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**SOCIETY OF
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The Influence of Socio-cultural Dynamics on the Selection of Language Instructional Resources in Selected Secondary Schools in Starehe Sub-County, Nairobi County, Kenya

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Abstract

Social sustainability equips learners with knowledge and skills that increase their sensitivity to social values like equal opportunity and multicultural awareness, hence fostering positive action without discrimination. The Ministry of Education seeks to include more social-related concerns in the curriculum. Building resilience through social focus addresses poverty and inequality, advancing the cause of social sustainability that is inclusive and empowering for the citizenry. The purpose of the study is to examine the influence of socio-cultural dynamics on the selection of language resources and identify essential areas to address social sustainability in the language curriculum. It is limited by a lack of national data on socio-cultural dynamics. The study adopted a mixed-methods plan and descriptive survey research design. Participants were selected by purposive and simple random sampling. Data sources are interviews, questionnaires and a document guide. Quantitative data are analysed using descriptive statistics and logistic regression. Some p-values of 0.000 were noted within socio-cultural dynamics such as social sustainability in the anthem, learning that is co-engaged, lifelong and culturally specific as strong predictor variables. Qualitative data is presented thematically. The study identified socio-cultural dynamics influencing the selection of language resources. These include social sustainability within the school's mission statement/anthem, developing adaptable and active global citizens, promoting gender equality, co-engaged, culturally specific and lifelong learning, locally relevant projects, respecting human rights and dignity, showing interdependence, encouraging participation/cooperation, empathy and multiple perspectives. Topics like social justice, multicultural awareness, tolerance, human rights, freedom, human dignity and democratic governance need to be addressed. Themes in change and crisis management, high-level thinking and relationship building are lacking.

Key words: socio-cultural dynamics; language resources; social sustainability; curriculum development.

1. Introduction

The United Nations Educational, Scientific and Cultural Organization (UNESCO) held a world conference on Education for Sustainable Development (ESD) on May 17-19, 2021. This meeting ratified the new ESD framework for 2030 and the roadmap for implementation. A prime highlight to drive the ESD agenda forward is the necessity to reorient existing education to address sustainable development by integrating environmental, social and economic dimensions. ESD is to be incorporated in all key subjects in formal, non-formal and informal education. It equips people with knowledge and skills in sustainable development (SD) in order for them to respond favorably by placing environmental concerns, social values, cultural diversity and gender equity as a priority in their lives. This study focuses specifically on the social sustainability (SS) dimension, particularly the socio-cultural factors influencing the selection of language instructional resources in secondary schools in Starehe sub-county within Nairobi County. (UNESCO, 2021a).

The origin of the ESD concept is the United Nations Conference on Environment and Development (UNCED) in 1992. Chapter 36 of Agenda 21 mentions that ESD plays a vital role in sustainable development. The Decade for ESD (DESD) was conceptualized at the World Summit on Sustainable Development in 2002. The pillars of sustainable development were classified as the environment, economy and society. The Global Action Program then followed to



ensure that all formal and informal systems considered environmental integrity, economic viability, and a just society as a prime agenda (UNESCO, 2005).

This new digital epoch calls for learning models that address quality education for sustainable development. The emphasis is on inclusivity and covers issues that focus on multicultural awareness, where language education plays a major role. By 2030, learners need to embrace peaceful relations, cultural diversity, global citizenship, gender equality, sustainable lifestyles and human rights as a necessary way of life and purposefully pursue these goals of social sustainability (SS). (UNESCO 2005, 2018).

The European DESECO project seeks to highlight the competences needful for optimal functioning in the 21st century, where policy makers are expected to formulate economic and social policies that can transform the educational landscape. This is done by strengthening opportunities to learn and utilise these skills. One of these is the ability to work in socially heterogeneous groups and engage multi-culturally. Africa is currently engaged in curricula reform to incorporate issues of language, science, peace education, cultural diversity, multi-literacies, conflict in school and access to healthcare for citizens. In Rwanda, the new curriculum includes peace education that places a premium on cooperative collaboration, learning to demonstrate unity in diversity and embracing human rights. This provides a comparative context and lens through which the study can adequately address SS. (Bold et al., 2017 as cited in Istance & Paniagua, 2019 p.6; Richen, 2019).

In 2020, the former UNESCO Regional Director for Eastern Africa advocated for transformation within society through educational programs that enhance quality and inclusion of all learners. She recommended a multi-sectoral approach in delivering this agenda. Inclusivity is a social concern. A report prepared for UNESCO by the Kenyan Ministry of Education highlights that there has been inadequate inclusion of social-related concerns into the curriculum, as it favors environmental aspects over other sustainability concerns. Kenya's national ESD policy framework promotes instructional resources that will communicate sustainable development. ESD is captured in Vision 2030, Kenya's roadmap to the attainment of sustainable development, which requires all training institutions' curricula to be reoriented to address sustainable development issues. (Ministry of Education [MOE], 2019; UNESCO, 2020b).

Quality language education necessitates the wide use of instructional resources where local issues need emphasis while not neglecting global trends. Existing curricula need to include objectives, learning and assessment processes that are in harmony with content themes on SS (Sarma, 2020).

