

The impact of Social Media on Competency Based Curriculum Skills Acquisition Among pupils in Chesumei constituency, Nandi County, Kenya

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Abstract

Despite the Competency-Based Curriculum (CBC) emphasizing the integration of digital tools to enhance skills acquisition, many schools in Chesumei Constituency, Nandi County, experience limited access to technology. This technological gap constrains pupils' effective use of social media as a learning tool, thereby limiting opportunities to develop key CBC competencies such as communication, collaboration, creativity, and digital literacy. The purpose of the study was to examine the impact of social media on Competency-Based Curriculum (CBC) skills acquisition among primary school pupils in Chesumei Constituency, Nandi County, Kenya. The study employed a mixed-methods approach involving 200 pupils and 20 teachers. Quantitative data was collected through structured questionnaires, while qualitative insights were gathered from teacher interviews. Findings indicate that social media significantly enhances key CBC competencies such as communication, collaboration, creativity, problem-solving, and digital literacy. A majority of pupils (70.2%) reported improved communication skills, while 63.0% noted enhanced problem-solving abilities. Social media platforms provide a rich source of diverse learning materials and foster collaboration among pupils, supporting the CBC's emphasis on holistic skill development. However, challenges such as poor internet connectivity (73.5%), lack of devices (61.3%), and distractions from non-educational content (50.8%) limit the effective utilization of social media for education. Teachers highlighted both the transformative potential of social media and the need for structured guidance to address misuse and ensure alignment with educational goals. The study concludes that while social media has the potential to supplement traditional learning and foster CBC competencies, addressing infrastructural and behavioral barriers is essential for maximizing its educational benefits. Recommendations include improving internet access, providing affordable devices, training teachers on social media integration, and promoting digital literacy among pupils. These interventions can help pupils leverage social media to achieve the CBC's goal of developing competent, adaptive learners.

Keywords: Social Media, Competency-Based Curriculum, Skills Acquisition, Digital Literacy Primary Education, Kenya

1. Introduction

The advent of social media has revolutionized communication, transforming how information is shared and consumed worldwide. Social media platforms such as Facebook, Twitter, Instagram, and TikTok have emerged as powerful tools in the dissemination of knowledge and skills (Smith

et al., 2022). These platforms offer users access to vast pools of information and foster interactive, collaborative learning environments that complement traditional educational methods (Johnson & Adams, 2021). The Competency-Based Curriculum (CBC) emphasizes the acquisition of practical skills and knowledge, tailored to students' individual needs, making the integration of digital tools like social media both relevant and necessary (Brown, 2022). Social media provides a dynamic space for students to engage with peers and educators beyond traditional classrooms. Through its diverse formats, including videos, live sessions, and discussion forums, it promotes active learning and creativity (Garcia & Clark, 2021). Studies have shown that the use of social media in education enhances collaboration and critical thinking, which are core components of CBC (Hernandez & Miller, 2022). Despite its benefits, there are concerns about the potential distractions and misinformation it might introduce (Thompson et al., 2023). Balancing its use to maximize learning outcomes requires strategic implementation and guidance.

Globally, educators and policymakers are increasingly recognizing social media's role in supporting CBC skills acquisition. However, its effectiveness largely depends on access to technology, digital literacy, and the socio-economic context of learners (Davis & Wong, 2022). While developed countries have leveraged these tools extensively, challenges persist in Africa and Kenya due to limited resources and infrastructure (Chambers et al., 2023). Understanding these contexts is vital for tailoring social media strategies that align with CBC objectives. In developed countries such as the United States, social media is extensively used as a supplementary tool in education, facilitating skills acquisition in CBC-aligned curricula (Roberts & Green, 2022). Platforms like YouTube provide tutorials on practical skills, enabling students to learn independently and collaboratively (Carter et al., 2023). The integration of social media into classroom activities has been linked to improved student engagement and outcomes (Wilson, 2022). European countries like Finland, renowned for their innovative education systems, also leverage social media to enhance learning experiences (Andersson & Holm, 2023). Finnish schools use social media to promote collaborative projects and cross-cultural interactions, aligning with CBC's emphasis on teamwork and problem-solving (Lund & Erikson, 2022; Costache, 2025). This approach has fostered a global perspective among students, preparing them for the interconnected world. Australia, too, has embraced social media in its education sector, particularly for fostering digital literacy, which is a critical skill under CBC (Harris et al., 2023; Enachescu, 2025). Australian schools use platforms like Edmodo to create virtual classrooms, allowing students to access resources and participate in discussions remotely (Jones, 2022). This model has proven effective in reaching students in remote areas, bridging educational disparities. However, challenges persist even in developed countries, including concerns about screen time and the digital divide among students from varying socio-economic backgrounds (Smith & Taylor, 2023). Addressing these issues requires targeted interventions and the integration of social media in a way that complements traditional teaching methods (Brown et al., 2022).

In Africa, the adoption of social media in education is steadily growing, despite challenges related to infrastructure and digital literacy (Nkrumah & Mensah, 2023). South Africa, for instance, has incorporated platforms like WhatsApp and Facebook in CBC-oriented programs to facilitate communication and resource sharing among students and teachers (Moyo et al., 2022). This approach has proven particularly useful in rural areas where traditional resources are scarce.

