%. The study recommended that teachers should involve school administration, parents and community in developing responsibility for learners to coexist in society as efficiently functioning citizens.

Keywords: Early Year's Education, Responsibility, Social Studies Curriculum, Stakeholders' Support

1. Introduction

Education involves interaction with various stakeholders who play a pivotal role in designing comprehensive structures for considering values inherent in every aspect of the curriculum. Such interaction among stakeholders is critical in creating a cultural change for sustaining a democratic society where rights and responsibilities of learners are entrenched at every tier. This is based on the premise that society is interested in educating learners to ensure that economic and cultural institutions are perpetuated in imperatives of values education for democratic space. In this regard, [5] emphasized the role of education for character development oriented towards unity and integration of learners in the 21st century. Echoing this concern, Kenya Institute of Curriculum Development maintains that social studies education equips learners with values ideal for independence of thought, decision making and responsible citizenship in a democratic society [18]. This is based on the premise that SSC develops latent and inherent qualities of an individual anchored on

multifaceted approaches for developing responsibility for own behavior which results in decrease in indiscipline among learners.

The concern for social ideals are enshrined in Sessional paper No. 2 of 2015 with emphasis on values education for enabling learners to experience dignity, confidence to learn, development of self esteem and need to cultivate creativity for nurturing democracy [29]. More still, the Basic Education Curriculum Framework of 2017 reaffirms government's commitment to appreciation for diversity through integration of values education in SSC for societal cohesion. However, [22] expressed concern over decline in ethics as an increasing cynicism in society and calls upon all stakeholders to provide spontaneous support for values oriented education for realization of *Vision 2030*. This is in line with [26] who observes that success in education depends on interaction of stakeholders who play a critical role in curriculum implementation. By advancing the plea for values education in curriculum implementation, [21] assert that with support of stakeholders, schools can strive to resolve and sustain universal values geared towards unity, responsibility and integration of all citizens for cohesiveness in society. In an effort to achieve this, SSC implementation requires participation of various stakeholders including parents, teachers, school administration, County governments and communities for shared leadership in decision making and enhancement of responsibility for national development.

Sessional paper No 11 of 2014 on National Education for Sustainable Development Policy advocates for nationwide stakeholder engagement in curriculum reforms for every learner to acquire knowledge, skills, values and attitudes for life-long living [28]. Diverse interventions should therefore be adopted to bring stakeholders on board to ensure that learners complete schooling as responsible citizens for sustainability. In this regard, [23] acknowledges that in Kenya, stakeholders organize school based committees which provide opportunities for administrative management to engage learners in decision making for effective integration and nationhood. Such initiatives support schools in peer tutoring where parents, families and communities participate in assisting teachers to handle issues arising from indiscipline as well as management of inappropriate behavior dispositions among learners. Even though schools create positive linkages with communities, [12] states that anxiety arising from cultural, social and economic factors as well as pressures from contemporary life adversely influence values education. In support of this position, [10] note that the gap between stakeholders' support for SSC and development of responsibility results from social factors which hinder development of effective communication and involvement in school activities. Hence, SSC requires concerted efforts from school administration, parents and community members in formulating rules which should be infused with democratic principles for learners to develop responsibility for effective integration in society.

Despite considerate efforts by KICD in integrating values education in SSC, learners continue to display violence,

truancy and use of inappropriate language which jeopardize development of responsibility and sustainability. Drawing from this concern, [31] recognized values education as a global concern for responsible citizenship driven by deepening anxieties and violence in society. Conversely, [30] observes that stakeholders in education have lapses in supporting teachers to instill responsibility which in turn results in continuous erosion of social values. Through support from stakeholders, schools should stabilize social order, conserve culture and act as an instrument of shared construction for learners to develop as responsible citizens for harmony in society. More still [11], found out that schools and teachers are inadequately prepared to conduct sensitization to stakeholders in supporting values education which encourages learners to acquire citizenship rationale for encountering challenges in modern society. In instances where the philosophy and principles articulated in SSC are supported by stakeholders, values education is likely to hold center stage in promoting responsibility for learners to progress to adult life as reliable citizens. Based on this background, the study examined support from school administration, parents and community members in sustaining SSC and enhancement of responsibility among learners.