The research questions investigate the extent to which social sustainability themes and issues are addressed within language resource materials according to teachers' perceptions and to what extent the learners' views of social sustainability align with SS goals. The null hypothesis is that the socio-cultural dynamics have a p-value that is >0.05 . The alternative hypothesis indicates that the socio-cultural dynamics that are statistically significant have a p-value < 0.05 .

Despite global and national commitments to integrating social sustainability (SS) within education, evidence suggests that instructional resources used in language education may not adequately reflect SS principles such as cultural diversity, social justice and inclusivity. In his paper "Language education for sustainable development", Zygmunt posits that, out of the three main spheres of interest, such as environmental, economic and socio-cultural, the first two are given more attention than the socio-cultural. He emphasizes that sustainability is not a local issue, and all sustainability-related problems ought to be discussed on the macro scale, which requires an internationally shared means of communication such as language. The study seeks to identify whether the language instructional materials cover the socio-cultural themes adequately and recommend areas where additional knowledge, skills and values can be incorporated to address social sustainability (Zygmunt, 2016).

The Kenyan Ministry of Education has expressed the need to adequately cover the social pillar of sustainability in the curriculum as it leans more towards environmental education. Curriculum reform in Kenya necessitates the development of instructional resources with more SS-relevant content, pedagogical methods and activities that are more interactive, participatory and transformative for the learner. Learning needs to be localized and culturally specific. Learners across all levels require skills that address sustainability challenges. These challenges include social justice, minimized social exclusion (inclusivity), tolerance and multicultural awareness. To better prepare us for social inclusion and integration, education in the 21st century needs to teach us to accept the socio-linguistic setting that is



characteristic of this era. Building resilience through social focus is key to thriving economically because it addresses issues such as poverty and inequality and advances the cause of shared prosperity and well-being that is inclusive and empowering for citizenry. (Mbuthia, 2024; MOE, 2019; UNESCO, 2020b, 2021a).

Starehe sub-county has a population density of 10,205 per sq.km, and being one of the most mixed communities in terms of ethnic and linguistic diversity in Nairobi, it is expected to have a higher degree of precision of the research variables. It permits social scientists' concerns to gain visibility and create an environment of understanding, dialogue, peace, non-violence and acceptance of cultural diversity. SS will ensure that there is a balance between economic growth, social justice and cultural preservation, guaranteeing a better quality of life for Kenyans. (Mbuthia, 2024).

The study was guided by the following objectives:

a) To determine language teachers' perceptions concerning the responsiveness of language instructional resources to SS principles.

b) To assess the extent to which learners' views of current language resources align with SS.

Socio-cultural dynamics are the ideals of social sustainability in terms of learning content, processes and outcomes. The study seeks to investigate the extent to which themes of social sustainability are addressed within current language resources. It also examines the learners' perceptions of language resources and their alignment with SS goals.

The research draws from Lev Vygotsky (1987) who developed the concept of zone of proximal development (ZPD) which seeks to elaborate how social and participatory learning happens. He defines ZPD as controlled by solitary problem solving and the superior level of potential development also regulated by expert or peer supervision. Instruction becomes a pre-requisite to development. Vygotsky argued that a child learns when interacting with one's social environment as thinking is bound up with the social, cultural and historical context in mind. This is the essence of the social constructivism theory where social and cultural factors create meaning. The researcher aims to understand what constitutes the historical, socio-economic and cultural experience of the participants to better interpret their worldview. The rationale for using the social constructivism theory is that the socio-cultural pillar of sustainable education widely refers to both the social and cultural elements of learning. The theory posits that knowledge is constructed through social interaction and cultural context, meaning learners may develop multiple interpretations based on their experiences. (John- Steiner and Mahn, 1996; Vygotsky, 1978 as cited in Hinkel, 2011 p. 305)

The study also engages the social learning theory that proposes that learning is a cognitive process in a social context that normally happens through a learner engaging in direct instruction or observation. The interaction of cognition, environment and behavior is critical in the way learners interpret knowledge. (Bandura, 1961 as cited in Johnson, 2014 pp.3- 6).

Kenya seeks to implement a competency-based curriculum to equip its citizens with the needful knowledge, competencies, values and perspectives for 21st-century living (Vision 2030). Sustainable Development Goals (SDGs) are a major consideration in this policy formulation. The rationale for this is the necessity to be fully responsive as global trends in education shift towards SS in developing human capital. The curriculum reform policy seeks to harmonize national curriculum with regional and international standards. International agendas, national education policies and the impact of social and cultural contexts are prime drivers in establishing current pedagogical strategies, assessment processes and hence instructional resources. One prime objective is to establish new pedagogical approaches to implement a competency-based curriculum which includes county-specific curriculum content. Curriculum design that is reoriented towards learning outcomes and developing curriculum support materials that are suitable. (Depover & Jonnaert, 2014 as cited in Operti, 2023, p.32; MOE, 2019)

Transformations associated with technological, economic, social, political and environmental factors affect the manner in which curriculum is conceptualized. Learning in today's world places greater emphasis on the quality of pedagogy and learning outcomes of formal schooling. (Sharma, 2009; Reimers & Schleicher, 2020 as cited in Operti, 2021 p.6, 8)

Curriculum reform is taking place on the global scene with a paradigm shift to more flexible curricular frameworks. A constructivist approach to knowledge is paramount and the creation of abilities and know-how required for lifelong learning. An interdisciplinary approach is prized, with pedagogical strategies that make learning more motivating and meaningful and an educational management system that allows more stakeholders to engage in developing curricula. (Sharma, 2009).



