

**FACTORS AFFECTING IMPLEMENTATION OF LIFE SKILLS  
CURRICULUM IN PUBLIC PRIMARY SCHOOLS IN NZAMBANI  
DISTRICT, KENYA**

**Edith Mwikali Kilonzo**

**A Project Report Submitted in Partial Fulfillment of the Requirements for  
the Degree of Master of Education in Curriculum Studies**

**University of Nairobi**

**2013**

## **DECLARATION**

This research project is my original work and has not been presented for the  
award of degree in any university.

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Edith Mwikali Kilonzo

E55/62646/2011

This research project has been submitted for examination with our approval by the  
university supervisors

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Dr. Mercy M. Mugambi

Lecturer

Department of Education Administration and planning

University of Nairobi

-----

Mrs. Lucy W. Njagi

Lecturer

Department of Education Administration and planning

University of Nairobi

## **DEDICATION**

This research project is dedicated to my father Mr. Bernard Kilonzo who found it wise to take me to school. Special thanks to my husband, Mr. Joshua Mwendwa Makuthu and our children Sharon Mwendwa, Ian Mwendwa and Ben Mwendwa. To you, thank you very much.

## **ACKNOWLEDGEMENTS**

I wish to take this opportunity to thank my supervisors, Dr. Mercy Mugambi and Mrs. Lucy Njagi for their immense support, direction and guidance during the entire period of undertaking this research work. Without their support this would not have been accomplished.

I would also like to gratefully appreciate head teachers, teachers and pupils who formed my respondents. To my family, I thank you for your support, sacrifice during the undertaking of this course. Finally my appreciation goes to Clinton Malusi Jimmy and Ken Makau for assisting me in this research project.

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## **LIST OF ABBREVIATIONS AND ACRONYMS**

<b>AIDS</b>	Acquired Immune Deficiency Syndrome
<b>CARICOM</b>	Caribbean Common Market
<b>CASEL</b>	Collaborative for Academic, Social and Emotional
<b>CDC</b>	Centre for Disease Control and Prevention
<b>DHH</b>	Department of Hospital and Health
<b>EFA</b>	Education for All
<b>ESAR</b>	Eastern and Southern Africa Region
<b>GoK</b>	Government of Kenya.
<b>HIV</b>	Human Immuno-Deficiency Virus
<b>ICAP</b>	International Center for Alcohol Policies
<b>KESSP</b>	Kenya Education Sector Support Program
<b>KICD</b>	Kenya Institute of Curriculum Development Learning.
<b>MOE</b>	Ministry of Education
<b>PSABH</b>	Primary School Action for Better Health.
<b>STI</b>	Sexually Transmitted Infections
<b>UNGASS</b>	United Nations General Assembly Special Sessions
<b>UNICEF</b>	United Nation's International Children's Fund
<b>WHO</b>	World Health Organization

## **ABSTRACT**

The implementation of life skills curriculum was rolled out in 2008 in all primary schools with the intention of instilling life skills in pupils. However problems such as drug and substance abuse, pregnancy, truancy, strikes, HIV and AIDS Infection are on the rise. The purpose of the study was to investigate the factors affecting the implementation of life skills curriculum in Nzambani district. Four research objectives were set to guide the study ; the influence of teachers in-service course in the implementation of life skills curriculum, the ways in which the learning and teaching resources influence the implementation of life skills, teachers perception and the influence of supervision of head teachers on teachers on the implementation. The study employed a descriptive survey design. The target population was 2,045 respondents consisting of 45 head teachers, 400 teachers and 1,600 Standard Seven and Eight pupils. The sample size was 301 consisting of 21 Head teachers, 120 Teachers and 160 pupils. Questionnaires were used as instruments for collecting data from teachers and pupils while an interview schedule was administered to head teachers. Random sampling and purposive sampling based on groups was used to collect data which was analyzed by Statistical Package for Social Sciences (SPSS). Validity of the instruments was done through experts in research. Reliability was established through test re-test method in two schools which were not used in the study. The results of the data were presented using frequency distribution tables. The findings of this study showed that 74 percent of teachers had not been in-serviced on life skills curriculum. The learning and teaching resources are approved by the Ministry but they are not adequate and the mostly used learning and teaching resource was the text books. Teachers perceived life skills curriculum as essential as it enhances the necessary skills and head teachers supervise the implementation of life skills. The findings showed that 64.5 percent of the teachers were supervised. Based from the study the was that teachers had not received in-service courses and therefore teachers lacked the necessary skills to implement life skills, learning and teaching resources were inadequate, teachers perceived the implementation of life skills important and supervision of teachers by head teachers was done. The study recommended giving of in-service training to teachers who have not received any kind of training by the government through workshops, seminars or the cascade model of training through the Ministry of Education, coordinating the implementation of life skills curriculum since teachers perceive it as very essential, regular supervision of life skills implementation which should be done both externally and internally and the head teachers should be ready to provide enough learning and teaching resources for the successful implementation of the life skills curriculum. The study recommended further research be extended to other districts.

## **CHAPTER ONE**

### **INTRODUCTION**

#### **1.1 Background to the study**

Curriculum implementation according to Ornstein and Hunkins (2009) involves presenting new ideas into practice. Ornstein and Hunkins (2009) found that, implementation is also a systematic process of ensuring that the planned curriculum reaches the learners. This entails persuading the policy makers, teachers and parents to accept the new curriculum, providing in-service and pre-service to teachers, providing the materials and administrative means to make the process possible.

The origin of life skill originates from 1986 Ottawa charter of health from which stated under the rubric of personal skills that health promotion should support personal and social development by providing information, advantage for health and enhancing of life skills (Global Evaluation, 2012). According to (WHO, 1997) the implementation of life skills curriculum requires the input from the school, education authority for teachers training and development of teaching and learning materials. Errecart, Walberg, Ross, Gold, Fielder and Kolbe (1991) insist that teaching life skills could form a base of life skills education for the promotion of mental well being and healthy interaction and behavior. The Ministry of Education (2008) divides life skills into three categories: skills of knowing and

living with oneself, skills of knowing and living with others and skills of making effective decisions. The Ministry of Education (2010) notes that life skills is necessary in Kenya as it helps learners and particularly those with diverse backgrounds and abilities to be able to use their health, knowledge to practice healthy habits and avoid unhealthy ones. According to (Ornstein & Hunkins, 2009), in the implementation of life skills curriculum, teachers need to get deep understanding of the curriculum because they are the ones who disseminate the life skills curriculum. Ornstein points out that, teachers need more than one or two days training workshop so that they make sense of life skills and to gain competence in the new instructional practices that will engage the pupils since life skills is child-centered. According to (Sharon & Susanne, 2008) teachers in the United States of America are given in-service courses before the implementation of life skills curriculum, where workshops are organized for two days.

In Cambodia teachers are given pre-service training on life skills curriculum before the implementation through the Ministry of Education, Youth and Sports (MoEYS, 2008). According to (Chirwa, 2009) South Africa and Malawi provide the cascade model of training to their teachers. In Nepal both in-service and pre-service courses are given to teachers. Life skills implementation also needs teaching and learning resources because they are important for teachers to help them plan lessons and provide work for the learners. In Armenia, a rental program was introduced by the Armenian government in conjunction with United Nations



Children's Fund (Global Evaluation, 2012) to ensure enough textbooks for the implementation of life skills curriculum (Ashton, 2001).

In Barnados teaching and learning resources are provided by UNICEF and in Myanmar teaching and learning resources are insufficient, this is according to, Global Evaluation (2012). Life skills are abilities for adaptive and positive behavior which enable an individual to deal effectively with the demands and challenges of everyday life, (World Health Organization [WHO], 1997).

Almost 164 nations, which are committed to Education for All goals (EFA) and the convection of the rights of children, have included the implementation of life skills in their curriculum as basic learning for their youth, to empower the youth with knowledge to encounter challenging situations, (United Nations Children's Fund, 1997). The rights of a child (Article 29) states that education of the child shall develop his/her personality and prepare the child to be responsible in life and co-exist peacefully with other people. Most importantly, international and national political commitments have been made to the implementation of life skills education. The commitments are included in key global documents such as Dakar Framework for Action on Education For All (EFA) and the United Nations General Assembly Special Sessions (UNGASS). HIV and AIDS are included in the agendas of multilateral agencies such as World health organization (WHO) and United Nations Children's' Fund (UNICEF). According to ( Global Evaluation ,2012) UNGASS declaration states that by the year 2005 it must

ensure that at least 90% and by the year 2015 at least 95% of the young men and women have access to information, education including peer education and the is youth given special education on HIV and AIDS to prevent infection ( Global Evaluation, 2012).

Teachers feel that life skills implementation has benefits such as health benefits, education benefits, social benefits and cultural benefits, (Global Evaluation, 2012). The Dakar Framework for Action on EFA includes life skills in two of the six goals because young people especially adolescents and girls face risks and threats that limit learning opportunities and challenge education systems. These include exploitative labor, lack of employment, conflict and violence, drug abuse, teenage pregnancy and HIV and AIDS and Sexually transmitted infection. The implementation of life skills has been a success in Central and Eastern Europe, East Asia, Southern Asia, Indonesia, Jordan and Somalia where the implementation of life skills education was introduced to deal with the HIV and AIDS pandemic, environmental, genital mutilation, conflict and drugs (Global Evaluation, 2012). It is also taught as a stand-alone subject in the existing curriculum (Global Evaluation, 2012).

In Eastern and Southern Africa, the implementation of life skills curriculum has been used to pass knowledge, skills and attitudes on HIV and AIDS, peace education, smoking and gender issues while in Malawi life skills Education, is

examinable and more often than not deals with HIV and AIDS education and drugs, (Global Evaluation, 2012). In some countries like East Caribbean, Jordan, Myanmar, Armenia, Mozambique, Burundi, Malawi, United Nations Children's Fund has helped in the implementation of life skills curriculum by developing the teaching and learning materials, developing national policies especially in Burundi and training teachers in Malawi (Global Evaluation, 2012).

