

**INFLUENCE OF INTERACTIVE TEACHING METHODS ON LIFE  
SKILLS CURRICULUM IMPLEMENTATION IN PUBLIC PRIMARY  
SCHOOLS IN IGEMBE SOUTH DISTRICT, KENYA**

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the Degree of a Master of Education in Curriculum Studies**

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## **DECLARATION**

This research project is my original work and has not been presented for a degree in any other University.

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This research project has been submitted for examination with our approval as University Supervisors.

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## **DEDICATION**

I dedicate this work to my loving husband Jason Kaberia and our children for the continued love and support during my study.

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## **ABBREVIATIONS AND ACRONYMS**

<b>CRC</b>	Convention of the Rights of the Child
<b>ESAR</b>	Eastern and Southern Africa
<b>LOC</b>	Leadership Obstacle Courses
<b>LSE</b>	Life Skills Education
<b>PAHO</b>	Pan American Health Organisation
<b>PDE</b>	Provincial Director of Education's Office
<b>SPSS</b>	Statistical Package for Social Sciences
<b>UNESCO</b>	United Nations Educational Scientific and Cultural Organisation
<b>UNICEF</b>	United Nations Children's Fund
<b>WCEFA</b>	World Conference on Education For All
<b>WHO</b>	World Health Organisation

## ABSTRACT

The purpose of this study was to investigate the influence of interactive teaching methods on the implementation of life skills curriculum in primary schools in Igembe South district, Kenya. Four research objectives were developed. This research adopted a descriptive survey design. The sample comprised of 21 headteachers, 65 teachers and 260 pupils. Data were collected by use of questionnaires. Data were analysed by use of qualitative and quantitative techniques. Data revealed that teachers used cooperative learning strategy. For example teachers allowed pupils to reinforce each other during the lesson; they teacher ensured there was communication between them and pupils. Findings also revealed that teachers used group discussions as a strategy in the implementation of life skills curriculum. For example, teachers posed question to pupils who discuss and present pupils learning, agreed with the statement. However, majority teachers did not let pupils share ideas on multi level abilities. Teachers made sure there was mutual understanding in a problem. Findings also revealed that teachers used group discussion in the implementation of life skills curriculum. Teachers taught in groups during life skills lesson, they made sure that pupils discuss freely issues in life skills. Findings also revealed that use of role-playing influenced the implementation of life skills curriculum. Findings also revealed that use of demonstration teaching strategy influenced the implementation of life skills curriculum. For example, teachers used demonstration in teaching life skills. The study concluded that teachers used group discussions as a strategy in the implementation of life skills curriculum. Teachers also made pupils learnt in groups during life skills lesson. The study also concluded that use of role-playing influenced the implementation of life skills curriculum. Teachers for example allowed pupils play roles in a LSE lesson. The study also concluded that use of demonstration teaching strategy influenced the implementation of life skills curriculum. Teachers used demonstration in teaching life skills. The use of demonstration was considered very helpful in the implementation of life skills curriculum. Based on the findings of this study, it was recommended that teachers should incorporate various aspects of cooperative learning strategy such as not putting pupils in cooperative groups, allowing pupils to share ideas in the classroom, allowing them to speak more often, reinforce each other during the lesson, ensure communication between them and pupils. It was also recommended that headteachers as curriculum supervisors in the schools should ensure that teachers use effective teaching methods that will influence effective implementation of life skills curriculum. The study suggested that a study on the relationship between pupils' attitude towards life skills and implementation of life skills curriculum should be carried out. A study on the influence of teacher characteristics on the implementation of life skills curriculum in primary schools should be carried out and lastly study on challenges facing the implementation of life skills curriculum should be conducted.