In Nigeria, social media has become a valuable tool for promoting entrepreneurship and vocational skills, key components of CBC (Okoro et al., 2023). Nigerian schools use Instagram and YouTube to share practical lessons on trades such as fashion design and carpentry, enabling students to showcase and monetize their skills (Adams et al., 2023). This has significantly enhanced students' employability in a competitive job market. Kenya's neighbor, Uganda, has also made strides in using social media for education. Platforms like Telegram are being used to deliver coursework and assignments, particularly during the COVID-19 pandemic when physical schooling was disrupted (Kabonesa et al., 2022). This approach has kept students engaged, ensuring continuity in skills acquisition under CBC. However, Africa faces challenges such as limited internet access, high data costs, and a lack of digital infrastructure in many regions (Banda et al., 2023). Addressing these barriers requires investment in technology and training for both students and teachers (Kariuki & Njoroge, 2023). Policymakers must also develop frameworks to regulate the use of social media in education to mitigate risks like cyberbullying and misinformation (Wanjala et al., 2023; Aboderin, 2025).

In Kenya, social media plays a pivotal role in the implementation of the CBC, especially in enhancing practical skills acquisition (Wambua et al., 2023). Platforms like YouTube are widely used for tutorials on various subjects, from cooking to coding, aligning with CBC's focus on life skills (Mwangi & Otieno, 2022). Kenyan students use these platforms to supplement classroom learning, enabling them to explore topics in greater depth. WhatsApp is another popular tool in Kenyan schools, used for group discussions and sharing educational resources (Ndung'u et al., 2023). Teachers use this platform to assign and review tasks, fostering a collaborative learning environment (Kamau et al., 2022). This has proven particularly effective in rural areas where access to physical resources is limited. Kenyan schools have also adopted social media for vocational training, particularly in fields such as agriculture and technology (Mutua et al., 2023). For example, students learn modern farming techniques through instructional videos, enhancing their practical knowledge and skills (Odhiambo et al., 2023). These initiatives have improved students' readiness for the job market, addressing skills gaps in various industries. However, challenges such as digital illiteracy and internet connectivity persist, particularly in marginalized regions (Omondi & Achieng, 2023). The Kenyan government has introduced initiatives like the Digital Literacy Programme to address these gaps, ensuring equitable access to technology (Kariuki, 2023). Continued investment in digital infrastructure and training is crucial for maximizing the benefits of social media in CBC implementation (Nyaga et al., 2023). This study examined the influence of social media on CBC skills acquisition among pupils. It explored its applications, challenges and implications. The findings aim to inform strategies for optimizing social media use in CBC implementation across diverse educational landscapes.

2. Literature review

The integration of social media in education has become an area of significant interest in contemporary research, particularly concerning its role in supporting Competency-Based Curriculum (CBC) skills acquisition. Social media platforms offer unique opportunities for collaboration, creativity, and knowledge dissemination, aligning well with CBC's emphasis on practical, student-centered learning (Jackson et al., 2023). However, its effectiveness varies based on factors such as technological access, pedagogical strategies, and the socio-cultural context of learners (Nguyen & Harper, 2022). This review examines the findings of recent

studies on social media use in education, particularly in the developed world, highlighting implications for policy and practice. Recent research has explored the benefits and challenges of social media in fostering 21st-century skills, which are integral to CBC. Skills such as critical thinking, problem-solving, and digital literacy are nurtured through the interactive and multimedia-rich environments provided by platforms like YouTube, LinkedIn, and collaborative forums (Blake & Chen, 2022). Despite its advantages, there are concerns about over-reliance on digital tools potentially diminishing interpersonal skills, requiring educators to strike a balance between virtual and traditional teaching methods (Parker et al., 2023). Additionally, the role of social media in equalizing access to education has been highlighted, particularly in contexts with vast socio-economic disparities. Developed nations have made strides in utilizing social media to address gaps in resource distribution, but challenges remain in ensuring inclusivity (Fraser et al., 2023). For CBC-focused curricula, the ability of social media to provide tailored learning experiences holds promise for addressing diverse learner needs (Cooper & Wilson, 2022).

A study conducted in Canada by Martinez et al. (2022) examined the use of Facebook as a collaborative learning tool among high school students. The research found that students who actively engaged in discussion groups and shared learning materials through the platform demonstrated improved teamwork and communication skills. The study implies that social media, when strategically integrated, can enhance group dynamics and foster essential life skills in line with CBC objectives. In the United States, Thompson and Delgado (2023) explored the use of Twitter for enhancing writing skills among middle school students. The study found that short, structured tasks such as writing concise tweets helped improve students' clarity and creativity in communication. This suggests that social media can be a valuable tool for developing literacy skills, provided it is used within a structured and purpose-driven framework. A UK-based study by Holden and Barrett (2022) analyzed the impact of YouTube tutorials on the acquisition of vocational skills among college students. The findings revealed that students who supplemented classroom learning with YouTube tutorials demonstrated higher proficiency in practical tasks, such as graphic design and coding. The study highlights the potential of multimedia platforms to support CBC's focus on hands-on, skill-oriented learning (Petcu et al., 2025).