Certain factors deepen the understanding of curriculum, supporting a better, sustainable and fair future. These include focusing on the elementary stages in learning; reinforcing understanding between school and families; strengthening global-local education; focusing more on values; appreciating diversity; recognizing the liberating power of education; the shift towards hybrid modes of education; and better relationships between learners and instructors. (Opertti, 2023)

Social sustainability (SS) is considered an important component of quality education. The SDG 4 goal relates to allowing everyone to access quality education irrespective of their status in life and embracing lifelong learning. This increases the capacity of each learner to participate in building a just, tolerant and inclusive space for all. It emphasizes the mental, affective and performance capacities individually and collectively. Competencies related to empathy, solidarity and action-taking are key to advance the global education agenda in quality education. (UNESCO, 2021) Five dimensions to quality education include effectiveness, equity, relevance, flexibility and sustainability. Quality education expects to develop learners that fit into the family, community and society. Sustainability entails improving purposes and outcomes; enriching curriculum development; and consolidating partnerships among multiple stakeholders to continue creating innovations. Instructional resources need to feature these dimensions. (Nickel and Lowe, 2010 as cited in Laurie et al., 2016, p.229).

Up-to-date instructional models and resources that cater for sustainability in an interdisciplinary manner need to be developed. Currently, the focal point is Agenda 2030 that pays attention to themes related to sustainable development such as gender equality, global citizenship, balanced lifestyles and multi-cultural awareness. Learning outcomes are developed in line with nurturing the potential of learners. This means that learners get adequate support and can adapt to changes in minimal time and demonstrate personal and social responsibility. (UN, 2015)

Inclusion highlights the need to advance learners' potential to thrive in the educational space while considering their unique abilities and background. Secondly, consideration of inclusive education policies that are already in place nationally. Thirdly, recognizing the input of teachers in shaping matters to do with inclusiveness in an educational institution and the pedagogical methods they will use to address needs of individuals in an inclusive space. These will in turn shape the learning resources considered for inclusivity. (Banks et al., 2022 as cited in Opertti, 2023 pp. 83-86).

A model of creative communicative competence proposes that one should have an understanding of socio-linguistic and cultural knowledge which allows one to be resourceful and all-inclusive. Language becomes useful as a necessary aide in arbitrations. There is empirical evidence that second language learning is essential to the development of intercultural competence. Intercultural communication prowess is needful not only to equip today's learners to compete in the increasingly multicultural setting of industrialized societies but also to train students to become insightful global citizens demonstrating an ability to interact cross-culturally. Language then needs to be at the core of any educational program that seeks to prepare us for the future. The multilingual subject becomes the new "ideal". Technology has placed us in a space where we can demonstrate our capacity to freely collaborate with others on a much wider scale than before. Language resources need to be adaptable to individual variations and help native and non-native speakers understand each other better. (Kumaravadivelu, 2003; Kramsch, 2014; Zygmunt, 2016).

Interpersonal connection and wide interchange of experience are essential for human sustainability. Language provides a means through which information and experience can be shared from anywhere in the global space. (Pullen, 2015; Skye, 2015 as cited in Zygmunt, 2016 pp.115, 116).