According to (Global Evaluation, 2012) head teachers in many countries have not been given training or guidance for internal supervision in schools where life skills curriculum is being implemented. According to Ornstein and Hunkins (2009) curriculum implementation must be supervised and monitored for a successful implementation. KICD (Kenya Institute of Curriculum Development) defines life skills and aligns the syllabus to World Health Organization's definition.

In Kenya today; there are many challenges that are impacting negatively on educational institutions. (Kiyiapi, 2011) stated that homosexuality, lesbianism and sexual abuse were widespread in learning institutions in Kenya. In the society problems range from violence, family problems, HIV and AIDS, drug and substance abuse, homosexuality, irresponsible sex, teenage suicide, early sexual onset, rape, incest, early marriages, negative peer pressure, indiscipline among other problems. Kenya has had a history of ethnic tensions and more recent the one in Tana Delta, Mombasa and Mathare according to the (Daily Nation of 23<sup>rd</sup>

March, 2012). Violence which is carried out by rowdy youths is more often seen in schools and in the community and this tends to be due to lack of life skills education. One of the objectives of the implementation of life skills is to instill a strong component of conflict resolution. Prutzman, Stern & Burger (1988) noted that peace education should be incorporated in the curriculum to reduce violence between people in the larger community. Due to lack of life skills, drug and substance abuse has now been on the increase owing to evidence from NACADA that substance abuse has become prevalent with the number of Kenyans using drugs rising, (Standard newspaper of 16th February, 2013). Shisha smoking is emerging to be one of the drugs being used by the youth. This is an aromatic tobacco smoke which is also fruit flavored. Smoking one shisha cigarette is equivalent to smoking 200 normal cigarettes. According to Primary School Action for Better Health (PSABH, 2006) drug and substance abuse leads to physical complications. Teenage suicide rates are on the increase with girls who are trying to abort ending up dying, (Kitui District Hospital, 2013).

The number of students infected with HIV and AIDS in Nzambani district are 44.64 percent. The abortion rate in the district is 2 out of every 100 girls and the number of girls that die while procuring abortion is 1 out of every 100 girls. (Kitui General Hospital, 2013). This therefore means that life skills curriculum is not being implemented efficiently and the youth are lacking the necessary skills to encounter the daily challenges in the society.

## **1.2 Statement of the problem**

The government of Kenya is gearing towards providing quality education through the Free Primary Education (FPE) to all school going children initiated in 2003 and gearing towards vision 2030. The implementation of life skills curriculum in Kenya was rolled out in 2009 to bridge the gap between knowledge and behaviour. However, in the recent times, schools in Kenya are experiencing problems ranging from riots, general indiscipline, dropout cases, drug and substance abuse and pregnancy cases. However many cases pupils have continued to encounter many challenges in their daily lives. The District Education Office in Nzambani District has reports of a high rate of drop-out of pupils due to drug and substance abuse, pregnancy, peer pressure and increased general indiscipline. In recent studies, Nyaberi (2010) dealt with the relevance of life skills, the challenges of teachers and analyzed the teachers' perception on teaching life skills. Maogoto (2011) examined the challenges faced in the implementation of life skills, established the level of teachers' awareness of life skills, the objectives and whether the time-table accommodates life skills. There is a gap since they do not talk about the factors affecting implementation of life skills. This study was to investigate the factors affecting the implementation of life skills curriculum in public primary schools in Nzambani district, Kenya.

### **1.3 Purpose of the study**

The purpose of this study was to investigate the factors affecting the implementation of life skills curriculum in public primary schools in Nzambani District, Kitui County.

### **1.4 Objectives of the study**

The specific objectives of the study were:

- i. To determine the influence of teachers' in-service course in the implementation of life skills curriculum in public primary schools in Nzambani District.
- ii. To analyze ways in which the various learning and teaching resources influence implementation of life skills in public primary schools in Nzambani district.
- iii. To determine the extent of teachers' perceptions on the implementation of life skills curriculum in public primary schools in Nzambani district.
- iv. To determine the influence of supervision of head teachers on teachers of the implementation of life skills curriculum in public primary schools in Nzambani district.

### **1.5 Research questions**

The study was guided by the following research questions:

- i. To what extent is the influence of teachers' in-service on the implementation of life skills curriculum in public primary schools in Nzambani district?
- ii. To what extent are the various ways in which learning and teaching resources effective in the implementation of life skills curriculum in public primary schools in Nzambani district?
- iii. What are the teachers' perceptions on the implementation life skills curriculum in public primary schools in Nzambani district?
- iv. To what extent is the influence of head teachers' supervision on teachers on the implementation of life skills curriculum in public primary schools in Nzambani district?

### **1.6 Significance of the study**

From the findings, of the study Kenya Institute of Curriculum Development may benefit by getting feedback on the extent of the implementation of life skills by conducting more research and prepare the curriculum and syllabus, organize in-service courses and workshops for teachers. The Quality Assurance and Standards Officers might benefit by getting to know challenges facing teachers in implementing life skills curriculum; the effectiveness of the materials for instruction, which might become a guide in giving advice to the head teachers and

staff to improve the quality of instruction. By investigating the factors affecting the implementation of life skills curriculum, the government would likely be able to provide funds to provide in-service courses to the teachers, provide enough funds and clear guidelines to procure learning and teaching resources, train the head teachers on supervision skills and enhance the implementation of life skills curriculum. The Kenya National Examinations Council might also get adequate information towards making the subject examinable. The government might provide enough funds for the head teachers to be given the skills to supervise the teachers and allocate time on the time-table. The pupils may be able to deal effectively with everyday challenges by using the skills taught.

### **1.7 Limitations of the study**

Limitations are conditions beyond the control of the researcher but will affect the study (Nyakwara, 2009). The respondents who included head teachers and who supervise the curriculum implementation felt threatened if their schools were not implementing life skills curriculum and teachers were fearful to give the true information for fear of victimization where life skills was not being taught. The pupils were guided by their teachers who might have manipulated them, to fill in the questionnaire because of their inability to answer the questions. This was mitigated by ensuring confidentiality to the respondents by assuring them that only the information given would be needed for the said study.



### **1.8 Delimitations of the study**

Delimitations is reducing the study population and not beyond the specified area (Nyakwara, 2009). The study targeted public primary schools in Nzambani district, Kitui County. Head teachers in public primary schools were involved because they provided the learning and teaching materials and because they are the supervisors in their schools. Teachers were also involved because they implement life skills curriculum. Standard 7 and 8 Pupils were involved because they are the recipients of life skills implementation. The study was concerned with the factors that affect the implementation of life skills curriculum in public primary schools, in Nzambani district. In Nzambani district there are concerns such as drug and substance abuse, risky sexual behavior, crime and violence.

### **1.9 Basic Assumptions of the study**

The study was carried out on the basis of the following assumptions:

- i. That the respondents were knowledgeable about the subject.
- ii. That the schools in Nzambani district were implementing the life skills curriculum as prescribed in the Kenya Institute of Curriculum Development syllabus.

### **1.10 Definition of significant terms**

The following are the definitions of operational terms for this study.

**Assertiveness** refers to the ability to stand up for yourself.

**Attitude** refers to the personal biases or preferences.

**Conflict resolution** refers to a serious disagreement with other people resulting in verbal and physical confrontation.

**Effective communication** refers to the expression of ideas, feelings, opinions, wants and needs.

**Empathy** refers to the ability to imagine what life is another for another person even in a situation that we may not be familiar with.

**Life skills curriculum refers** to the abilities for adaptive and positive behavior which help individuals to deal effectively with demands and challenges of everyday life.

**Negotiation skills** refers to the ability to discuss critical issues in a calm and open way so as to build consensus based on mutual understanding without compromising one's principles.

**Self awareness** refers to the understanding of our recognition of ourselves, of our character, of our strengths and weakness, desires and dislikes.

**Self esteem refers** to the awareness of good in self or self worth.

### **1.11 Organization of the study**

The study comprises of five chapters. Chapter one deals with the background to the problem, problem statement, purpose of the study, objectives of the study, research questions, significance of the study, limitations and delimitations, assumptions of the study and definition of the central terms. Chapter two covers, the factors of life skills implementation mainly teachers' in-service, learning and teaching resources, the influence of head teachers supervision on teachers in the implementation of life skills curriculum, the perception of teachers on the implementation of life skills curriculum It also contains a theoretical framework and a conceptualization of the researcher. Chapter three deals with the research design, target population, sample and sampling techniques, data collection instruments, validity and reliability, data collection procedures and data analysis techniques. Chapter four consists of data analysis, presentation and interpretation while chapter five consists of the findings, summary of the results and recommend

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.1 Introduction**

The literature review contains the factors affecting the implementation of life skills curriculum, in public primary schools in Nzambani district. These include: in-service of teachers, teaching and learning resources, the influence of head teachers' supervision on teachers on implementation of life skills curriculum and the teachers' perceptions on the implementation of life skills curriculum.

#### **2.2 The concept of life skills**

According to ( Global Evaluation, 2012)the origin of life skills comes from 1986 Ottawa charter of health promotion which stated under rubric of personal skills that health promotion should support personal and social development by providing information, advantage for health and enhancing of life skills. In the United States, a Collaborative for Social and Emotional Learning (CASEL) is used to promote children's success in school and life. Throughout the Eastern and Southern Africa Region (ESAR), there has been a growing awareness that life skills for children and adolescents have for a long time been largely neglected in education (Global Evaluation, 2012).However, it has become increasingly clear that prioritization of academic knowledge with the acquisition of psychosocial skills is an adequate way of preparing young people for the complex challenges that exist in our world today. The aim of the core subject, introduced the

curriculum in January 2009, was supposed to deal with among others the concept of living together harmoniously. Life skills can be defined as abilities which enable an individual to adapt a positive behavior to deal effectively with demands and challenges of everyday life WHO, (1997). It was established that the virus spread very fast among the youth because of lack of information and necessary skills. Life skills can be utilized in many content areas such as drug and substance WHO, (1997). Errecart, Rose and Gold (1991) insist that teaching life skills could form a base of life skills education for the promotion of mental well being and healthy interaction and behaviour.