Research in Japan by Nakamura and Yoshiro (2023) investigated the use of Instagram for language learning among university students. The study revealed that curated posts with hashtags, visual aids, and user-generated content enhanced vocabulary acquisition and cultural understanding. These findings emphasize the role of social media in providing immersive, contextualized learning experiences. In Australia, a study by Hartley et al. (2023) focused on the role of LinkedIn in career readiness among high school seniors. The research showed that students who actively built profiles, networked with professionals, and participated in industry-focused discussions were better prepared for the workforce. This study suggests that professional networking platforms can play a critical role in bridging the gap between education and employment, aligning with CBC's emphasis on practical application. A German study by Müller and Becker (2022) examined the role of WhatsApp in promoting collaborative projects among secondary school students. The research found that students who used the platform for group discussions and task coordination performed better in teamwork-based assessments. This implies that even simple social media platforms can effectively support skills acquisition when integrated thoughtfully into learning activities. In South Korea, research by Kim et al. (2022) focused on the use of TikTok for fostering creativity among high school art students. The study revealed that creating short videos allowed students to experiment with new artistic techniques

and express themselves more freely. This highlights how non-traditional platforms can contribute to creativity and innovation, essential components of CBC.

A study in New Zealand by Baker and McMillan (2023) evaluated the effectiveness of Pinterest in supporting science education for middle school students. The research showed that students who used Pinterest boards to collect and organize resources performed better in research and project-based learning activities. This indicates that social media can facilitate organization and self-directed learning, critical skills in a CBC framework. In Italy, Rossi and Benedetti (2023) conducted a study on the impact of blogging platforms like Medium in enhancing writing and critical thinking skills. The study found that students who published regular blog posts and engaged with readers' feedback demonstrated significant improvement in their analytical abilities. This underscores the value of interactive platforms in fostering reflective and critical learning. Further, a study in Sweden by Jansson and Lindqvist (2022) explored the integration of Facebook Messenger for real-time feedback between teachers and students in secondary schools. The findings showed that instant communication fostered a supportive learning environment, encouraging students to seek help and clarify doubts more frequently. This suggests that social media can strengthen teacher-student relationships and provide timely support for skill acquisition.

Developing countries in recent years have increasingly explored the role of social media in education, particularly in fostering skills aligned with Competency-Based Curriculum (CBC). Social media has demonstrated significant potential in providing innovative solutions to challenges such as resource scarcity, large class sizes, and geographical barriers. However, varying levels of technological infrastructure and digital literacy pose challenges to its optimal utilization in these contexts (Ahmed et al., 2023). This review examines studies conducted in developing countries, highlighting their findings and implications for CBC implementation. A study conducted in India by Sharma and Patel (2023) investigated the impact of WhatsApp on collaborative learning among rural high school students. The findings indicated that students who engaged in group discussions via WhatsApp performed better in teamwork-based projects compared to those relying solely on traditional methods. This suggests that even in resource-constrained settings, simple and accessible social media platforms can support CBC skills such as collaboration and communication. In Indonesia, Rahman and Dewi (2023) explored the use of TikTok as a tool for teaching creative writing in secondary schools. The study revealed that students who created short, narrative videos demonstrated significant improvements in storytelling and critical thinking skills. These results highlight the potential of social media platforms with high youth engagement to foster creativity and innovation, aligning well with CBC objectives.

In Nigeria a study by Eze and Okoro (2023) focused on the use of Facebook for teaching entrepreneurship skills in technical schools. The study found that students who participated in Facebook-based discussions and webinars about business strategies exhibited a better understanding of entrepreneurship concepts than their peers in traditional classes. This implies that social media can provide a cost-effective platform for delivering vocational training, addressing unemployment challenges in developing countries. In Bangladesh, Hasan et al. (2022) examined the role of YouTube in enhancing students' technical skills in urban vocational institutions. Students who followed structured tutorials on topics such as electronics and programming showed greater proficiency in practical tasks. The study underscores the importance of free and easily accessible resources in bridging the skills gap in developing countries. A South African study by Molefe and Nkosi (2023) investigated the use of Instagram

to teach agricultural practices to high school students in rural areas. The study found that visual content shared on Instagram helped students understand complex agricultural techniques more effectively than traditional textbooks. These findings suggest that social media can simplify the delivery of technical content, making it accessible to learners in remote regions.