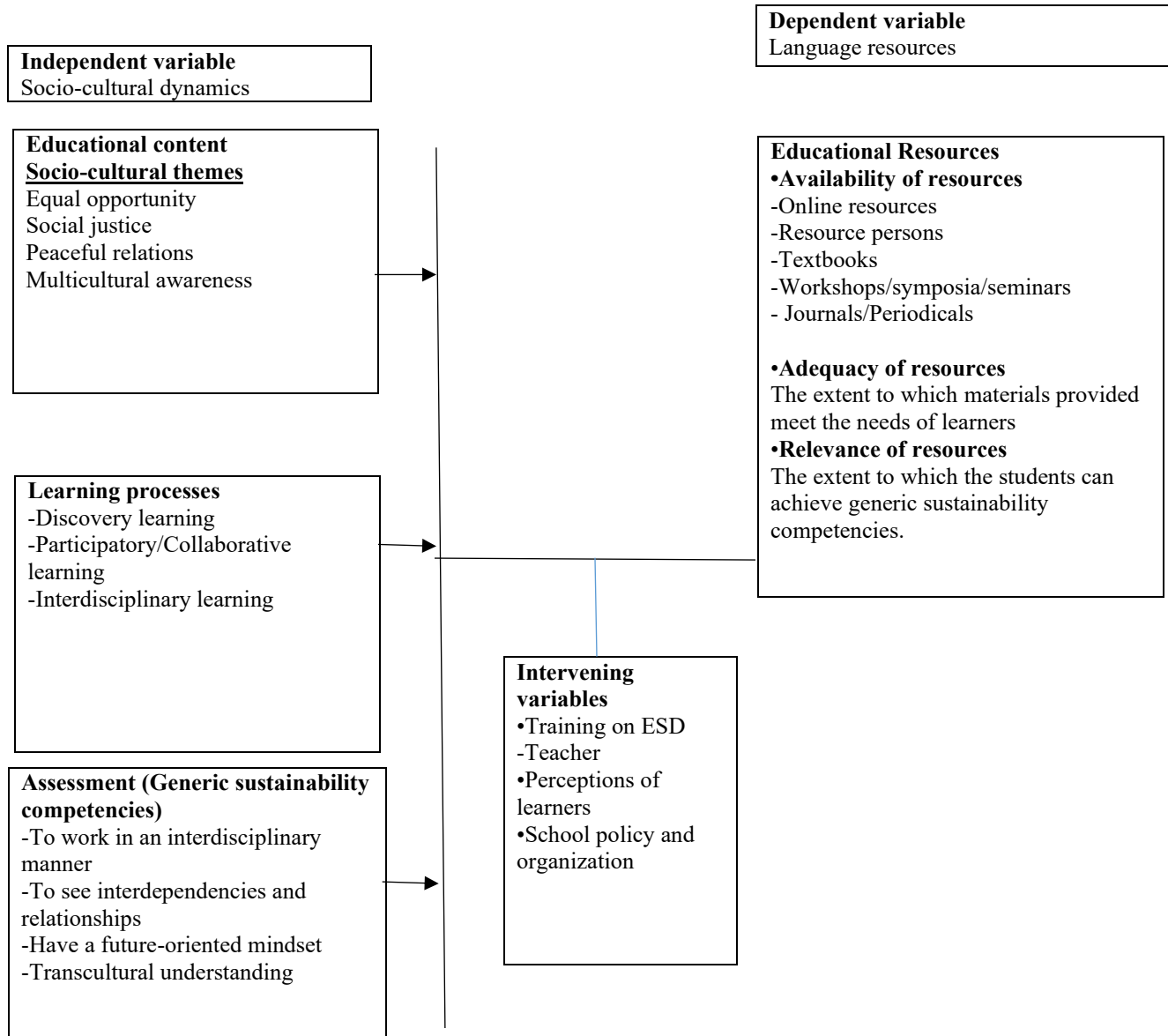


Fig. 1 Conceptual Framework

2. Research methods

The study used a mixed-methods design to examine how socio-cultural dynamics influence the selection of language instructional resources and their contribution to social sustainability. The study collected quantitative and qualitative data to improve reliability, reduce bias, and support triangulation. Questionnaires and document analysis provided information on the relationship between socio-cultural dynamics and language resources. At the same time, participants' views, values, norms, and practices informed recommendations on themes that could be incorporated into language instruction.

A descriptive survey design was used to examine how socio-cultural factors influenced the selection of language instructional resources. The study was conducted in twelve secondary schools in Starehe Sub-County, Nairobi County. The sub-county covers 20.6 square kilometres and comprises six wards: Pangani, Ziwani/Kariokor, Landimawe, Nairobi South, Nairobi Central, and Ngara. The target population consisted of 19 secondary schools, 5,659 students,



and 487 teachers. Cluster sampling was used to select schools representing diverse ethno-linguistic backgrounds and different school categories, including national, provincial, sub-county, and private schools. Simple random sampling was then used to select 1,200 students and 36 language teachers.

The main research instruments were semi-structured questionnaires and a document analysis guide. Questionnaires were administered to teachers and students to collect information on socio-cultural dynamics, social sustainability, global competence, and the characteristics of language education. The teacher questionnaire focused on themes such as adaptability, crisis management, relationship building, higher-order thinking, and communication. The learner questionnaire collected demographic information and examined whether language education promoted cultural understanding, teamwork, flexibility, good governance, cooperation, creativity, gender equality, social justice, peace, human rights, critical thinking, multilingualism, responsibility, and understanding of local and global issues. Document analysis was conducted on UNESCO documents concerning Education for Sustainable Development, the ESD Roadmap presented at the 2021 Berlin Conference, the National Policy on ESD, language textbooks, online resources, and other instructional materials used by teachers.

The research instruments were piloted in two schools involving 100 junior secondary students and four language teachers. Two types of language resources were also examined during the pilot phase. Content validity was established through expert review by the researcher's supervisor, while construct validity was strengthened through pre-testing and revising unclear questionnaire items. Reliability was assessed using Cronbach's alpha, which produced a reliability coefficient of 0.9. The use of questionnaires for both teachers and learners, together with document analysis, supported credibility through triangulation. Dependability was enhanced by conducting the study in schools located in at least four of the sub-county's six wards.