Also states that if provides the youth with more problem specific skills such as being assertive in dealing with peer pressures to use drugs, to have premarital sex, or to become involved in vandalism. The purpose of life skills according to (Primary school Action on Better Health) PSABH, (2006) is to enable individuals to translate knowledge, attitudes and skills. These include psycho skills which deal mainly with mental functions and processes and social skills which deal with ones interaction with environment and culture. Recent studies conducted do not deal with challenges in Educational institution. Challenges which affect the educational institutions include HIV and AIDS, pregnancy, drug and substance abuse, irresponsible sex, dropout rates, teenage suicide rates and violence. They address the issue of teacher in-service which was never done, therefore giving the teacher a lot of problems while implementing it in schools. The teaching and learning resources include video, books, information corner and so on. Life skills

in Kenya are grouped into three categories; skills of knowing and living with oneself, skills of knowing and living with others and skills of making effective decisions. (KICD, 2008).

**Table 2.1 Thematic areas of life skills intervention from 2007**

Country	Main thematic focus where life skills –based education has been incorporated
Central and Eastern Europe and the commonwealth of independent states	HIV/AIDS, the environment, health, hygiene, conflict, drugs, emergencies, rights and citizenship.
East Asia and Pacific Islands	Health , HIV/AIDS and drug use
Eastern and Southern Africa	HIV/AIDS, peace education and gender.
South Asia	Environment, peace building, gender, reproductive health and Rights. HIV/AIDS and drug use.
America and The Caribbean	HIV/AIDS, Violence, gender
Western and Central Africa	HIV/AIDS, peace, education, gender

SOURCE: Global and Evalauation, 2012

### **2.3 Teachers in-service in the implementation of life skills**

In-service according to (Eleonora, 2000) defines in-service training (INSET) as a formal means through which teachers are constantly upgraded with new findings

in the field. Teachers who should be the facilitators of this very important subject should get proper training. In Nepal life skills is incorporated in the pre-service and in-service in the Teacher Training colleges while in Myanmar life skills has been introduced in 20 education colleges and two institutes of education as a component of pre-service teacher training .Global and Evaluation, (2012) reports that an after hours peer education in Myanmar was put into place to increase the effectiveness in training of life skills

.

According to ICAP (2002) pyramid training or cascade training was the way forward with the selected excellent trainers chosen from the rest of the teachers trained. According to (Ashton, 2001) teachers in Armenia felt strongly that in-service training should be provided at the pedagogical colleges and universities. Chirwa (2009) states that in South Africa teachers are provided with school based in-service training which is done through the pyramid method .Their INSET programs are categorized into four; school based in-service to help teachers to improve the quality of education, job related in-service to help teachers to be more effective in their own posts, career oriented in-service to prepare teachers for promotion and qualification oriented in-service to provide teachers with further qualification. They attend a three-day training workshop for life skills curriculum and the trainer visits the schools to provide support. African Education Initiative (2005) notes that in the case of South Africa the cascading teacher training model is used where master teachers are trained and then expected to go

back to their schools and provide training to other teachers. Training is residential and it is done in universities and government venues during weekends or term breaks. According to (Chirwa, 2009) the cascade model of training is given to teachers in Malawi in three days while principals, are given two-day training on life skills. According to (Global Evaluation, 2012) the cascade model of training teachers, in Kenya stalled and less than half the numbers of teachers were trained. Teachers are facilitators of learning and deemed very important actors in the school environment for the young learners while acting as role models and therefore encourage and empower pupils they work with. The teacher should be trained on psychosocial skills, both for themselves and for those they are teaching. In teacher training colleges the subject is not taught making it even harder to teach it in primary schools.

The strategic plan of 2006-2011 states that the continuous improvement of quality of education services and entails providing adequate opportunities for in-service training for practicing teachers to enhance their skills beyond those acquired during their training on the emerging issues. Therefore without the in-servicing of teachers they are not able to know the methods used such as learner centered methods of teaching, Youth-friendly, gender sensitive, interaction and participatory methods of teaching namely group discussions, case study, brain storming, sharing experiences, storytelling, watching videos. Caricom and UNICEF (1999), supports the argument that teachers and other facilitators should



receive quality training in both in-service and pre-service. According to Caricom & UNICEF (1999) the role of the teacher is to facilitate participatory learning which utilizes experiences, opinions and knowledge. Consequently the teacher needs to withhold judgment and listen to different opinions gaining the trust of their pupils so that they feel comfortable expressing themselves, knowing exactly what they are discussing remains confidential. Teachers also need to re-examine their own attitudes and values, developing an awareness and objectivity of life values. Through training teachers are able to raise questions about the content and the methods of teaching and learning.

#### **2.4 Learning and teaching resources and implementation of life skills curriculum**

In Armenia, there are challenges of sustaining adequate levels of resources in schools by having a rental program done by the World Bank which has ensured enough textbooks on life skills (Ashton, 2001). According to (Global Evaluation, 2012) Armenia supports the development and printing of new teaching manuals and guidelines including teachers manuals on the implementation of life skills into the core school subjects .In Barbados teaching and learning materials are produced by (Global Evaluation, 2012) while in Myanmar lack of textbooks is critical. Teaching and learning resources in South Africa according to ICAP (2000) is adequate in teaching of life skills. In Kenya, according to the Ministry of Education, (2008), the learning and teaching resources have been scarce and

sometimes expensive to get. According to Global Evaluation, (2012) the ratio of text book sharing is the ratio of 1:2 in the Kenyan schools. Schools rely greatly on the teacher's notes. Teaching and learning resources these include flipcharts, LCD projectors, and video, cuttings from newspapers and magazines and human resource. According to the Ministry of Education (2008) the teaching and learning resources are sometimes very expensive and some of these maybe developed, sourced from the environment at affordable prices and with ease of convenience. Teaching and learning resources are very important when it comes to life skills because it makes life skills real, interesting and enjoyable, it helps the learners to retain what they have learnt and moreover enables the learner to utilize more than one sense..

## **2.5 Teachers perceptions on the implementation life skills curriculum**

According to Wikipedia, perception is the organization, identification and interpretation of sensory information in order to represent and understand the environment. Teachers perceive immediately the implementation life skill, has benefits such education benefits, social benefits, health benefits and cultural benefits are realized. The education benefits according to (Global and Evaluation, 2012) include the teacher–pupil relationship which becomes good and teaching is in turn enhanced. ICAP (2002) states that life skills implementation brought benefits; there was better teacher-pupil communication and that it helped teachers to know their pupils well. According to( Ashton , 2002) teachers noted that their

pupils acquired critical and independent thinking skills and also the attendance was good, respect for others improved. The discipline is improved in schools as the chances of pupils practicing truancy; drug and substance abuse and pregnancy are reduced (WHO, 1997). The performance of the pupils is improved. Global and Evaluation, (2012) observes that teachers and principals acknowledged improved academic achievement after the implementation of life skills curriculum. In Malawi teachers reported reduction of indiscipline cases, absenteeism and children are less rude to their teachers (Global Evaluation, 2012). The health benefits include providing pupils with skills needed for health knowledge so as to practice healthy habits. This includes teaching pupils how to resist pressure to use drugs and substances and skills to prevent HIV and AIDS (Ministry of Education, 2010).

The social benefits include the character building and proper use of leisure time for the youth. The cultural benefit got from teaching life skills, is the teaching of living harmoniously and interaction between them and also helps the pupils to acquire skills to advocate for the cultural differences. Economic benefits include the use of money to rehabilitate the drug addicts will be saved and used elsewhere. Teachers feel that life skills as a subject helps in teaching Christian religious education which has topics on drug addiction and their effects, purity of their bodies and also factors which lead to the dreaded HIV and AIDS and how they can be avoided.

## **2.6 Supervision of teachers and implementation of life skills curriculum.**

Ornstein & Hunkins (2009) curriculum implementation must be supervised and monitored. The supervisor who is the head teacher provides directions and guidance and makes sure teachers carry out the change of incorporating life skills. The head teachers are to ensure that the lesson is plotted in the block time table and taught at the right time and the right content is taught. The professional documents such the schemes of work and the lesson plans should be emphasized and endorsed by the head teacher before the teacher embarks on teaching. In addition it helps the teacher to manage time well during the lesson. According to (Global Evaluation, 2012) head teachers in many countries have been not been given any training or guidance for internal supervision in school where life skills is being taught. But in South Africa according to (Chirwa, 2009) supervision is done through formal assessments which are moderated for the purpose of quality assurance.

## **2.7 Summary of the Literature review**

This section literature review has outlined the factors affecting the implementation of life skills curriculum in public primary schools. The independent variables include teachers in-service, teaching and learning resources, influence of head teachers' supervision on teachers on the implementation of life skills curriculum, teachers perceptions towards the implementation of life skills curriculum .The dependent variable is life skills

implementation. Most countries have trained their teachers using the cascade model. In Kenya no such thing has been done and supervision is yet to be effected in school in Kenya. Teaching and learning resources in countries such as Armenia and South Africa is enough for implementing life skills while in Kenya the learning and teaching resources are minimal..Supervision in many countries is wanting because head teachers in many countries have not been given any training or guidance for internal supervision in schools. Supervision in South Africa is done through formal assessments. Teachers perceived the implementation of life skills as very essential as it has benefits such as social, health, education and cultural.