In Uganda, Nsubuga and Kabanda (2023) researched the impact of Telegram on students' organizational skills in CBC-aligned schools. The study showed that students who used Telegram channels for receiving assignments and scheduling tasks demonstrated better time management and accountability. This implies that social media can support the development of critical life skills, even in low-resource environments. A study in Egypt by Saad and Hamed (2022) explored the use of blogging platforms for developing critical thinking skills among university students. Students who maintained blogs and engaged with peer feedback exhibited significant improvements in their analytical abilities. This finding suggests that reflective writing facilitated by social media can play a key role in promoting higher-order thinking skills essential for CBC. In Ghana, Mensah and Boateng (2023) analyzed the role of LinkedIn in promoting career readiness among vocational school students. The study found that students who created professional profiles and participated in industry-specific groups gained valuable insights into employment opportunities and career development. This demonstrates the relevance of professional networking platforms in preparing students for the workforce under CBC. Further, a study in Ethiopia by Tadesse and Alemu (2023) focused on the use of Telegram for collaborative research projects among university students. The research found that students who used Telegram groups to share resources and coordinate tasks produced higher-quality outputs compared to those who relied on in-person meetings. This implies that social media can facilitate collaboration, even in contexts with limited physical infrastructure.

In Kenya, the integration of social media into education has gained momentum, particularly in the context of the Competency-Based Curriculum (CBC). A study by Kilonzo et al. (2023) examined the use of Facebook Messenger for enhancing teacher-student communication in secondary schools. The research found that real-time feedback facilitated by Messenger improved students' academic performance and encouraged greater engagement. These findings suggest that social media platforms can help bridge communication gaps in educational settings, providing students with personalized support and fostering a more interactive learning environment in Kenyan schools. Furthermore, a study by Mwangi et al. (2023) explored the use of YouTube in teaching practical skills such as coding and graphic design among Kenyan students. The research revealed that students who utilized YouTube tutorials alongside classroom lessons exhibited higher proficiency in practical tasks. This highlights the potential of multimedia platforms to provide supplementary resources, especially in rural and underserved areas, aligning with the CBC's emphasis on hands-on, skill-oriented learning. Social media, when integrated effectively, has the capacity to enhance the accessibility and quality of education in Kenya, especially in regions with limited access to traditional educational resources.

3. Methodology

The study utilized a mixed-methods research approach to collect both qualitative and quantitative data. The sample consisted of 10 primary schools within the constituency, selected using a stratified random sampling technique to ensure representation across urban and rural areas. A total of 200 pupils, along with 20 teachers, were randomly selected to participate in the study. Data were collected through structured questionnaires for the pupils and interviews for the

teachers. The questionnaires focused on the frequency and types of social media used, as well as their perceived impact on the development of key skills outlined in the CBC, such as communication, creativity, and collaboration. Interviews with teachers sought insights into how social media is integrated into teaching practices and the challenges and benefits they observe in supporting the CBC framework. Additionally, classroom observations were conducted to assess how social media tools were being incorporated into teaching and learning activities. The data were analyzed using both descriptive and inferential statistics, including mean scores and chi-square tests, to determine the relationship between social media use and the acquisition of CBC skills. Qualitative data from interviews and observations were transcribed and thematically analyzed to identify recurring patterns and themes.

4. Results and discussion

Out of 200 respondents, a total of 181 representing 90.5% questionnaires were fully filled and returned and 15 teachers were interviewed. Their responses were as follows;

4.1 Social Media frequently Used

Table 1: Social Media Use

Social Media Use	F	%
WhatsApp	129	71.3
Facebook	84	46.4
YouTube	112	61.8
TikTok	45	24.9
Instagram	56	30.9

The findings in Table 1 show that the types of social media platforms used by the pupils revealed WhatsApp to be the most popular, with 129 (71.3%) of the pupils reporting frequent use. This is followed by YouTube, which was used by 112 (61.8%) of the pupils, and Facebook, used by 84 (46.4%). This suggests that WhatsApp and YouTube are the primary tools for learning and communication, with WhatsApp being favored for its ease of use in group discussions and YouTube for accessing educational content like videos and tutorials. These results support the findings of Hasan et al. (2022), who noted that platforms like WhatsApp and YouTube are particularly effective in rural schools where access to traditional learning resources may be limited. On the other hand, TikTok (24.9%) and Instagram (30.9%) were used less frequently, indicating that while these platforms are popular for entertainment, they are less commonly used for educational purposes in this context. This could be due to the limited educational content available on these platforms or the students' preference for more direct, structured learning environments provided by WhatsApp and YouTube. This is consistent with the research by Rahman and Dewi (2023), who observed a similar trend in Indonesia, where platforms like TikTok were less focused on educational content compared to YouTube.

4.2. Frequency of Social Media Use for Learning

Table 2: Frequency of Social Media Use for Learning

Frequency	Frequency (N=181)	Percentage (%)
Never	21	11.6
Rarely	39	21.5
Sometimes	53	29.3
Often	46	25.4
Very often	22	12.2