The collected data were checked for completeness and consistency before analysis. Quantitative data were analyzed using SPSS. Descriptive statistics, including frequencies, means, and standard deviations, were used to summarize the data, while logistic regression analysis was conducted to assess the strength of relationships among the study variables. The findings were presented mainly in frequency tables. Qualitative data from the questionnaires and documents were analyzed through content analysis. Themes were developed, codes were assigned, similar responses were grouped, and the findings were presented in narrative form.

Ethical procedures were observed throughout the study. The researcher obtained an introduction letter from Mount Kenya University, authorization from the County Director of Education, and a research permit from the National Commission for Science, Technology and Innovation. Participation was voluntary, and respondents were informed about the study's objectives and procedures. Confidentiality and anonymity were maintained, and schools were assigned alphabetical labels instead of being identified by name. The collected data were systematically organized and securely stored, with access restricted to the researcher.

3. Analysis result

This section presents the analysis of the data based on the objectives. Descriptive statistics are displayed on frequency distribution charts and pie charts. Inferential analysis is in the form of table of "p" values derived from logistic regression charts. Statistical Package for the Social Sciences (SPSS) is the software used to analyze data.

3.1. Demographic view of respondents (teachers)

The respondents available represented four language categories, namely English (48.6%), Kiswahili (28.6%), French (20%) and German (2.9%). This table represents the language resources as sampled from 35 language teachers. A few respondents did not return the questionnaires, but this number represented 97.2% of the sample initially stated (36), and the researcher felt that this sample was adequate for tabulation of results.



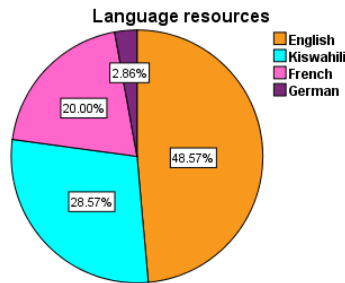


Fig.2 Frequency distribution of respondents according to teaching language

Table 4 Response rate of teachers

	Total	Percentage
No. of respondents	35	97.2
No. as per sampling grid	36	100

Table 5 Descriptive Statistics for Identification of themes/issues related to social sustainability (SS) according to teachers' views

	Strongly Agree	Agree	Undecided/ Neutral	Disagree	Strongly Disagree
SS1 %	12 35.3	20 58.8	1 2.9	-	-
SS2 %	13 38.2	16 47.1	4 11.8	-	1 2.9
SS3 %	11 32.4	18 52.9	2 5.9	1 2.9	2 5.9
SS4 %	9 26.5	18 52.9	4 11.8	2 5.9	1 2.9
SS5 %	8 23.5	17 50	7 20.6	1 2.9	1 2.9
SS6 %	11 32.4	15 44.1	8 23.5	-	-
SS7 %	12 35.3	20 58.8	1 2.9	1 2.9	-
SS8 %	10 29.4	19 55.9	3 8.8	2 5.9	-
SS9 %	10 29.4	20 58.8	4 11.8	-	-
SS10 %	12 35.3	18 52.9	4 11.8	-	-
SS11 %	5 14.7	25 73.5	2 5.9	2 5.9	-
SS12 %	12 35.3	17 50	4 11.8	1 2.9	-
SS13 %	10 29.4	17 50	7 20.6	-	-
SS14 %	11 32.4	17 50	5 14.7	-	1 2.9
SS15	9	19	4	1	1



%	26.5	55.9	11.8	2.9	2.9
SS16	16	13	2	3	-
%	47.1	38.2	5.9	8.8	-
SS17	15	14	2	3	-
%	44.1	41.2	5.9	8.8	-
SS18	15	16	1	2	-
%	44.1	47.1	2.9	5.9	-

Table 6 Key to socio-cultural dynamics (Document Analysis)

SS1 Adaptability: Helps learner to apply content in local/international context	SS2 Flexibility and willing to adapt to novel conditions	SS3 Decisiveness in doubtful situations
SS4 Deal with catastrophe/dangers	SS5 Cope with stress	SS6 Develop responsibility in learners
SS7 Respectable to others	SS8 Naming and expounding values	SS9 Contributes in democratic decision-making
SS10 Collaborative and harmonious processes	SS11 Identifying concerns of various stakeholders	SS12 Develops analytical & contemplative thinking
SS13 Understanding the way systems work	SS14 Future-oriented thinking	SS15 Understanding inter-relationships across disciplines
SS16 Expressing oneself articulately	SS17 Develops self-confidence	SS18 Accommodating other perspectives

The findings indicate that there is a consensus amongst the teachers that socio-cultural dynamics are included within language instructional resources. Notably, all socio-cultural dynamics registered over 73% positive affirmations from language instructors.

3.2 Data analysis to assess the extent to which learners' views align with SS goals

This section presents descriptive statistics consisting of frequency distribution charts of language resources and socio-cultural dynamics. Inferential analysis to test statistical significance is included using logistic regression analysis done with the Statistical Package for Social Sciences (SPSS). This study tests which independent variables are responsible for the use of a particular language resource.