## **2.8 Theoretical Framework**

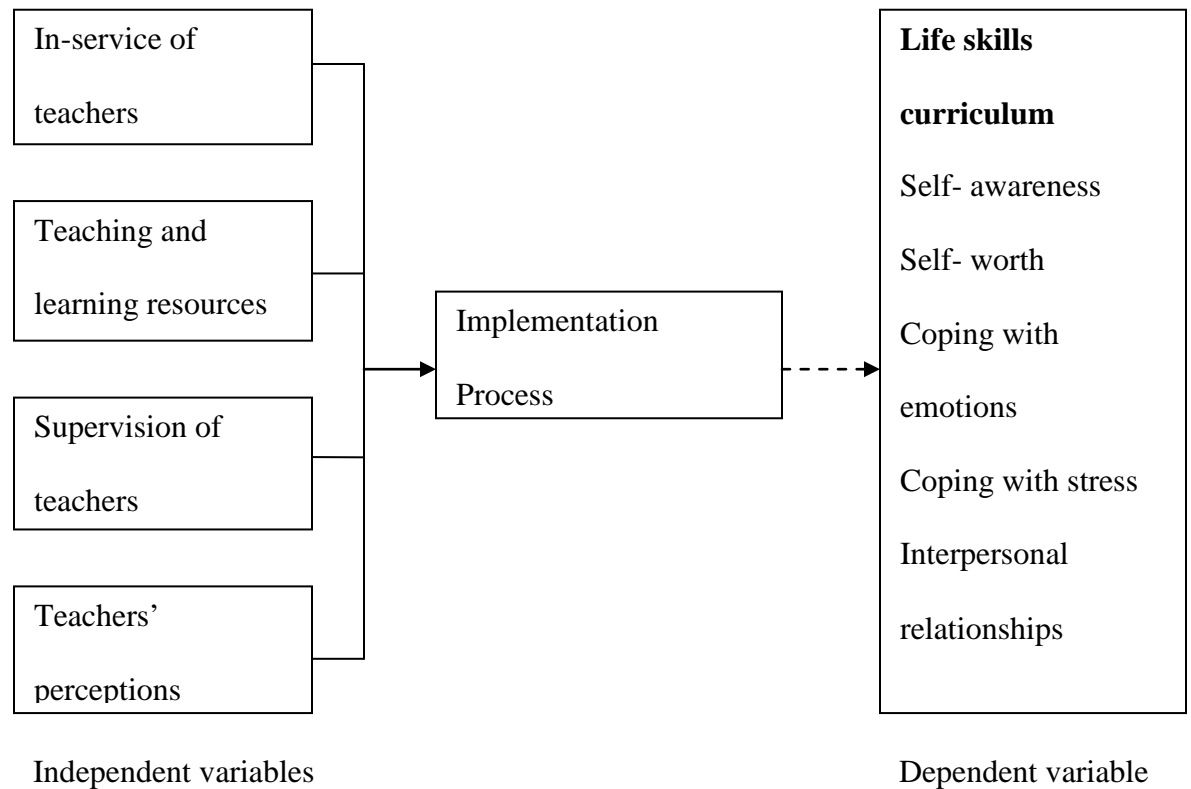
The study was guided by the Diffusion of Innovation theory propounded by Rogers (2003). Diffusion is a process by which an innovation is communicated through certain channels overtime among the social system. According to this theory of diffusion of innovation is the basis of the implementation of life skills curriculum. Diffusion of innovation theory, the diffusion of an innovation is communicated through certain channels overtime among the social system. For a successful diffusion of innovation, four main elements influence the spread of a new idea; through innovation, communication channels, time and a good social system which relies heavily on human capital. The innovations are not adopted by all individuals in a social system at the same time but at a time sequence. The

theory of Diffusion observes that there are five stages to the process of adopting an innovation which include knowledge, persuasion, decision, implementation and confirmation. Teachers need to be in-serviced to get knowledge of the life skills implementation because need appropriate and relevant training to be able to handle an innovation. Teachers, policy makers and parents need to be persuaded to accept the new innovation, decide on the benefits of the innovation. For implementation to be realized dissemination of the innovation should be in place, an allocation of resources, keeping the communication channels open for a successful diffusion of the innovation. The desired outcomes of life skills curriculum will be a youth that will be able to deal with challenging situations. Using this theory the study sought to unearth the factors affecting the implementation of life skills curriculum which has a bearing on the implementation of life skills curriculum, in public primary schools in Nzambani district.

## **2.9 Conceptual Framework**

The Diffusion Theory of innovation is the basis of the implementation of life skills curriculum. For this to be possible there is need for teachers to be in-serviced, teaching and learning resources to be adequate, teachers to perceive the importance and supervision of teachers on the implementation.

**Figure 2.1** The interrelatedness of factors and their influence on the implementation of life skills curriculum.



The independent variables include, teaching and learning resources, teachers' in-service, teachers' perceptions of the implementation of life skills curriculum, the supervision of head teachers on teachers when implementing life skills curriculum. The dependent variable is the life skills curriculum public primary schools in Nzambani District, Kitui County.

When life skills is implemented, then there will be notable skills which were not researched but may be acquired namely; critical thinking, creative thinking,

decision making, self awareness, empathy, problem solving, coping with stress,  
coping with emotions and interpersonal relationships



## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **3.1 Introduction**

The research methodology chapter describes the research design, the target population, sample and sampling techniques. In addition, it also describes data collection instruments, validity and reliability of data collection instruments, data collection procedures and provides data on analysis techniques.

#### **3.2 Research design**

According to Orodho (2004) research design is schemes, outlines or plans that are used to generate answers to a research problem. The study adopted the descriptive survey design which when used would create a detailed description of the research problem. Descriptive survey design was used to study and describe what was existing in a natural setting without any manipulation. It also involved survey or interviews to collect information. The method provided a lot of information about the factors affecting the implementation of life skills curriculum in public primary schools in Nzambani district, Kitui County.

#### **3.3 Target populations**

The target population for this study was 2,045 respondents in Nzambani district which consisted of 45 head teachers, 400 public primary teachers and 800 standard 7 pupils and 800 standard 8 pupils. (District Education Office, 2013).

### **3.4 Sample size and sampling procedures**

Sampling is the procedure a researcher uses to gather people, places or things to study. It is a process of selecting a number of individuals, objects from a population such that the selected group contains elements, representative of the characteristics found in the entire group (Orodho, 2006). Gay (2006) suggests that at least 10% of the population is a good representation where population is large and 20% where the population is small. Random sampling was done to choose 21 schools and 21 head teachers. Random sampling was used to choose 120 teachers through the signing list from the District Education office. Learners sample was drawn according to Gay (2006) who states that 10% out of the 1600 learners 7 and 8 in the selected 21 public primary schools were included in the sample. Purposive sampling was employed to obtain class 7 and 8 from each school. A class list obtained from the class teacher was used to randomly choose 4 class 7 and 4 class eight pupils. Each school yielded 8 respondents; 4 standard eight pupils and 4 standard seven pupils because they were able to read and answer the questionnaire.

### **3.5 Research instruments**

Questionnaires were preferred because information can be collected from a large sample and diverse regions according to Kombo and Tromp, (2006). Questionnaires were also preferred because of their simplicity in their administration according to (Mugenda and Mugenda, (2003). Two questionnaires

were used; one for the teachers and another for the pupils. These questionnaires are useful to collect primary data since the respondents can read and then give responses to each item. Section A consisted of questions capturing demographic information about the school. Section B contained questions designed to elicit accurate responses on the factors that affect the implementation of life skills curriculum in public primary schools in Nzambani district. An interview schedule was used to seek information from the head teacher as this helped to standardize that the interviewer asked the same questions in the same manner (Mugenda, 2003). The questionnaire was based on the objectives of the study. The items in the questionnaires included statements based on likert scale, closed and open-ended questions. Other instruments that were used were analysis of documents.

### **3.6 Instrument validity**

Validity according to Nyakwara (2009) refers to the accuracy and meaningfulness of inferences which are based on the research results. It is the extent to which an assessment instrument measures what it purports to measure. The researcher ensured that all the items in the instruments are related to the study and cover all the important area and objectives of the study using guidance from the supervisors. This ascertained the clarity, spellings and ambiguity of the instruments.

### 3.7 Instrument reliability

According to Mugenda & Mugenda (2003) reliability is a measure of the degree to which a research instrument yields consistent results or data after repeated results. Sample questionnaires were administered using piloting to three public primary schools, 6 head teachers, about 12 teachers and 9, class 7 and 8 pupils from those three schools. To establish reliability therefore the researcher used the test –retest method in two schools which were not used in the study. The Pearson correlation coefficient(r) which was used is shown below;

$$R_{xy} = \frac{N\sum xy - (\sum x)(\sum y)}{\sqrt{[N\sum x^2 - (\sum x)^2][N\sum y^2 - (\sum y)^2]}}$$

N= number of pair of scores.  
 $\sum xy$ = sum of the products  
 $\sum x$ = sum of X scores  
 $\sum y$ = sum of Y scores  
 $\sum x^2$ = sum of squared x scores

Acceptable level of reliability will be 0.85 (Mugenda & Mugenda, 2003).When correlation is found to be closer to 1, then the instrument is considered reliable (Mugenda & Mugenda 2003).The findings indicated that there was consistency(r=0.85) signifying the instruments were reliable.

### **3.8 Data collection procedure**

The researcher obtained permission from National Council of Science and Technology and a letter from the District Education Officer to allow the researcher to go to the public primary schools in Nzambani District. The questionnaires were administered to the selected public schools with a covering letter indicating clearly the purpose of the study. The researcher booked an appointment with the head teachers of the sample schools and personally administered the questions. The respondents were guided on how to respond and assured of confidentiality after which they were given three days to fill in the questionnaires and the interview schedule.

### **3.9 Data analysis techniques**

Data collected were coded and cleaned to remove missing values and categorized manually using frequency table and percentages .Simple descriptive statistics such as percentages have an advantage over more complex statistics since they can be understood. Quantitative data was analyzed, through frequency tables, bar graphs and pie-charts. Qualitative data were organized into themes and patterns and related them to research questions. The data were processed using the statistical package for social sciences (SSPS).

## **CHAPTER FOUR**

### **DATA ANALYSIS, INTERPRETATION AND DISCUSSIONS**

#### **4.1 Introduction**

This chapter presents the analysis, findings and discussions of the study. It provides the information of the study. The study had the following objectives; To what extent is the influence of teachers in-service on the implementation of life skills curriculum in public primary schools in Nzambani district, to what extent are the various ways in which learning and teaching resource in the implementation of life skills curriculum in public primary schools in Nzambani district, what are the teachers' perceptions on the implementation of life skill in public primary schools in Nzambani district and to what extent is the influence of head teachers supervision on teachers on the implementation of life skills in public primary schools in Nzambani district .