The findings in Table 2 reveal how frequently pupils use social media for school-related activities. The majority of the pupils, 53 (29.3%), reported using social media sometimes for learning, followed by 46 (25.4%) who use it often, and 22 (12.2%) who use it very often. This suggests that a significant proportion of pupils, 79 (43.7%), engage with social media on a regular basis (either sometimes, often, or very often), integrating it into their learning activities. These findings imply that social media is playing a growing role in enhancing education among primary school pupils in Chusumei Constituency, albeit not yet at a daily or constant rate. The relatively frequent use of social media for learning indicates that pupils are increasingly turning to these platforms as valuable tools for their educational development, a trend that has been observed in other parts of the world (Hasan et al., 2022), where students use social media as an auxiliary tool for schoolwork. On the other hand, 39 (21.5%) of the pupils reported using social media rarely for learning, and 21 (11.6%) said they never use it for educational purposes. This suggests that while a substantial number of pupils use social media for learning, there is still a notable portion of the student population (33.1%) who do not engage with social media as part of their school activities. These findings imply that barriers such as lack of access to devices, limited internet connectivity, or inadequate training on how to use social media for educational purposes might be limiting factors, particularly in rural areas like Chusumei Constituency. This observation is in line with Mwangi et al. (2023), who identified access to technology as a significant barrier to the widespread use of social media in Kenyan rural schools. Moreover, the variation in the frequency of use highlights that while social media holds great potential for enhancing educational outcomes, its use is still not universal across all pupils. This is likely due to the inconsistent infrastructure and resources in rural schools, where some students may not have regular internet access or devices to connect to social media platforms. This finding aligns with those of Rahman and Dewi (2023), who found that, in underdeveloped regions, social media use for learning is often sporadic and dependent on external factors such as infrastructure, socio-economic status, and local government support.

4.3. Social Media Use for Learning Activities

Table 3: Social Media Use for Learning Activities

Social Media Activities	Frequency (N=181)	Percentage (%)
Watching educational videos (e.g., YouTube)	134	74.0
Discussing homework or school projects	98	54.1
Following educational pages or groups	72	39.8
Participating in online classes/groups	64	35.4
Other activities (e.g., reading blogs, etc.)	40	22.1

As shown in Table 3, the findings reveal that the most common use of social media is for watching educational videos, with 134 (74.0%) of the respondents indicating they use platforms like YouTube for this purpose. This suggests that YouTube is perceived as an essential tool for visual and interactive learning, particularly in rural settings where access to traditional learning materials may be limited. Educational videos on platforms like YouTube provide pupils with an alternative to textbook-based learning and can support the development of critical thinking, problem-solving, and other skills as outlined in the Competency-Based Curriculum (CBC). This is consistent with previous studies (Hasan et al., 2022) which highlight the growing importance of multimedia content for enhancing engagement and comprehension in the classroom. The second most common activity, with 98 (54.1%) of pupils participating, is using social media for discussing homework or school projects. This shows that platforms like WhatsApp and Facebook are not only used for social interaction but also for academic collaboration. The ability to share ideas and seek help from peers and teachers via social media enhances communication and collaboration skills, which are central to the CBC. These findings align with those of Kilonzo et al. (2023), who found that social media platforms facilitate real-time communication between students and teachers, promoting collaborative learning and peer support. Following this, 72 (39.8%) of the pupils reported using social media to follow educational pages or groups. This activity likely involves subscribing to channels or joining groups that share educational content, which helps pupils access supplementary materials and stay informed about new learning trends. This aligns with the findings of Mwangi et al. (2023), who noted that joining online educational groups helps students connect with educational communities, offering them opportunities to exchange knowledge and discuss school-related topics beyond the classroom. Sixty-four (35.4%) pupils reported participating in online classes or study groups. This suggests that a considerable portion of students is engaging in more structured forms of online learning. Online classes provide opportunities for pupils to access formal education beyond the traditional classroom environment, which is particularly beneficial in rural areas where access to quality education may be limited. These results resonate with research by Rahman and Dewi (2023), who emphasized that online learning communities can foster a sense of academic community and enhance student motivation, especially in remote settings. Lastly, 40 (22.1%) of the pupils reported using social media for other learning-related activities such as reading educational blogs or accessing study materials shared by others. This indicates that social media is not just a tool for passive consumption of content but also for active engagement with educational resources. This can include activities such as following blog posts on science experiments, reading articles, or exploring online resources related to different subjects. This is consistent with global research which shows that social media platforms can serve as a valuable resource for independent learning (Hasan et al., 2022).

4.4. Skills Improved by Social Media Use

Table 4: Skills Improved by Social Media Use

Skill	Frequency (N=181)	Percentage (%)
Communication	143	79.1
Collaboration	121	66.8
Creativity	112	61.8
Critical thinking	97	53.6
Digital literacy	118	65.2
Time management	87	48.1

Table 4 presents the skills improved through social media use among primary school pupils in Chumbe Constituency, Nandi County, in line with the Competency-Based Curriculum (CBC). The findings indicate that communication skills were the most improved, with 143 (79.1%) of the pupils reporting positive improvement. This suggests that social media platforms such as WhatsApp and Facebook provide pupils with frequent opportunities to engage in written, verbal, and visual communication. Through group discussions, messaging, and sharing of learning materials, pupils enhance their ability to express ideas clearly and interact effectively with peers and teachers. This finding aligns with Kilonzo et al. (2023), who observed that social media significantly strengthens both verbal and written communication skills in educational settings.

Further, collaboration skills were reported to have improved among 121 (66.8%) of the pupils. Social media platforms support collaborative learning by enabling pupils to work together on assignments, share ideas, and assist one another academically. Group chats and online discussion forums foster teamwork, peer support, and collective problem engagement, which are core competencies emphasized under the CBC framework. This finding is consistent with Kilonzo et al. (2023), who emphasized that the interactive nature of social media enhances cooperative learning and interpersonal skills.