1.1. School Administration Support and Responsibility

According to the Basic Education Amendment Act of 2017, the role of school administration includes; resource management, school vision mission and core values, institutional culture, professional development, collaboration with communities for social, economic and cultural growth. In this regard, school administration not only implement educational policies and objectives but also maintain direct contact with the community in providing safe learning environments for integration of values education and effective living. Hence, [14] suggests that changing needs of society require school administration to nature values for assisting learners develop as responsible citizens willing to work for the good of the nation. This requires a paradigm shift from monitoring and evaluation to a continuous follow up on issues affecting learners such as social withdrawal, aggression, rebellion and loss of belonging to the community. Though school administrators are instrumental in instructional leadership and provision of physical environment, [19] advocates for creation of values education for learners to develop civic knowledge for problem solving for social order. However, while school administrators monitor implementation of social studies curriculum, [13] found a mismatch between values articulated in schools and practice of responsibility among learners. Therefore, the study examined influence of school administrators in enhancing cleanliness, advice on school rules and encouragement in use of courteous words and development of responsibility for sustained livelihood.

1.2. Parents' Support for SSC and Responsibility

The National Pre-Primary Education Policy of 2018

recognizes parents and families as primary care givers in providing an enabling environment which ensures that curriculum programmes promote culture and social values for holistic development for all learners. As noted by [27], the largest stakeholders in education are parents who collaborate with learning institutions, school boards and wider community in mobilizing materials and technical support for sustainable development. Parents maintain an active partnership for providing a home environment which supports learning and communication with school personal on learner engagement in civic life. On the same vein,[6] notes not only do parents participate in decision making and sharing in schools' expectations, but also encourage, model and reinforce behavior patterns for effective living. Embracing philosophy of partnership where responsibility is encouraged among learners is likely to build trust and collaborative relationships with families, teachers and community members for cohesiveness. In addition,[13] affirms that by supporting SSC, parents monitor lessons taught at school thereby filling the gap between learning achievement, curriculum implementation, school administration and provision of learning resources. Further,[15] study identified latent channels through which parents support SSC activities such as; regular communication with school, monitoring completion of assignments, engaging in decision making and problem solving as well as resource mobilization for sustained learning. Even though studies have been conducted on parental support in curriculum implementation, focus has been on fundraising, provision of facilities, decision making and parent-teachers' association while no study appears to have examined support for responsibility among pre-primary school learners in Nairobi City County.

1.3. Community Members' Support and Responsibility

Linkages between schools and individuals, businesses as well as formal and informal organizations form communities which support education for effective functioning of learning institutions. Hence, [10] acknowledges that growing awareness in community involvement in schools strengthens mutual respect, empathy in collaborative activities, creation of opportunities for social construction and enhancement of responsibility. In cases where constructive relationships are nurtured between communities and schools, there are high potentials for teamwork in information sharing, establishment of networks and increasing awareness of civic responsibility among learners. Therefore [24] indentifies obligation of community members in SSC which include, parents' associations, sense of ownership, involving learners in decision making and mobilizing learning resources which encourages cohesion. Community members' awareness fosters optimistic belief about a school, effectiveness of teachers which in turn influence attitudes of learners in SSC and values education. According to [16], such awareness convey to the learners that they are lifelong individuals who should demonstrate appropriate disposal of waste material, appreciate diversity and observe hygiene in the environment as responsible citizens. Lifelong individuals accept responsibility, demonstrate self management skills, show interdependence and are self-motivated to participate in decision making for effective citizenry.

2. Statement of the Problem

In Kenya, Early Years Education operates on the basis of partnership and collaboration with stakeholders who act as a linkage between social studies learning in class and real world outside. Continuous linkage with stakeholders is critical to creating a cultural change for sustaining a democratic society where rights and responsibilities of learners are entrenched at every tier. However, despite this crucial commitment, anti-social dispositions exhibited by learners demonstrates decline in social values which threatens development of responsibility for sustainable growth. The gap between stakeholders' support for SSC arise from social-cultural orientations which hinders development of effective communication and involvement in school activities. While schools are supposed to play a vital role in creating positive linkages with stakeholders, anxiety stemming from cultural affiliations, social and economic challenges as well as pressures from contemporary life adversely prejudice development of responsibility among learners.

3. Purpose and Objectives

The study examined stakeholders' support for social studies curriculum and enhancement of responsibility among learners in Early Years Education Centers in Nairobi City County, Kenya. The specific objective was to assess influence of school administration, parents and community members' support developing responsibility among learners.

4. Methodology

The study used descriptive survey design which involves identifying characters of an observed phenomenon without changing or modifying the situation under investigation [3]. Data was collected from 11 sub-countries in Nairobi city County using stratified random sampling based on the percentage number of pre-schools. From the sampled schools, head teachers, teachers and learners were purposely selected as participants in the study. According to [4] data collection instruments are used in securing information under study from a selected number of respondents. Questionnaires for pre-school teachers were the main instrument of data collection while head teachers and parents were interviewed using an interview schedule.