#### **4.2 Questionnaire return rate**

Completion rate is the proportion of the sample that participated as intended in the research. Questionnaires were issued in two categories namely teachers and pupils. Out of the 120 questionnaires issued to teachers 90 percent were returned. Out of the 160 issued to standard 7 and 8 pupils in the various schools 82 percent were returned. The rate of 90 percent and 82 percent are above 85 percent return

rate and with such the response rate was high thus confirming reliable findings (Mugenda & Mugenda, 2003).

### **4.3 Analysis of demographic data distribution**

This subsection presents demographic information of respondent namely teachers and pupils. This is necessary as it seeks to identify the respondents.

#### **4.3.1 Demographic information of respondents**

The demographic information of the teachers focused on gender, teaching experience, academic qualification and age. To determine the gender of teachers, they were asked to indicate the same. The respondents in this study were teachers and pupils. Their responses are presented in Table 4.1

**Table 4.1**

**Teachers' Gender Representation in Public Primary Schools in Nzambani District.**

<b>Gender</b>	<b>F</b>	<b>%</b>
Male	54	50.0
Female	54	50.0
<b>Total</b>	<b>108</b>	<b>100.0</b>

Data showed that both gender of teachers participated in the study. Both Male and Female participated equally in the study at (50%) each which is a reflection of gender balance among teachers in the zones. This suggested that the teaching

profession in public primary schools in Nzambani district is equal and that they have observed the  $\frac{2}{3}$ rd rule advocated by the government. The Ministry of Education (2007) observes that the attainment of gender equity and equality in education can be accomplished through developing Gender and Education policy which provides a comprehensive framework of the principles and strategies to be pursued in order to achieve this. It acknowledges initiatives in bridging gender gaps in all institutions. They were asked to determine their teaching experience. Their responses are presented in Table 4.2

**Table 4.2**

**Teaching Experience of the Respondents**

<b>Experience</b>	<b>F</b>	<b>%</b>
1-2 years	29	26.9
3-5 years	28	25.9
6-15 years	22	20.4
15 and above years	29	26.9
<b>Total</b>	<b>108</b>	<b>100.0</b>

Data showed the teaching experience of teachers. Most of the teachers thus had taught for 15 years and above. 26.9% of the teachers are well informed about life



skills. This means that they clearly understand the daily challenges being faced by pupils in our public schools.

Teachers were further asked to indicate their highest academic qualifications. Their responses are presented in Table 4.3

**Table 4.3**

**Teachers' Highest Academic Qualification of the Respondents**

<b>Qualification</b>	<b>F</b>	<b>%</b>
Certificate	80	74.1
Diploma	23	21.3
BED	5	4.6
<b>Total</b>	<b>108</b>	<b>100.0</b>

Data showed that teachers highest education level 74.1% had a P1 certificate. Thus majority had certificate level of education which has a great impact on the implementation of life skills curriculum in public primary schools since they can be in-serviced through the cascade model of training.

The teachers were further asked to indicate their age. Their responses are presented in Table 4.4

**Table 4.4**

**Age Representation of Teachers**

<b>Age</b>	<b>F</b>	<b>%</b>
< 25 years	12	11.1
25-35 years	48	44.4
35-45 Years	19	17.6
45 and above	29	26.9
<b>Total</b>	<b>108</b>	<b>100.0</b>

Data showed that the teachers' age bracket. Majority thus had 35-45 years implying they were middle aged staff and was clearly aware of the life skills curriculum and the government can arrange for their in-service courses since they have a number of years before they retire.

**4.3.2 Demographic information of the pupils.**

The demographic data of pupils focus on the gender, age and class. To establish the gender of people there were asked to indicate the same. Their responses showed that 43% were boys and 57.0% were girls. They responded as indicated in Table 4.5

**Table 4.5**

**Pupils' Gender**

<b>Gender</b>	<b>F</b>	<b>%</b>
Male	58	43.0
Female	77	57.0
<b>Total</b>	<b>135</b>	<b>100.0</b>

Data showed the pupils' gender .Majority were female pupils implying that are able to build self esteem and self awareness skills through life skills curriculum to avoid gender biases from the society (Ministry of Education, 2010)

Asked to indicate their class, they responded as indicated in the Table 4.6

**Table 4.6**

**Pupil Class**

<b>Classes</b>	<b>F</b>	<b>%</b>
Std 7	67	49.6
Std 8	68	50.4
<b>Total</b>	<b>135</b>	<b>100.0</b>

The data showed the classes that participated .Majority of the pupils who responded were from standard 8.

In another item, pupils were asked to indicate their age bracket; their responses are indicated in Table 4.7

**Table 4.7**

**Pupils Age Bracket**

<b>Age</b>	<b>F</b>	<b>%</b>
13 years and below	5	3.7
13-15 Years	117	86.7
15 years and above	13	9.6
<b>Total</b>	<b>135</b>	<b>100.0</b>

Data showed the age bracket of pupils. Majority were 13-15 years of age which is the age bracket that needs life skills to help them deal with challenging situations in the society since this is the critical age that pupils need to be taught life skills.

#### **4.4 Influence of in- service training to the implementation of life skills curriculum.**

This sought to establish how in-service courses affect the implementation of life skills curriculum.

#### **4.4.1 In-service of Teachers**

In-service training as Chirwa (2009) points out is that in South Africa teachers are provided with school based in-service training which is done through the pyramid method. They attend a three-day training workshop for life skills curriculum and the trainer visits the schools to provide support. In Nepal, life skills are incorporated in the pre-service and in-service in the teacher training colleges. The teacher should be trained on psychosocial skills both for themselves and for those they are teaching. Through training, teachers are able to raise questions about the content and the methods of teaching and learning.

The respondents were required to respond to items that sought to establish the same. Teachers were asked whether they had received in-service courses. They responded as indicated in the Table 4.8

**Table 4.8**

#### **Teachers Who Have Received In-service Training for Life Skills**

<b>In-service</b>	<b>F</b>	<b>%</b>
Yes	28	25.9
No	80	74.1
<b>Total</b>	<b>108</b>	<b>100.0</b>

Data showed that majority of teachers had never undergone such training. Therefore most teachers had not been trained for life skills. Head teachers in the interview schedule stated that most of their teachers had not been in-serviced.

#### **4.4.2 Teachers Responses on Training Duration**

In South Africa, teachers are provided with school based in-service training done in a three-day training workshop (Chirwa, 2009). The teachers were also asked to indicate their training duration. Data is presented in Table 4.9

**Table 4.9**

##### **Life Skills Training Duration**

<b>Training</b>	<b>F</b>	<b>%</b>
< 1 week	14	13.0
1-2 weeks	4	3.7
>4 weeks	16	14.8
Not Applicable	74	68
<b>Total</b>	<b>108</b>	<b>100.0</b>

Data showed that the length of training of the teachers who had received training was four weeks which is not enough for the implementation of life skills curriculum. This justified that most of the teachers had never been trained.

#### 4.4.3 Life Skills Relevance

This concurs with WHO (1997) that it has become increasingly clear that prioritization of academic knowledge with the acquisition of psychosocial skills is an adequate way of preparing young people for the complex challenges that exist in the world today. The teachers were also asked to indicate their option on whether life skills were relevant. Data is presented in Table 4.10

**Table 4.10**

##### **Relevance of Life Skills Training**

<b>Relevance</b>	<b>F</b>	<b>%</b>
Yes	67	62.0
No	41	38.0
<b>Total</b>	<b>108</b>	<b>100.0</b>

Data showed that the training for life skills is relevant meaning that training for life skills to teachers was very relevant and essential as it has various benefits such as education, cultural, health and society benefits (Global Evaluation, 2012)

#### **4.5 Influence of teaching and learning resources in the implementation of life skills curriculum.**

Teaching and learning resources are very important when it comes to life skills because it makes life skills real, interesting and enjoyable and it is on this basis

that the study sought to establish the influence of the teaching and learning resources in the implementation of life skills curriculum.

#### **4.5.1. Adequacy of Learning and Teaching Resources**

According to (Ashton, 2001) there are challenges in sustaining adequate levels of learning and teaching resources in Armenia by having a rental program done by the World Bank and the Armenian government. Teaching and learning resources in South Africa according to (ICAP, 2000) is adequate in the implementation of life skills. The teachers were asked to indicate whether the teaching and learning resources were adequate. They responded as indicated in Table 4.11

**Table 4.11**

#### **Adequacy of Learning and Teaching Resources**

<b>Adequacy</b>	<b>F</b>	<b>%</b>
Yes	18	16.7
No	90	83.3
<b>Total</b>	<b>108</b>	<b>100</b>

Data showed whether the learning and teaching resources for life skills were adequate and most teachers indicated that they lacked learning and teaching resources. This meant that the learning and teaching resources were inadequate in most schools.



According to the Ministry of Education (2008) the teaching and learning resources are sometimes very expensive and some of these maybe developed, sourced from the environment at affordable prices and with ease of convenience. Pupils were asked whether there was adequate teaching and learning resources. They responded as indicated in Table 4.12

**Table 4.12**

**Adequacy of Teaching and Learning Resources**

<b>Adequacy</b>	<b>F</b>	<b>%</b>
Yes	56	41.5
No	79	58.5
<b>Total</b>	<b>135</b>	<b>100.0</b>

Data showed whether the teaching and learning resources were adequate .Majority of the pupils had cited No meaning inadequate learning and teaching resources in schools was evident.

#### **4.5.2 Resource Approval by the Ministry of Education**

Teachers were asked whether the learning and teaching resources were approved by the Ministry of Education .They responded as shown in Table 4.13

**Table 4.13**

**General Resource Approval by the Ministry of Education**

<b>Approval</b>	<b>F</b>	<b>%</b>
Yes	76	70.4
No	32	29.6
<b>Total</b>	<b>108</b>	<b>100.0</b>

Data showed whether the learning materials were generally approved by the Ministry of Education. Teachers responded by indicating that the books were approved. This shows that the materials are generally approved by the Ministry of Education.