Additionally, digital literacy skills were improved among 118 (65.2%) of the pupils. Engagement with social media exposes learners to various digital tools, online resources, and communication technologies, thereby enhancing their ability to navigate digital environments safely and effectively. Digital literacy is a key competency within the CBC, particularly in preparing learners for future academic and technological demands. This finding is supported by Mwangi et al. (2023), who noted that regular use of social media platforms enhances pupils' technological competence and confidence.

Creativity was another skill positively influenced by social media use, with 112 (61.8%) of the pupils reporting improvement. Social media platforms enable pupils to create and share content such as videos, images, presentations, and written work. Exposure to diverse digital content and creative tools encourages self-expression and innovation, which aligns with the CBC's emphasis on nurturing creativity among learners. This finding is consistent with Hasan et al. (2022), who highlighted that social media fosters creative thinking by allowing pupils to engage in content creation and digital storytelling.

Moreover, critical thinking skills were reported to have improved among 97 (53.6%) of the pupils. Access to varied information sources and peer discussions on social media encourages learners to analyze, question, and evaluate information before accepting it. Such engagement supports the development of analytical and reflective thinking, which is central to the CBC approach. This finding aligns with Mwangi et al. (2023), who found that exposure to diverse online content promotes critical thinking among learners.

Further, time management skills were reported to have improved by 87 (48.1%) of the pupils. Although this was the least reported skill, it indicates that nearly half of the pupils are learning to manage their study time more effectively through structured online activities and deadlines associated with social media-based learning. Effective time management is essential for independent and self-directed learning, which the CBC seeks to promote.

4.5. Perceived Impact of Social Media on Learning

Table 5: Perceived Impact of Social Media on Learning

Impact	Frequency (N=181)	Percentage (%)
Social media helps me understand lessons better	126	69.6
Social media improves my learning outcomes	112	61.8
Social media helps with school projects	115	63.5
Social media increases my motivation to study	98	54.1
Social media helps me learn at my own pace	92	50.8

Table 5 highlights the perceived impact of social media on learning among primary school pupils in Chesumei Constituency, Nandi County. The findings indicate that 126 (69.6%) of the pupils agreed that social media helps them understand lessons better. This suggests that social media platforms provide supplementary explanations, examples, and demonstrations that enhance pupils' comprehension of classroom content. Features such as videos, discussions, and shared learning materials allow learners to revisit concepts and clarify areas they may not have fully understood during face-to-face instruction. This finding aligns with Kilonzo et al. (2023), who noted that social media enhances conceptual understanding by offering flexible and learner-centered instructional support.

Further, 115 (63.5%) of the pupils reported that social media helps with school projects. This indicates that social media platforms facilitate collaboration, information sharing, and coordination among pupils when working on assignments and group tasks. Through platforms such as WhatsApp and YouTube, pupils can exchange ideas, access reference materials, and receive peer support, which contributes to improved project completion. This finding is consistent with Mwangi et al. (2023), who found that social media promotes collaborative learning and supports project-based activities among learners.

Similarly, 112 (61.8%) of the pupils indicated that social media improves their learning outcomes. This suggests that engagement with educational content on social media positively influences pupils' academic performance by reinforcing classroom learning and enabling access to additional resources. Improved learning outcomes may result from repeated exposure to instructional materials and interactive learning opportunities available on social media platforms. This observation is supported by Hasan et al. (2022), who found that appropriate use of social media contributes to improved academic performance and learner engagement.

In addition, 98 (54.1%) of the pupils agreed that social media increases their motivation to study. The interactive and engaging nature of social media content, including videos, quizzes, and peer discussions, can make learning more enjoyable and appealing to pupils. Increased motivation is particularly important for sustaining learners' interest and encouraging self-directed learning. This finding aligns with Rahman and Dewi (2023), who reported that social media enhances learners' motivation by making learning more interactive and relevant to their interests.

Further, 92 (50.8%) of the pupils indicated that social media helps them learn at their own pace. This reflects the flexibility that social media platforms offer, allowing pupils to access learning

materials at convenient times, replay instructional content, and progress according to their individual learning speeds. Such flexibility is especially beneficial for learners who may require additional time to grasp concepts. This finding is consistent with Kilonzo et al. (2023), who emphasized that self-paced learning through digital platforms supports individualized learning and better knowledge retention.

4.6. Challenges of Using Social Media for Learning

Table 6: Challenges of Using Social Media for Learning

Challenge	Frequency (N=181)	Percentage (%)
Lack of internet access	140	77.3
Too many distractions (e.g., games, chats)	91	50.3
Not enough educational content	63	34.8
Difficulty in understanding online materials	72	39.8
Lack of time to study online	68	37.6

Table 6 presents the challenges faced by primary school pupils in Chesumei Constituency, Nandi County, when using social media for learning. The findings indicate that 140 (77.3%) of the pupils identified lack of internet access as a major challenge. This represents the most significant barrier and is particularly concerning in rural areas such as Chesumei, where infrastructure may not adequately support stable and affordable internet connectivity. Limited or unreliable internet access restricts pupils' ability to access educational content, participate in online discussions, and watch instructional videos. This challenge is consistent with the findings of Mwangi et al. (2023), who observed that poor internet connectivity in rural areas significantly hampers learners' effective use of social media platforms for educational purposes.