Validity is established through detailed examination and precautious verification of items of the tool with focus on research objectives as noted by [20]. In an effort to establish validity, supervisors and two statisticians were involved in confirming content validity of the questionnaire and interview schedules. Clarifications and suggestions of the supervisors were integrated which supported in determining accurateness of the research tool to the objectives of the study. Improving

validity of instruments involves identifying unclear questions and insufficiency which improve clarity of instructions [25]. Using Content Validity Index (CVI), the research instruments were subjected to assessment after which a CVI greater than 0.7 was considered adequate for this study. Teachers' questionnaire which anchored the study was administered to a similar pilot sample twice in an interval of two weeks in order to establish reliability. This is in line with [25] who suggested that the two-week period was appropriate for escaping duplication by respondents. Reliability coefficient of 0 to +1 and above was acceptable for this study after two sets of scores were obtained.

5. Theoretical Framework

According to [7] theory of overlapping spheres of influence identifies communities, parents, families and schools as institutions that socialize and educate the learner for effective cohesion. Central to this theory is the fact that learner success is of interest to socializing institutions and is effectively realized through partnership, cooperation and support. [8] and [2] argues that when families and communities support education, learners attend school frequently, display positive attitudes and behaviors, complete assignments, receive higher scores, graduate at higher rates and are more likely to enroll in higher education. This position is supported by [17] who asserts that community involvement is critical to challenges of educational achievement and academic success which demand resources beyond the scope of the school and of families. This is premised on the view that changing family demographics, demand of professional work and growing diversity among learners are identified as reasons that schools and families alone may not provide sufficient resources to support learning.

School and community partnership connects individuals and organizations that can directly or indirectly promote citizenship and social interactions without boundaries [9]. Hence, schools should reach out to all stakeholders to strengthen social values for learners to develop as competent citizen for democracy in society. In line with this contention, [10] acknowledges that growing awareness in parent-teacher meetings coupled by mutual respect, empathy in partnership activities can create opportunities for social construction of parental role in molding sense of efficacy among learners. Through parenting, communicating, volunteering, learning at home, decision making and collaborating, [10] argues that community's activities can lead to measurable outcomes beyond educational success with which learners acquire behavioral attributes and social skills. Such engagements require commitment to learning, support from stakeholders and effective communication from schools, welcoming school climate, reflection and evaluation of comprehensive program for schools-family partnership.

According to Epstein's theory, interaction can occur in multiple ways either at the institutional or individual level where internal and external models of influence overlap to promote learner engagements, development and learning. The internal models navigate around interpersonal relations which occur at school, home and in the community all of which influence learner behavior disposition. On the other hand, external models revolve around interactions between the learner at home, in school and in the community which act as a framework for inculcating social ethics. Therefore, [1] emphasize that the theory of overlapping sphere of influence provides an overview through which teachers and school administration are prepared to involve parents and community in decision making organs. In instances where parents, families and communities engage in supporting social studies curriculum, there are high chances of increased ethical behavior attributes which enable learners to progress to adult life as responsible citizens for sustainable development.

6. Findings and Discussion

6.1. SSC, School Administration and Responsibility

Supporting teaching and learning of social studies requires combined efforts of teachers and school administration in developing responsibility for pre-school learners to emerge as functioning citizens. This study focused on sustainability of school administration support in enhancing responsibility among pre-school learners. Results are shown in Table 1.

Table 1. *School administration Support for 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%	100%	100%	100 %

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 1 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 [19] who indicated that head teachers encourage cleanliness among learners through regular interaction and specifically during school assemblies by emphasizing 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 engage learners in cleanliness. In this regard, one pre-school teacher made the following remarks:

The school administrators hardly visit my class. Training learners on importance of cleanliness is entirely my responsibility which I do every morning before starting

lessons. The support from school administration is very minimal, and they have little interest on what goes on in the pre-primary class. In fact, the learners here perceive school administrators as 'strangers' due to minimal interactions. {T19}

Further analysis from Table 1 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. Additional results show that 86.7% of the pre-school teachers indicated an overwhelming support from school administrations, whose interaction with learners assisted in instilling responsibility. The learners observe punctuality, appreciate other members of the school, use appropriate language, avoid fighting in school and obey school rules.

Additional findings as posted in Table 1 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 high opinion 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 may 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 1 show that for 71.4% of the pre-school teachers said that the support was often, while 7.1% reported that 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-primary. However, [14] observed that since school administrators interact with learners occasionally, this may not be adequate in developing responsibility which requires regular reinforcement and sustained engagement. On average of 83% of the pre-school teachers felt that school administration support on enhancing responsibility is sustainable. Continual support for social studies curriculum and enhancement of responsibility raises learner ability in confronting challenges arising in modern society.