**4.5.3 Radio as Learning and Teaching Resource**

The teachers were asked to indicate whether they used the radio as learning and teaching resource. They responded as indicated in Table 4.15

**Table 4.14:**

**Use as of Radio as a Learning and Teaching Resource**

<b>Radio</b>	<b>F</b>	<b>%</b>
Always	2	1.9
Mostly	11	10.2
Sometimes	40	37.0
Not Always	55	50.9
<b>Total</b>	<b>100.0</b>	<b>108</b>

Data showed that radio as a teaching and learning resources is used in life skills implementations .Most teachers responded that they did not use radio to teach life skills. This shows that radio is not always used in life skills implementation.

**4.5.4 Text Books as Learning and Teaching Resource**

Asked whether they used the text books as a learning resource, they responded as indicated in Table 4.15

**Table 4.15**

**Use of Textbooks as Learning and Teaching Resource**

<b>Textbook</b>	<b>F</b>	<b>%</b>
Always	50	46.3
Mostly	15	13.9
Sometimes	23	21.3
Not Always	20	18.5
Total	108	99.1
<b>Total</b>	<b>100.0</b>	<b>108</b>

Data showed that text books are used in teaching and learning of life skills and most teachers responded by indicating that they used textbooks to teach life skills. This shows that text books are the resource that is always used in teaching and learning life skills.

**4.5.5 Pictures as Learning and Teaching Resource**

Asked whether they used pictures as learning and teaching resource they responded as indicated in Table 4.17

**Table 4.16**

**Use of Pictures as Learning and Teaching Resource**

<b>Pictures</b>	<b>F</b>	<b>%</b>
Always	20	18.5
Mostly	9	8.3
Sometimes	51	47.2
Not Always	28	26
<b>Total</b>	<b>108</b>	<b>100.0</b>

Data showed whether pictures were used as a teaching and learning aid and teachers responded by indicating that they do not use the pictures. This shows that pictures just like radio are not always used as learning and teaching resources for life skills implementation.

**4.5.6 Computer as a Teaching and Learning Resource**

The teachers were also asked to indicate whether they used the computer as a teaching and learning resource. They responded as indicated in Table 4.17

**Table 4.17**

**Use of Computer as a Teaching and Learning Resource**

<b>Computer</b>	<b>F</b>	<b>%</b>
Always	4	3.7
Sometimes	9	8.3
Not Always	95	88.0
<b>Total</b>	<b>108</b>	<b>100.0</b>

Data showed whether the computers were used to implement life skills and teachers responded by indicating that they do not use computers. This show that just like radio, pictures and computers are not always used in implementation of life skills as they are expensive according to the Ministry of Education, (2008).

**4.5.7 Video as Learning and Teaching Resource**

They were asked to indicate whether they used the video as learning and teaching resource. They responded as indicated in Table 4.18

**Table 4.18**

**Video as Learning and Teaching Resource**

<b>Video</b>	<b>F</b>	<b>%</b>
Sometimes	2	1.9
Not Always	106	98.1
<b>Total</b>	<b>100.0</b>	<b>108</b>

Data showed whether the video is used as a learning aid for life skills. Teachers responded by indicating that video is not used. This show that just like radio, pictures and computer are not always used.

They were also asked to indicate the ratio of life skills text books to pupils. They responded as indicated in Table 4.19.

#### **4.5.8 Ratio of Life Skills Textbooks**

This supports the Ministry of Education (2008), that in Kenya, according to the learning and teaching resources has been scarce and sometimes expensive to get. In the primary schools in Kenya the ratio of text book sharing is the ratio of at least 1:2 and that Schools rely greatly on the teacher's notes. They responded as in Table 4.19

**Table 4.19**

**Ratio of Life Skills Text books to Pupils**

<b>Ratio</b>	<b>F</b>	<b>%</b>
1:1	13	12.0
1:2	3	2.8
1:3	20	18.5
1:4	8	7.4
1:5	22	20.4
Not Sure	42	38.9
<b>Total</b>	<b>108</b>	<b>100.0</b>

Data showed that the ratio of text books to pupils with respect to life skills was in schools and teachers were responded by indicating that the ratio was 1:5. This means the text books are exceedingly fewer than the pupil which is a hindrance to the implementation of life skills curriculum.

**4.6 Influence of teachers perceptions on the implementation of life skills curriculum.**

Teachers' attitude towards the implementation of any subject is crucial as teachers are the ones who disseminate the curriculum. The study sought to establish teachers' perception on the factors affecting life skills implementation. The



teachers were asked to list their responses to establish the effect of teachers' perceptions on the implementation of life skills curriculum.

#### **4.6.1 Life Skills Improves Performance**

Teachers perceive immediately the implementation of life skills has benefits such as education, social, health and cultural benefits are realized. The education benefits according to (Global Evaluation, 2012) include the teacher-pupil relationship becomes good and teaching is enhanced. (WHO, 1997) observes that the discipline in schools is improved and that the performance is improved. Asked to indicated their opinion whether life skills improves performance. They responded as indicated in Table 4.20

**Table 4.20**

#### **Whether Life Skills Improves Performance**

<b>Performance</b>	<b>F</b>	<b>%</b>
Strongly Agree	26	24.1
Agree	58	53.7
Neutral	17	15.7
Disagree	2	1.9
Strongly Disagree	5	4.6
<b>Total</b>	<b>108</b>	<b>100.0</b>

Data showed those teachers' views on whether life skills improve performance and most teachers strongly agreed. This showed that a life skills improves pupils performance.

#### **4.6.2 Teacher-Pupil Relationship Enhanced**

Similarly, the education benefits according to (Global Evaluation, 2012) include the teacher-pupil relationship which becomes good and teaching will be enhanced. According to (Global Evaluation, 2012) teachers from Malawi reported that the children are less rude to their teachers.

Asked to indicate whether teacher- pupil relationship was enhanced. They responded is represented in Table 4.21

**Table 4.21**

**Teacher- Pupil Relations Enhanced**

<b>Relations</b>	<b>F</b>	<b>%</b>
Strongly Agree	31	28.7
Agree	67	62.0
Neutral	6	5.5
Disagree	2	1.9
Strongly Disagree	2	1.9
<b>Total</b>	<b>108</b>	<b>100.0</b>

Data showed whether life skills enhanced teacher-pupil relationships and majority of the teachers responded that life skills enhanced relations between teachers and pupils.

#### **4.6.3 General Improvement on Pupils Discipline**

This supports( Global Evaluation,2012) that teachers perceive immediately the implementation life skills has benefits such education benefits, social benefits, health benefits, cultural benefits are realized.

The teachers were also asked whether life skills had a general improvement in pupils' discipline. They responded as follows in Table 4.22

**Table 4.22**

**General Improvement in Pupil Discipline**

<b>Improve</b>	<b>F</b>	<b>%</b>
Strongly Agree	30	27.7
Agree	58	53.7
Neutral	15	13.9
Disagree	2	1.9
Strongly Disagree	3	2.8
<b>Total</b>	<b>108</b>	<b>100.0</b>

Data showed whether life skills enhanced general discipline of pupils. Majority thus agreed meaning that life skills enhance general discipline.

#### **4.6.4 Girls Dropout Due To Pregnancy**

The benefits according to (Global Evaluation, 2012) include social benefits which lead the pupils to build their character and use their leisure time well.

The teachers were also asked to indicate whether many girls dropped due to pregnancy. Data is presented in Table 4.23

**Table 4.23**

**Many Girls Dropping Due to Pregnancy**

<b>Strongly Agree</b>	<b>F</b>	<b>%</b>
Agree	37	34.3
Neutral	20	18.5
Disagree	6	5.6
Strongly Disagree	31	28.7
<b>Total</b>	14	12.9
	<b>108</b>	<b>100.0</b>

Data showed that most pupils have dropped due to pregnancy .Majority thus agreed that a good number had dropped due to pregnancies meaning they lacked knowledge on sexual education.Errecart,Walberg, Gold ,Fielder & Kolbe 1991 suggested that life skills will provide the youth with more problem specific skills since institutions have had challenges such as pregnancy .

**4.6.5 Lack of Life skills Increases Abortions**

The discipline is improved in schools as the chances of truancy; drug and substance abuse and pregnancy are reduced according to (WHO, 1997).The teachers were also asked to indicate whether lack of life skills in female pupils

brought many pregnancies which in turn meant more abortions. Data is presented in Table 4.24.

**Table 4.24**

**Lack of Life Skills Increased Abortions**

<b>Abortions</b>	<b>F</b>	<b>%</b>
Strongly Agree	93	86.1
Agree	15	13.9
<b>Total</b>	<b>108</b>	<b>100.0</b>

Data showed whether lack of life skills increased abortions and the teachers responded by indicating that pupils dropped due to pregnancies and that they sought abortion. This also showed weakness on the side of the school and parents in providing productive health education to the children.

#### **4.6.6 Life Skills Introduced in a Hurry**

Teachers were asked to state whether life skills was introduced in a hurry. They responded as indicated in Table 4.26

**Table 4.25**

**Life Skills Introduced in a Hurry**

<b>In a hurry</b>	<b>F</b>	<b>%</b>
Strongly Agree	32	29.6
Agree	46	42.6
Neutral	14	13.0
Disagree	13	12.0
Strongly Disagree	3	2.8
<b>Total</b>	<b>108</b>	<b>100.0</b>

Data showed whether life skills were introduced in hurry. Majority of the teachers strongly disagreed that life skills were introduced in a hurry.

**4.6.7 Adds More Workload**

Asked whether life skills added more work load. They responded as indicated in Table 4.26

**Table 4.26**

**Life Skills and Work Load**

<b>Workload</b>	<b>F</b>	<b>%</b>
Strongly Agree	27	25
Agree	37	34.3
Neutral	9	8.3
Disagree	17	15.7
Strongly Disagree	18	16.7
<b>Total</b>	<b>108</b>	<b>100.0</b>

Data showed whether life skills added more work load and majority of the teachers strongly disagreed. Life skills does not add work load to teachers if the lessons are well planned and distributed.