The second notable challenge reported was too many distractions, such as games and chats, cited by 91 (50.3%) of the pupils. While social media platforms provide opportunities for learning, they also expose pupils to entertainment and social interactions that may divert attention away from academic activities. This lack of focus can negatively affect learning outcomes, particularly among younger learners who may have limited self-regulation skills. This finding aligns with Hasan et al. (2022), who noted that the entertainment-oriented nature of social media can easily overshadow its educational value if not properly managed.

Additionally, 72 (39.8%) of the pupils indicated difficulty in understanding online learning materials as a challenge. This suggests that much of the available educational content on social media may not be age-appropriate or adequately structured to meet the learning needs of primary school pupils. The absence of simplified explanations, interactive guidance, or teacher support may make it difficult for learners to independently comprehend academic content delivered through social media platforms. This observation supports the arguments of Kilonzo et al. (2023), who emphasized that effective use of digital platforms for learning requires appropriate content design and learner support.

Further, 68 (37.6%) of the pupils reported lack of time to study online as a challenge. This may be attributed to competing household responsibilities, limited access to shared devices, or

structured school schedules that leave little room for independent online learning. In rural contexts, pupils often balance schoolwork with domestic chores, which may limit the time available for engaging with social media for educational purposes. Similar challenges have been documented by Rahman and Dewi (2023), who found that time constraints significantly affect learners' ability to utilize social media effectively for academic activities.

Further, 63 (34.8%) of the pupils identified not enough educational content on social media as a challenge. Although social media platforms host vast amounts of information, much of it is not tailored to the primary school curriculum or aligned with learning objectives. This lack of relevant, curriculum-based content limits the usefulness of social media as a structured learning tool for pupils. This finding echoes the concerns raised by Rahman and Dewi (2023), who noted that the educational effectiveness of social media is often constrained by the limited availability of quality, learner-appropriate academic content

4.7. Preferred Social Media Content for Learning

Table 7: Preferred Social Media Content for Learning

Preferred Content	Frequency (N=181)	Percentage (%)
Educational videos	143	79.1
Interactive quizzes	112	61.8
Educational games	105	58.0
Online study groups	93	51.4
Teachers posting lessons or assignments	104	57.5

Table 7 presents the preferred types of social media content for learning among primary school pupils in Chesumei Constituency, Nandi County. The findings indicate that educational videos were the most preferred form of learning content, with 143 (79.1%) of the pupils selecting this option. This high preference suggests that visual and audio-based content is particularly effective in supporting understanding among primary school learners. Educational videos allow pupils to learn at their own pace, replay difficult concepts, and engage more actively with instructional material. This finding is consistent with Mwangi et al. (2023), who observed that video-based learning enhances comprehension and learner engagement, especially in resource-constrained settings.

The second most preferred content type was interactive quizzes, chosen by 112 (61.8%) of the pupils. Interactive quizzes promote active learning by allowing pupils to test their understanding, receive immediate feedback, and remain engaged throughout the learning process. Such content supports formative assessment and helps learners identify areas that require further improvement. This aligns with findings by Hasan et al. (2022), who noted that interactive digital tools significantly improve learner motivation and participation in online learning environments. Additionally, educational games were preferred by 105 (58.0%) of the pupils. Educational games combine learning with play, making the learning process enjoyable and less intimidating for young learners. Gamified content can enhance problem-solving skills, creativity, and sustained attention. This preference supports the arguments of Kilonzo et al. (2023), who emphasized that

game-based learning is particularly effective for younger learners due to its ability to blend entertainment with educational objectives.

Further, teachers posting lessons or assignments on social media platforms was preferred by 104 (57.5%) of the pupils. This indicates that pupils value teacher-guided content even when learning occurs through social media. Teacher involvement provides structure, credibility, and alignment with the school curriculum, which enhances the effectiveness of social media as a learning tool. This finding is consistent with Rahman and Dewi (2023), who found that teacher presence and guidance are critical factors in the successful integration of social media into formal learning. Further, online study groups were preferred by 93 (51.4%) of the pupils. Online study groups encourage collaboration, peer learning, and the sharing of ideas among pupils. Such interaction helps learners clarify concepts, build communication skills, and develop a sense of academic community beyond the classroom. Similar observations were made by Hasan et al. (2022), who highlighted the role of collaborative online learning in improving learner engagement and academic confidence

4.8 Qualitative data

Teacher Responses on the Impact of Social Media on CBC Skills Acquisition

On interviewing teachers, one of the participants **T01** said:

"Social media has its benefits for learning, but in our rural context, it's mostly inaccessible due to poor connectivity and lack of devices. Even where these are available, pupils often misuse it for entertainment rather than education."