3.2.1 Demographic view of respondents (learners)

There were 1,083 learners who took part in the study. There were 457 (42.2%) male respondents and 626 (57.8%) female respondents. The learners that had leadership positions comprised 22.71% of all the learners. There were 132 (53.7%) of male respondents who had leadership roles in the school and 114 (46.3%) female respondents who took up leadership roles. There were 38.8% male and 61.2% female respondents who did not have a leadership role.

Table 7 Response rate (learners)

	Male	Female	Total	Percentage
Number of respondents	457	626	1083	90.25
Number of respondents from sampling grid	600	600	1200	100

3.2.2 Descriptive statistics on the influence of socio-cultural dynamics on selection of language resources according to learners' perceptions



This section comprises frequency distribution charts. The results of the data analysis are presented in the form of frequency distribution tables. Inferential analysis is done using logistic regression. The study involves testing which independent variables are predictors of the selection of a particular language resource.

Table 8 Frequency distribution table & Statistics to assess the extent to which learners' views align with SS goals

	Str. Agree	Agree	Undecided	Disagree	Strongly disagree	Mean	Median	Mode	Standard deviation
SS4 %	343 31.7	546 50.4	56 5.2	62 5.7	76 7.7	3.94	4	4	1.107
SS5 %	447 41.3	390 36	81 7.5	82 7.6	83 7.7	3.96	4	5	1.216
SS6 %	234 21.6	399 36.8	181 16.7	156 14.4	113 10.4	3.45	4	4	1.263
SS7 %	421 38.9	385 35.5	142 13.1	72 6.6	63 5.8	3.95	4	5	1.144
SS8 %	249 23	457 42.2	202 18.7	111 10.2	64 5.9	3.66	4	4	1.116
SS9 %	516 47.6	357 33	92 8.5	58 5.4	60 5.5	4.12	4	5	1.123
SS10 %	445 41.1	431 39.8	122 11.3	56 5.2	29 2.7	4.11	4	5	0.979
SS11 %	369 34.1	401 37	135 12.5	83 7.7	95 8.8	3.80	4	4	1.234
SS12 %	400 36.9	516 47.6	88 8.1	42 3.9	37 3.4	4.11	4	4	0.950
SS13 %	274 25.3	433 40	220 20.3	94 8.7	62 5.7	3.70	4	4	1.110
SS14 %	310 28.6	404 37.3	207 19.1	106 9.8	56 5.2	3.74	4	4	1.127
SS15 %	289 26.7	400 36.9	249 23	94 8.7	51 4.7	3.72	4	4	1.092
SS16 %	415 38.3	447 41.3	140 12.9	52 4.8	29 2.7	4.08	4	4	0.970
SS17 %	453 41.8	379 35	135 12.5	76 7	40 3.7	4.04	4	5	1.075
SS18 %	335 30.9	359 33.1	203 18.7	83 7.7	103 9.5	3.68	4	4	1.249
SS19 %	349 32.2	310 28.6	149 13.8	148 13.7	127 11.7	3.56	4	5	1.367
SS20 %	319 29.5	446 41.2	198 18.3	66 6.1	54 5	3.84	4	4	1.070
SS21 %	263 24.3	420 38.8	268 24.7	84 7.8	48 4.4	3.71	4	4	1.056
SS22 %	383 35.4	370 34.2	159 14.7	103 9.5	68 6.3	3.83	4	5	1.191
SS23 %	439 40.5	392 36.2	116 10.7	71 6.6	65 6	3.99	4	5	1.147
SS24 %	440 40.6	426 39.3	150 13.9	51 4.7	16 1.5	4.13	4	5	0.922
SS25 %	327 30.2	447 41.3	208 19.2	63 5.8	38 3.5	3.89	4	4	1.015



SS26 %	441 40.7	404 37.3	143 13.2	58 5.4	37 3.4	4.07	4	5	1.028
SS27 %	512 47.3	363 33.5	113 10.4	55 5.1	40 3.7	4.16	4	5	1.044
SS28 %	417 38.5	476 44	122 11.3	35 3.2	33 3	4.12	4	4	0.943
SS29 %	323 29.8	370 34.2	228 21.1	95 8.8	67 6.2	3.73	4	4	1.159
SS30 %	444 41	373 34.4	140 12.9	62 5.7	64 5.9	3.99	4	5	1.141

The weighted average of these socio-cultural dynamics is $105.08/27 = 3.89$

Table 9 Key to Socio-cultural dynamics (Learners' questionnaire)

R- Resources	L- Learning
SS4- Social sustainability in anthem	SS5(L) Is action-oriented
SS7(L) Involves a team spirit	SS8(L) Content is locally relevant
SS10(L) Promotes networking	SS11(L) Is co-engaged
SS13(R) Promote empathy	SS14(R) Promote lifelong learning
SS16(R) Encourage participation/co-operation	SS17(R) Allow for creativity
SS19(R) Promote social justice	SS20(R) Show interdependence
SS22(R) Promote peace as prime value	SS23(R) Respect human rights & dignity
SS25(R) Develop adaptability	SS26(R) Encourage responsibility
SS28(R) Include listening & observing	SS29(R) Promote an in-depth understanding of self
	SS6(L) Is culturally specific
	SS9(L) Promotes values for good governance
	SS12(R) Respect cultural diversity
	SS15(R) Develop active global citizens
	SS18(R) Promote gender equality
	SS21(R) Allow for multiple perspectives
	SS24(R) Develop critical thinking
	SS27(R) Promote multi-lingual skills
	SS30(R) Promote an in-depth understanding of the world