**4.6.8 Pupils Abusing Drugs**

Errecart, Ross and Gold (1991) insist that teaching life skills could form a base of life skills education for the promotion of mental well being and healthy interaction and behavior. Also, it provides the youth with more problem specific skills such as being assertive in dealing with peer pressures to use drugs. They were also asked whether many pupils were abusing drugs. They responded as indicated in Table 4.27



**Table 4.27**

**Many Pupils Abusing Drugs**

<b>Abusing drugs</b>	<b>F</b>	<b>%</b>
Strongly Agree	36	33.3
Agree	20	18.5
Neutral	5	4.6
Disagree	28	26
Strongly Disagree	19	17.6
<b>Total</b>	<b>108</b>	<b>100.0</b>

Data showed that a good number of pupils still abuse drugs .Majority of the teachers strongly agreed that many pupils abused drugs.

**4.6.9 Life Skills Education Instilled in Pupils**

According to PSABH (2006) the purpose of life skills is to enable individuals to translate knowledge, attitudes and values into actual abilities. Skills of knowing of knowing and living with oneself, skills of knowing and living with others and skills for making effective decisions. Teachers were asked which life skills they instilled in pupils. They responded as indicated in Table 4.28

**Table 4.28**

**Life Skills Education instilled in Pupils**

<b>Life skills</b>	<b>F</b>	<b>%</b>
Critical Thinking	2	1.9
Respect	4	3.7
Good Grooming	5	4.6
Self Esteem	9	8.3
Others	30	27.8
All the above	45	41.7
Not Applicable	13	12.0
<b>Total</b>	<b>108</b>	<b>100.0</b>

Data showed teachers' views on examples of life skills taught in school by the teachers. This shows that teachers inculcate variety of life skills to pupils in schools according to (The Ministry of Education, 2008).

**4.6.10 Life skills develops Good Behavior**

According to (Global Evaluation, 2012) Malawian teachers reported reduction of indiscipline cases, absenteeism and that children are less rude to their teachers.

Pupils were asked to indicate whether life skills developed good behavior. The pupils responded as indicated in Table 4.29

**Table 4.29**

**Life Skills Develops Good Behavior**

<b>Good behavior</b>	<b>F</b>	<b>%</b>
Strongly Agree	66	48.9
Agree	53	39.3
Neutral	16	11.9
<b>Total</b>	<b>135</b>	<b>100.0</b>

Data showed that life skills developed good behavior in pupils .Majority of the pupils in class 7 and 8 strongly agreed that life skills developed good behavior.

**4.6.11 Life Skills Influences Lives**

According to Global Evaluation (2012) the cultural benefits got from teaching life skills is the teaching of living harmoniously and interaction between them.

Pupils were asked to indicate whether life skills influenced their lives. They responded as indicated in Table 4.30

**Table 4.30**

**Life Skills Influences Pupils' Lives**

<b>Influences lives</b>	<b>F</b>	<b>%</b>
Strongly Agree	54	40.0
Agree	54	40.0
Neutral	21	15.6
Strongly Disagree	6	4.4
<b>Total</b>	<b>135</b>	<b>100.0</b>

Table 4.31 above shows life skills influence pupil life and majority of the pupils strongly agreed that life skills influenced pupils' lives. This study concurs with ICAP (2002) that life skills implementation brought benefits such as better teacher-pupil communication and this helps teachers to know their pupils well.

**4.6.12 Helps Negotiate and Solve Conflicts**

According to Ministry of Education (2008) life skills is grouped into three categories and the third one is the skill of making effective decisions.

The pupils were asked whether life skills helped negotiate and solve conflicts.

They responded as indicated in Table 4.31

**Table 4.31**

**Life Skills Helps Negotiate and Solve Conflicts**

<b>Negotiates</b>	<b>F</b>	<b>%</b>
Strongly Agree	47	34.8
Agree	55	40.7
Neutral	31	23.0
Disagree	1	.7
Strongly Disagree	1	.7
<b>Total</b>	<b>135</b>	<b>100</b>

Table 4.32 above shows life Skills help negotiate and solve conflicts. Majority thus had strongly agreed that life skills helped to negotiate and solve conflicts. This study concurs with the findings of Global Evaluation (2012) that cultural benefits are got from implementing life skills curriculum as pupils acquire advocacy skills.

**4.7 Influence of head teachers supervision on teachers on the factors affecting the implementation of life skills curriculum**

Ornstein explores that curriculum implementation must be supervised and monitored the supervisor who is the head teacher provides directions and guidance and makes sure teachers carry out the change on incorporating life

skills. According to (Global Evaluation, 2012) many head teachers have not been given any training or guidance for any internal supervision.

The study sought to establish how supervision affected the implementation of life skills curriculum. The teachers were therefore asked to respond to items that sought to establish the same.

#### **4.7.1 Scheming and Lesson Planning**

Schemes of work and lesson plans should be written and endorsed by the head teacher before the teacher embarks on teaching. The teachers were asked whether they schemed and lesson planned regularly. They responded as indicated in Table 4.32

**Table 4.32**

#### **Life Skills Scheming and Lesson Planning Regularly**

<b>Scheming</b>	<b>F</b>	<b>%</b>
Yes	79	73.1
No	29	26.9
<b>Total</b>	<b>108</b>	<b>100.0</b>

Data showed that the teachers schemed and lesson planned for life skills regularly.

#### 4.7.2 Supervision

Teachers were asked whether the head teacher supervised life skills regularly. The responded as indicated in Table 4.33 .This is in line with Ornstein and Hunkins (2009) that curriculum implementation must be supervised and monitored. The supervisor who is the head teacher provides directions and guidance and makes sure teachers carry out the change of incorporating life skills. The head teachers are to ensure that the lesson is plotted in the block time table and taught at the right time and the right content is taught. They responded as indicated in Table 4.33.

**Table 4.33**

##### **Regular Life Skills Supervision by Head teachers**

<b>Supervision</b>	<b>F</b>	<b>%</b>
Yes	70	64.8
No	38	35.2
<b>Total</b>	<b>108</b>	<b>100.0</b>

Data showed responses on whether head teachers supervised the teachers regularly. This shows that head teachers do supervise their teachers. This is according to (Ornstein & Hunkins, 2009) states that curriculum implementation must be supervised and monitored. And this study concurs with the findings of

Chirwa(2009) who noted that supervision be done through formal assessments which are moderated for the purpose of quality assurance.

#### **4.8 Summary of the findings**

The questionnaire return rate exceeded the 85 percent suggested by Mugenda and Mugenda (2003) therefore deemed adequate for data analysis. Demographic information showed equal distribution of men and women teachers implying that both were involved in the implementation of life skills. On teaching experience most of the teachers had taught for between 1-2 years or had taught for 15 years meaning that those with 15 years had enough experience on the implementation of life skills. Teachers' highest qualification was the PI certificate meaning that in-service courses are very essential. Most teachers had the age of 35-45 years, implying they had enough experience on the implementation of life skills. Data showed that 74.1 percent of the teachers had not received in-service courses on life skills. Learning and teaching resources were inadequate as 83 percent of the teachers cited inadequacy. Teachers and head teachers agreed that life skills was essential as it helps to reduce indiscipline, truancy, absenteeism and also improves performance of pupils. In conclusion teachers responded that head teachers supervised their teachers and ensured that they schemed and prepared lesson plans well.



## **CHAPTER FIVE**

### **SUMMARY, CONCLUSIONS AND RECOMMENDATIONS**

#### **5.1 Introduction**

This chapter presents the summary of the findings, conclusions, recommendations and suggestions for further studies.

#### **5.2 Summary of the study**

The purpose of the study was to investigate the factors affecting the implementation of life skills in public primary schools in Nzambani district. Four research questions were set to guide the study; Research objective one sought to establish the influence of teachers' in-service on the implementation of life skills curriculum in public primary schools in Nzambani district.; research objective two sought to establish the extent of the various ways in which learning and teaching resources affect the implementation of life skills curriculum in public primary schools in Nzambani district; research objective three sought to establish how the Learning and teaching resources greatly affect the implementation of the life skills curriculum. Finally research question four sought to establish the extent of the influence of head teachers' supervision on teachers on the implementation of life skills curriculum in public primary schools in Nzambani district. The significance of the study was well outlined. The study was confined to public primary schools, head teachers, teachers and standard seven and eight pupils in

Nzambani district. The assumptions were well outlined in that the researcher assumed that the respondents were knowledgeable about the subject and that the schools were implementing the life skills curriculum.

Literature review was presented in chapter two. Related literature is presented under sub topics: Teachers in –service, teaching and learning resources, Teachers’ perceptions on the implementation of life skills and the supervision of head teachers on teachers on the implementation of life skills. The study was conducted using the descriptive survey design to investigate the factors affecting the implementation of life skills curriculum.

Descriptive survey design was the most used because it described, recorded and analyzed the factors affecting the implementation of life skills curriculum. The study was conducted in Nzambani district.

The targeted population for this study was public primary schools head teachers, teachers and pupils. The study comprised of 21 head teachers, 120 teachers and 160 pupils. Data was collected using the questionnaire for both teachers and pupils and an interview schedule for head teachers. Validity of the instruments was ensured through the test –retest and the assistance of the supervisors.

Research permit was received from the national council of science and technology. Then the researcher then administered the instrument to all the

respondents. The research findings were analyzed using the SPSS and the data presented in tables. Findings revealed that in-service courses to teachers were not done prior to the implementation of life skills curriculum.

It also found out that teaching and learning resources are inadequate in schools , supervision is done but not regularly and teachers perceive that life skills is very essential.

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### **5.3 Conclusions**

Based on the findings the study concluded that the implementation of the life skills curriculum in public primary schools is influenced by various factors namely: teachers' in-service on the implementation of life skills curriculum, learning and teaching resources, teachers' perceptions and head teachers' supervision on teachers.

Most teachers cited that they had not been given any special training for the life skill curriculum in particular. They thus lack the key skills on how to implement life skills curriculum and therefore identify pupil needs, plan the lessons and teach the lessons effectively.