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 values education among learners. The study findings are in tandem with [19] assertion that the role of school administration is vital in creating an inviting climate for learners during early year's education. In creating an inviting learning climate, school administration would be helping in modeling appropriate behaviors among learners.

6.2. SSC, Parents' Support and Enhancement of Responsibility

Adequate parental support for cleanliness of learners, modeling of appropriate behavior 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, modeling appropriate behaviors and attending school functions. The results are presented in Table 2.

Table 2. *Parents' support and responsibility.*

	Cleanliness of children	Model appropriate behaviors	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%	100%	100%	100%

Analysis of the results presented in Table 2 indicates that 78.6% of the pre-school teachers felt that parents often support development of responsibility among learners through nurturing cleanliness. 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 emphasized for effective living. 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 while clean. The study findings echo those reported by [6] 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 modeling of appropriate values. The results in Table 2 show that 77.6% of the pre-school teachers stated that the support was often, 5.3% showed occasional support whole 17.1% indicated rare support from parents towards enhancing responsibility as value by modeling appropriate behavior among learners. By working closely with parents, teachers observed that appropriate behavior would be entrenched through parental involvement in inculcating responsibility by encouraging learners to participate in household chores. This finding corroborates with [27] observation that in enhancing appropriate responsibility as a value, SSC implementation requires parental input for sustained development. In view of this, one teacher who disagreed on parent's involvement in modeling appropriate behavior 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 abandon their responsibilities to teachers. Given that the catchment area of the school is not conducive in nurturing values, most parents hardly model appropriate behavior for learners to imitate. 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 behavior attribute of the learners. {P51}

Further still, pre-school teachers were asked to indicate whether by parents attending to school functions assists in sustaining responsibility among learners. Study results summarized in Table 2 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 behavior 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 for effective survival as productive citizens.

6.3. SSC, Community Members' Support and Enhancement of Responsibility

Sustainable community support in implementation of SSC is likely to assist pre-primary 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 assisting learners to survive in modern society as productive citizens. The results are presented in Table 3.

***Table 3.** Community members' support 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%	100%	100%	100%

Effective community members' engagements can nurture responsibility among learners through encouraging appropriate disposal of waste materials for environmental conservation and good citizenship. In this regard, pre-primary teachers were asked to indicate the extent to which community members support responsibility among learners in creating awareness on appropriate disposal of waste materials. According to study results presented in Table 3, up to 75.5% of the pre-primary teachers noted that community members often support learners in developing responsibility by donating dust bins to schools. This finding corroborates with

that of [16] observation that acts of responsibility convey to the learners that they are lifelong individuals who should display appropriate disposal of waste material, appreciate diversity and observe hygiene in the environment as reliable citizens.

In a departure from this finding, 6.1% of the teachers indicated that community members occasionally supported the school, while 18.4% experienced rare support 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 community members in implementation of SSC at pre-primary level. The teachers who disagreed felt that if community members were 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:

Community members should be active in creating awareness on effective disposal of waste, but this is hardly realized since they are the once who barely instill this noble activity in learners. Community members 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? {T84}

In regard to support in appreciation of diversity, the study results summarized in Table 3 indicated that 71.5% of the pre-primary 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-primary teachers, the support is occasional, while 17.3% indicated religious leaders rarely support development of responsibility through appreciation of diversity. The 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 [24]] 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 realized 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 3 depicts that 77.5% of the teachers indicated that community members 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-primary teachers agreed suggest that responsibility is sustainable through support from

community members in assisting learners observe hygiene in the environment which is critical in curbing spread of diseases.

7. Conclusions

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 class instruction. Stakeholders' involvement in pre-primary SSC implementation is a collaborative approach from which learners can observe and develop responsibility for functional citizenry. The fact that each stakeholder plays specific roles in pre-primary SSC implementation provides learners with opportunities to develop responsibility which should be sustained for effective integration on society. In general, there is a significant influence on sustainable stakeholders' support in enhancing responsibility among pre-primary learners. Supporting teaching-learning of social studies is a combined effort of teachers and school administration in developing the values of responsibility. The study therefore focused at sustainability of school administration, parents and community members' support in enhancing responsibility among pre-school learners.

8. Recommendations

(1) Teachers should involve parents, school administration and community members in inculcating responsibility for sustained learning and effective citizenship. A lasting relationship between teachers, parents, school administration and community members should nurture values of responsibility during growth to adulthood.

(2) Stakeholders' support for implementation of SSC enhances realization of social values. There is need for policy that ensures that parents, school administration and community members participate in inculcating responsibility for learners to emerge as functional citizens.

(3) 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 community members; support for SSC in enhancing responsibility among pre-primary learners.

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