According to these descriptive statistics, the learners think that language resources currently in use promote multilingual skills. They develop critical and analytical thinking skills, and include listening and observing. They also promote values for good governance, for example, integrity, justice, tolerance, and unity in diversity. Learning promotes networking and thus encourages deeper cultural understanding and respects cultural diversity. Language instruction encourages participation and co-operation, responsibility among learners, as well as adaptability in their sphere of influence. The resources allow for expression of creativity, clearly respect human rights and dignity while enabling learners to explore the world around them. Learning is action-oriented and allows learners to make discoveries themselves. A team spirit fosters growth as the teachers, students, principals and parents interact freely to learn from one another. The school anthems also reflect values that promote social sustainability.

3.2.3 Inferential Analysis of Language Resources and Socio-Cultural Dynamics (Learners' views)

In this case, I will use logistic regression to predict the likelihood (or odds) of using a specific language resource. The goodness-of-fit statistics will help to determine whether the model describes the data well. Multiple logistic regression will help to determine which predictor variables affect the likelihood of selecting the language resource in the school setting.

The assumptions of logistic regression are that the dependent variable, language resources, must be dichotomous. "Yes" represents the likelihood of the resource being selected, and "No" represents the chances of it failing to be selected. The independent variables, socio-cultural dynamics, do not need to be normally distributed, nor linearly



related, nor of equal variance within each group. For the logistic regression, the probability is the likelihood of “No” or failure to be chosen as a language resource.

The null hypothesis is that the p-value is >0.05

The alternative hypothesis is that the p-value is < 0.05

The confidence level is 95%, so the alpha value is 5% (0.05)

This indicates that the socio-cultural dynamics that are statistically significant are those that have a p-value less than 0.05.

Table 10: P-value of socio-cultural dynamics that are significant (Learners' views)

SS code	Drama	Clubs	Reports	Posters	Radio	Res. person	Cul. Day	Dig. Media	J/N	Other books	Text Books	Com. service
4	.000	.000	.003	.003	.003	.000	-	-	-	-	-	.000
5	-	-	-	-	-	-	-	-	-	-	-	-
6	-	-	-	-	-	-	.000	-	-	-	-	-
7	-	-	.022	.022	.022	-	-	-	-	-	-	.026
8	-	-	-	-	-	-	-	.018	.017	.014	-	-
9	-	-	-	-	-	-	-	-	-	-	-	-
10	-	-	-	-	-	-	-	-	-	-	-	-
11	-	-	.023	.023	.023	.000	-	-	.016	.023	.001	.000
12	-	-	-	-	-	-	-	-	-	-	-	-
13	-	-	-	-	-	-	-	-	.003	-	-	-
14	-	-	-	-	-	-	-	.028	-	-	.000	-
15	.005	.005	.012	.012	.012	-	-	-	-	-	-	-
16	-	-	-	-	-	-	-	-	-	-	.010	-
17	-	-	-	-	-	-	-	-	-	-	-	-
18	.004	.004	.003	.003	.003	-	.023	.045	-	-	-	-
19	-	-	-	-	-	-	-	-	.041	-	-	-
20	-	-	-	-	-	-	-	-	-	-	-	.009
21	-	-	-	-	-	.030	-	-	-	-	-	-
22	-	-	-	-	-	-	-	-	-	-	-	-
23	-	-	-	-	-	.022	.008					.014
24	-	-	-	-	-	-	-	-	-	-	-	-
25	-	-	-	-	-	-	.002	-	-	-	-	-
26	-	-	-	-	-	-	-	-	-	-	-	-
27	-	-	-	-	-	-	-	-	-	-	-	-
28	-	-	-	-	-	-	-	-	-	-	-	-
29	-	-	-	-	-	-	-	-	-	-	-	-
30	-	-	-	-	-	-	-	-	-	-	-	-

Cul. Day: Cultural day J/N: Journal/ Newspapers Res.: Resource

Social sustainability in the mission statement of the school is a significant predictor of the use of drama, clubs, reports, posters, radio, resource persons and community service. Learning is culturally specific is a predictor of the choice of cultural day. Learning involves a team spirit is a predictor of radio, reports, posters and community service as a choice. Learning includes locally relevant projects is a predictor of the use of digital media, journals/newspapers and other books. Learning is co-engaged is a predictor of radio, reports, posters, journals, newspapers, community service, textbooks, resource persons, other books. Promoting empathy is a predictor of journals/newspapers. Promoting lifelong learning is a predictor for textbooks and digital media. Developing active global citizens is a predictor of drama, clubs, radio, reports and posters. Encouraging participation and cooperation is a predictor of textbooks.