Learning and teaching resources for the implementation of life skills curriculum in public primary schools are very limited. Findings have shown that schools used mostly text books, which are few in number yet these resources, are to be diversified as per the ministry approvals.

The teachers' perception towards the implementation of life skills is generally good as it helps improve pupil's discipline. However it could be a burden if hurriedly introduced giving them no time to plan and prepare.

Head teachers supervision of teachers is very critical. It helps to ensure that the lessons are captured on the time table, that teachers lesson plan, make schemes of work and attend to their lessons as per time table requirements.

#### **5.4 Recommendations**

In line with the findings and conclusions, the researcher recommended the following;

i) In- service teachers training

The study observed that most teachers have cited weakness due to the fact that they have not been given specific training on the implementation of the life skills curriculum; it is recommended that such training is very vital especially to those teachers who still hold the certificate as highest professional level of training. Training should be done from the Teachers Training colleges to the University level .This training should clearly define what life skills curriculum entails and the role of teachers implementing it in the public primary schools.

ii) Provision of adequate teaching and Learning Resources

The study revealed that most public primary schools do not have the adequate learning and teaching materials. The ministry should carry out proper resources

audit, followed by planning to effectively supply the schools through the respective District Education Offices with all the Ministry's recommended life skills curriculum resources in their respective ratios that are adequate to the pupils in each school. The school administration should also take good care of the learning materials offered by the Ministry to help the pupils acquire the abilities to enable them adapt positive behavior.

iii) Teachers perceptions on the implementation of life skills

The study revealed that the implementation of life skills curriculum has had challenges when teachers feel it is adding them burden in terms of work load and thus the time table is squeezed. Proper planning together with allocation of the life skills implementation to the designated qualified teachers should be done especially early enough before the new term kicks off.

iv) Regular Supervision

The study revealed that supervision is done. Head teachers should clearly explain to their teachers their role in planning, scheming and teaching the life skills lessons. Supervision should be done both externally and internally. They should also impartially and objectively carry on supervision to ensure that the syllabus standards are fully met.

### **5.5 Suggestions for further studies**

The study sought to investigate the factors affecting the implementation of life skills curriculum in public primary schools in Nzambani District, Kitui County. Life skills curriculum is still a major issue in various districts across the country. The researcher recommends extension of the study to other districts to compare these factors and identify other challenges that may hinder implementation of life skills curriculum in public primary schools.

The following areas were suggested for further research;

- i. Life skills curriculum in relation to academic performance.
- ii. Life skills curriculum and health education.
- iii. The impact of life skills curriculum on the retention of pupils.

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## **APPENDICES**

### **APPENDIX A: LETTER OF INTRODUCTION**

University of Nairobi,  
Department of Education  
P. O Box 30197, Nairobi.

To All Head teachers,  
Nzambani District Public Primary Schools,  
-----Primary school.

#### **RE: PARTICIPATE IN RESEARCH ON LIFE SKILLS IMPEMENTATION**

I am Master of Education student at the University of Nairobi carrying out a study on the factors affecting the implementation of life skills curriculum in public primary schools in Nzambani District, Kitui County, Kenya.

I seek your assistance to administer the attached questionnaire to be filled. The responses will be used for the purpose of this study. Your assistance is highly appreciated.

Yours faithfully,

EDITH M. KILONZO

## **APPENDIX B**

### **INTERVIEW GUIDE FOR HEADTEACHERS**

Research on the factors affecting the implementation of life skills curriculum in public primary schools in Nzambani District, Kitui County, Kenya.

1. What major life skills does your school promote among the learners?
2. How many teachers have been in-serviced?
3. Has the INSET benefited teachers?
4. In your view, which kind of training do teachers need to teach life skills?
5. What teaching and learning resources are available in your school for teaching Life skills?
6. If yes, are they approved by the Ministry of Education?
7. What is the teachers' perception of the importance of life skills?
8. Do you have life skills time-tabled?
9. How many periods are allocated to life skills?
9. Do you check the schemes, lesson plans and records of work regarding life Skills regularly?
10. What are your opinions on the implementation of life skills curriculum?

## APPENDIX C

### QUESTIONNAIRE FOR TEACHERS

This questionnaire is an attempt to find ways of improving life skills implementation. Please complete the following sections. Tick (✓) where appropriate.

#### Section A

1. Name of the school \_\_\_\_\_

2. Zone \_\_\_\_\_

3. Gender: Male ☐ Female ☐

4. Years of teaching:

1-2 Years ☐ 3-5 years ☐ 6-15 Years ☐ 15 Years and above ☐

5. What is the highest academic qualification?

Certificate ☐ Diploma ☐ BED ☐ MED ☐

6. Age: Less than 25 ☐ 25-35 ☐ 35-45 ☐ 45 and above ☐

#### Section B

7. Have you received any training on life skills? Yes ☐ No ☐

8. If Yes in 7 above, how long did the training take? \_\_\_\_\_

9. If yes, has it helped in the implementation of Life Skills curriculum?

10. Are there enough teaching and learning resources on Life Skills curriculum in the school? Yes ☐ No ☐

11. Are they approved by the ministry of Education? Yes ☐ No ☐

Resources	Always	Mostly	Sometimes	Not Always
Radio				
Textbooks				
Pictures				
Computer				
Video				

12. What is the ratio of Life Skills textbooks among the pupils in your class?

#### Section C

13. Which class do you teach Life Skills?

14. How long have you taught Life Skills?

15. How many children were enrolled at the beginning of the year?

16. How many have dropped out?

17. What are the possible reasons?

18.

	SA	A	N	D	SD
The performance improves					
Relationship between teachers and pupils is enhanced					
The general discipline of pupils improves					
A large number of girls are dropping out of					

school due to pregnancy					
If a large number of girls are dropping out of school due to pregnancy, a large number of girls are dying due to procuring abortion					
Life skills was introduced in a hurry					
Life skills adds more work load					
A large number of school aged children are involved in drinking alcohol, smoking and chewing 'Miraa'					

SD= Strongly Disagree D= Disagree N= Neutral A= Agree

SA= Strongly Agree

19. Do you scheme or lesson plan regularly?

20. Does your head teacher supervise you regularly?

21. What Life Skills do you instill in your pupils?



**APPENDIX D:**

**QUESTIONNAIRE FOR PUPILS**

This questionnaire is an attempt to find ways of improving life skills implementation. Please complete the following sections. Tick (✓) where appropriate.

**Section A**

District.....School..... Sex.....

Class.....Age.....

1. Have you ever heard of life skills? Yes ☐ No ☐

2. If Yes, from who? Teachers ☐ Parents ☐

3. Do you enjoy learning life skills?

4. Which day is life skills taught? \_\_\_\_\_

5. Which subject is taught instead of life skills? \_\_\_\_\_

6. Are the teaching and learning resources adequate?

	SD	D	N	A	SA
Life Skills develops good behavior					
Life skills influences my life					
Life Skills enhances my ability to negotiate and resolve conflicts					
Life Skills enables one to make					

decisions critically					
Life Skills enables one to handle emotions					
Life Skills enhances good interpersonal relationship					
Life Skills helps to find positive and effective ways of coping with stress					

SD= Strongly Disagree D= Disagree      N= Neutral    A= Agree    SA= Strongly Agree

## APPENDIX E

### RESEARCH AUTHORIZATION

REPUBLIC OF KENYA



### NATIONAL COUNCIL FOR SCIENCE AND TECHNOLOGY

Telephone: 254-020-2213471, 2241349, 254-020-2673550  
Mobile: 0713 788 787 , 0735 404 245  
Fax: 254-020-2213215  
When replying please quote  
secretary@ncst.go.ke

P.O. Box 30623-00100  
NAIROBI-KENYA  
Website: www.ncst.go.ke

Our Ref: **NCST/RCD/14/013/958**

Date: **5<sup>th</sup> June 2013**

Edith Mwikali Kilonzo  
University of Nairobi  
P.O Box 92-0902  
Kikuyu.

#### **RE: RESEARCH AUTHORIZATION**

Following your application dated **30<sup>th</sup> May, 2013** for authority to carry out research on “*Factors affecting implementation of life skills curriculum in public primary schools in Nzambani District, Kenya.*” I am pleased to inform you that you have been authorized to undertake research in **Nzambani District** for a period ending **30<sup>th</sup> June, 2013.**

You are advised to report to **the District Commissioner and District Education Officer, Nzambani District** before embarking on the research project.



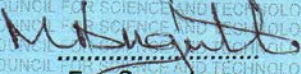
On completion of the research, you are expected to submit **two hard copies and one soft copy in pdf** of the research report/thesis to our office.

A handwritten signature in black ink, appearing to read 'M. K. Rugutt'.

**DR. M. K. RUGUTT, PhD, HSC.**  
**DEPUTY COUNCIL SECRETARY**

Copy to:  
The District Commissioner  
The District Education Officer  
Nzambani District

**APPENDIX F**  
**RESEARCH PERMIT**

<p style="text-align: center;"><b>PAGE 2</b></p> <p><b>THIS IS TO CERTIFY THAT:</b></p> <p><b>Prof./Dr./Mr./Mrs./Miss/Institution</b> <b>Edith Mwikali Kilonzo</b> <b>of (Address) University of Nairobi</b> <b>P.O Box 92-0902, Kikuyu</b> <b>has been permitted to conduct research in:</b></p> <p><b>Location:</b> <b>Nzambani District</b> <b>Eastern Province</b></p> <p><b>on the topic: Factors affecting implementation</b> <b>of life skills curriculum in public primary</b> <b>schools in Nzambani District, Kenya.</b></p> <p><b>for a period ending: 30<sup>th</sup> June, 2013.</b></p>	<p style="text-align: center;"><b>PAGE 3</b></p> <p><b>Research Permit No. NCST/RCD/14/013/958</b></p> <p><b>Date of issue 5<sup>th</sup> June, 2013</b></p> <p><b>Fee received KSH. 1000</b></p> <div style="text-align: center;"></div> <p><b>Applicant's Signature</b> </p> <p><b>For Secretary</b>  <b>National Council for</b> <b>Science &amp; Technology</b></p>
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