The teacher's response underscores the dual-edged nature of social media in the educational context of rural areas. On one hand, the teacher acknowledges its potential benefits, such as access to diverse learning materials and collaborative platforms, which are crucial for CBC skill acquisition. On the other hand, T01 highlights systemic challenges, such as poor internet connectivity and limited access to digital devices, which significantly hinder effective utilization. The mention of misuse for entertainment points to a critical need for structured guidance and digital literacy training. These challenges resonate with findings by Mwangi et al. (2023), who noted similar barriers in rural schools across Kenya. The teacher's perspective suggests that while social media could be transformative for CBC, addressing these challenges is imperative for meaningful integration into the curriculum. From the researcher's perspective, T01's observations align with the study's findings on infrastructural and behavioral barriers. It reflects the need for targeted interventions such as improved internet access and affordable devices, coupled with sensitization programs for both pupils and parents. These steps would help maximize the educational potential of social media while minimizing distractions.

Another participant T04 said:

"I have observed that pupils who actively use social media for learning show better communication and collaboration skills. They share ideas more confidently and work well in groups, which are critical components of the CBC."

T04's response highlights the positive outcomes of social media use, particularly in enhancing communication and collaboration skills among pupils. The teacher draws attention to the

CBC-aligned competencies that pupils develop when using platforms such as WhatsApp or Facebook for academic purposes. This observation emphasizes that even in rural settings, social media can help bridge the gap between traditional and modern learning approaches by providing opportunities for teamwork and interactive communication. Hasan et al. (2022) support this notion, asserting that digital platforms foster essential life skills when appropriately utilized in education. The researcher concurs with P04's insights, as they align with the quantitative findings where communication and collaboration emerged as two of the most improved skills through social media use. This suggests that teachers should be encouraged to integrate social media into their instructional practices and guide pupils on its educational applications. These strategies could help realize the CBC's goals of developing holistic and socially adept learners.

Moreover, one of the participants T07 said:

"While social media has made it easier for some pupils to access additional learning resources, many still struggle to filter useful content from distractions. Without guidance, they spend more time on unrelated materials."

T07's response highlights the importance of digital literacy and teacher involvement in maximizing the benefits of social media for education. The teacher points out that while social media provides access to vast educational resources, many pupils lack the skills to discern and prioritize relevant content. This challenge is compounded by the unregulated nature of most social media platforms, which often inundate users with non-educational materials. These sentiments align with Rahman and Dewi (2023), who emphasized that without digital literacy training, students are prone to misuse or underutilize online resources. The researcher's interpretation echoes T07's concerns, stressing the need for structured digital literacy programs that teach pupils how to navigate and evaluate content effectively. Additionally, involving teachers and parents in monitoring pupils' online activities could help address this issue. Implementing these strategies would not only enhance the benefits of social media but also align its use more closely with the CBC's emphasis on critical thinking and independent learning. The teachers' responses collectively reveal the nuanced impact of social media on CBC skill acquisition. While acknowledging its potential to enhance communication, collaboration, and access to resources, they also highlight systemic and behavioral barriers that limit its efficacy. The researcher's interpretation emphasizes that addressing these barriers through improved infrastructure, digital literacy training, and teacher involvement is essential for integrating social media effectively into the CBC framework.

5. Conclusion

The findings from this study indicate that social media plays a significant role in enhancing various competencies outlined in the Competency-Based Curriculum (CBC) among primary school pupils in Chesumei Constituency, Nandi County. The use of social media platforms has positively impacted key skills such as communication, collaboration, creativity, critical thinking, and digital literacy. Pupils perceive social media as a valuable tool for understanding lessons, improving academic outcomes, and engaging in collaborative learning. However, there are challenges such as poor internet connectivity, limited access to devices, distractions, and lack of teacher guidance hinder the full potential of social media for learning. There are also negative effects of uncontrolled social media uses for children and needs to be managed. Despite these

challenges, the positive impact of social media on skill development suggests that it can be a valuable supplement to traditional education, provided that appropriate measures are taken to address these barriers and promote digital literacy and access in rural settings.

6. Recommendations

Based on the findings, the study made the following recommendations;

- i. There is a need to improve internet connectivity in rural areas to ensure that pupils in Chesumei Constituency and similar regions can access social media platforms for educational purposes without interruptions. This could be achieved through government and private sector collaboration to enhance infrastructure and provide affordable internet services to schools and communities.
- ii. There is a need to provide access to digital devices for pupils in rural areas. Initiatives such as government or donor-funded programs aimed at providing affordable smartphones, tablets, or computers to students will ensure equal access to educational resources available on social media platforms, helping bridge the digital divide.
- iii. There is a need for teacher training and support in utilizing social media effectively for educational purposes. Teachers should be equipped with the necessary skills to guide students in using social media as an educational tool, ensuring that they can integrate social media into their teaching methods while promoting safe and productive online behavior.
- iv. There is a need to address the challenges posed by distractions on social media. Schools and parents should work together to create awareness among pupils about the importance of maintaining focus while using social media for educational purposes. Guidelines and strategies for managing distractions should be developed, and efforts should be made to ensure that social media use remains primarily educational.

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