Promoting gender equality is a predictor of radio, posters, reports, cultural day and digital media. Promoting social justice is a predictor of journals/newspapers. Showing interdependence is a predictor of community service. Allowing for multiple perspectives is a predictor of resource persons. Respecting human rights and dignity is a predictor of cultural day, community service and resource persons. Developing adaptability is a predictor of cultural day.

Table 12 Nagelkerke R square for multiple logistic regressions (per language resource)

Confidence interval: 95%

	Drama	Clubs	Reports	Posters	Radios	Resource persons	Cul. Day	Dig. Media	J/N	Other books	Text Books	Community service
R sq	.113	.113	.191	.191	.191	.160	.190	.092	.171	.152	.167	.340

All the language resources except digital media demonstrated a modest improvement of fit over the baseline model. Community service showed the best fit over the baseline model. The low coefficient of determination (r.sq) for digital media indicates that other key factors may be more influential rather than socio-cultural dynamics.

4. Discussion

The first objective of the study reveals the dominant themes in the document analysis, which are adaptability, relationship building and communication. The sub-themes include helping the learner to apply learning in a local and international context; nurturing flexibility and willingness to adapt to novel conditions; respecting others; contributing to democratic decision-making; collaborative and harmonious processes; analytical and contemplative thinking; expressing oneself articulately; developing self-confidence and accommodating other perspectives.

According to the second objective, learners think that the resources address relevant SS issues. This supports the empirical review, as policy formulation is expected to link socio-cultural dynamics and language resources. For example, county-specific curriculum content is encouraged. Learners thought that learning is culturally specific and that locally relevant projects are included. International agendas like being active global citizens and respecting human rights and dignity are encouraged within the language curriculum. Changing curriculum trends support a better, sustainable and fair future. Learners highlight that language resources encourage participation, co-operation and responsibility. They also allow for creativity, promote multilingual skills, respect human rights and dignity, develop critical and analytical skills and promote networking and team spirit that fosters growth. This is in harmony with the statement that curricula are shifting to multilingualism. Their school anthems or vision statements reflect values that promote SS. Quality education necessitates inclusivity, and learners' perceptions indicate that resources promote social justice, gender equality, empathy, and encourage participation and co-operation. Within the aspect of creative intercultural competence, learners feel that their resource materials help them to be adaptable, appreciate diversity and become insightful global citizens. (Banks et al., 2022 as cited in Opertti, 2023; International Commission on the futures of education (2021); MOE, 2019; Opertti, 2023; UNESCO, 2021b; Zygmunt, 2016).

5.0 Conclusion

Based on the findings above, the study concludes that socio-cultural dynamics have an effect on the selection of language resources. This supports the Vygotsky's social constructivism theory that thinking is bound up with socio-cultural context in mind. It also supports Bandura's social learning theory which proposes that learning is a cognitive process shaped by environment which is critical in the way learners interpret knowledge. This strengthens the case for applying these two theories in curriculum development. However, the low R² figure (coefficient of determination) for digital media indicates that there are other variables other than socio-cultural factors that may influence the selection of this resource. The learners' views yielded significant results indicating that language resources are influenced by socio-cultural dynamics although these are not the only factors concerned. Themes that have low perception within the document analysis will then need attention in order to build a resource base that will strengthen their emphasis within the curriculum. Sampling constraints were observed in Starehe sub-county as a number of the day secondary schools in Nairobi Central have been closed hence the data collection included more schools in Ziwani/Kariokor, Ngara and Pangani areas. Some of the private secondary schools contacted did not readily allow access for research



purposes. These findings have important implications for curriculum developers as it suggests possible themes that need to be included within learning materials to enhance social sustainability and a broadening of the resource base to include certain social sustainability principles that are not incorporated with current resources in use.

6.0 Recommendations

The Directorate of Quality Assurance and Standards of the Kenya Institute of Curriculum Development would benefit from this study as the findings of this study suggest recommended topics that need more emphasis in the curriculum. These include social justice, gender equity, multicultural awareness, tolerance, human and civil rights, freedom, democratic governance, and human dignity. Themes in change and crisis management, high level thinking and relationship building need address. Sub-themes within these categories are inculcating decisiveness even in doubtful situations, dealing with catastrophe and dangers, coping with stress, understanding the way systems work, future-oriented thinking, understanding inter-relationships across disciplines, developing responsibility in learners, naming and expounding values and identifying concerns of the various stakeholders. The findings indicate that certain social sustainability principles are not reflected in the selection of language resources currently in use. This indicates that language resources need to be developed that are action-oriented, promote networking, promote values for good governance, respect cultural diversity, allow for creativity, promote peace as a prime value, develop critical thinking, encourage responsibility, promote multi-lingual skills, include listening and observing and promote an in-depth understanding of self and the world. The Ministry of Education can strengthen institutional support for SS initiatives in schools to include symposia to create awareness and exchange ideas on best practices for implementation of socio-cultural dynamics within the resource base. These findings can be a salient contributor to the UNESCO Monitoring and Evaluation program of action by highlighting efforts to mainstream social sustainability through language curriculum. As the study was primarily done in public government schools, I would commend a comparative study with private schools offering a different curriculum with the same key variables for further research.

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