## **CHAPTER ONE**

### **INTRODUCTION**

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

Initiatives to develop and implement life skills education in schools have been undertaken in many countries around the world. The need for life skills education is highlighted, directly and indirectly in the Convention of the Rights of the Child (CRC) and a number of international recommendations (Ottawa Charter for Health Promotion, 2009). Life skills education is aimed at facilitating the development of psychosocial skills that are required to deal with the demands and challenges of everyday life. It includes the application of life skills in the context of specific risk situations and in situations where children and adolescents need to be empowered to promote and protect their rights. Following the study of many different life skills programmes, the World Health Organisation (WHO) Department of Mental Health identified five basic areas of life skills that are relevant across cultures which include decision-making and problem-solving; creative thinking and critical thinking, communication and interpersonal skills, self-awareness and empathy, coping with emotions and coping with stress (Ottawa Charter for Health Promotion, 2009).

Life skills has been implemented in different countries for different reasons. In Mexico, it is aimed at prevention of adolescent pregnancy. In the United Kingdom, an important life skills initiative was set up to contribute to child abuse

prevention, and in the USA there are numerous life skills programmes for the prevention of substance abuse and violence. In South Africa and Colombia an important stimulus for life skills education has been the desire to create a curriculum for education for life, called “Life Orientation” education in South Africa and “Integral Education” in Colombia. In Zimbabwe and Thailand the impetus for initiating life skills education was the prevention of HIV/AIDS. There are many initiatives of this nature in which, in addition to primary prevention objectives, life skills education has been developed to promote the positive socialization of children.

In 1996 in Costa Rica, the Latin America Network of health promoting schools adopted life skills Education as one of its priorities for improving health education in the school curriculum reforms. A workshop on life skills education conducted at the time produced excellent feedback. The ministries of health and education with the support from Pan American Health Organisation (PAHO), WHO and other agencies developed a school-based Life Skills Education in response to high rate of mortality and morbidity associated with homicide and violence. To date Life Skills Education serves some eighty five health promoting schools in very poor urban areas in twenty Colombian cities, with participants totaling around 15,000 students. World Health Organisation (WHO) (1998) and PAHO (1999) state that through life skills interactive training, students leave assertiveness critical thinking decision making and problem solving.



At the World Conference on Education For All (WCEFA), Jomtien, 1990, the international society raised concerns about the relevance of education and particularly for the need to focus on appropriate life skills for all learners from all parts of the world. The international society underscored the importance of teaching skills that are relevant to life (UNESCO, 2004). The main goals of life skills education is to enhance young people's ability to take responsibility for making choices, resisting negative pressure and avoiding risky behavior (Republic of Kenya, 2008).

Action Aid International 2004 state that, in the early 1990s, when it became apparent that many young people and adults were not going to change their sexual behavior merely on receipt of the international development community – particularly (United Nations Children's Fund (UNICEF) – rallied around the idea of teaching life skills as part of HIV and AIDS education. Not only would these life skills allow young people to act upon their knowledge, it also an apparently innocuous intervention which did not explicitly discuss sex and sexuality directly, thereby reducing potential conflict from the sexually conservative factions which are prominent in many high prevalence countries.

Life skills education is increasingly being recognized as a key strategy in the prevention and management of HIV and AIDS. In countries of Eastern and Southern Africa (ESAR), where the pandemic has reached high levels, attempts have been to introduce LSE in the school curricula, and link it to HIV and AIDS prevention in the education sector (UNICEF, 2004).

Several studies have been conducted on the implementation of lifeskills programme. Sakaria (2011) carried out a study on Factors that influence the implementation of life skills HIV/AIDS programmes in some selected primary schools in rural settings in Oshana Region in Namibia. Findings indicated teachers who are supposed to implement the life skills HIV/AIDS programmes in the schools feel overburdened to work extra hours in the afternoons, and teachers who are supposed to act as facilitators of such life skills HIV/AIDS programmes also felt that they do not get sufficient time to prepare for efficient presentations of activities in the programmes. Principals as supervisors who are supposed to monitor the activities of the life skills HIV/AIDS programmes feel they were not empowered to monitor the activities of such programmes. There are insufficient financial resources available that could be used to purchase the materials needed for effective programme implementation. Teacher-facilitators indicated that they did not receive adequate training that could empower them to address issues such as sexuality. However, most participants indicated that the programme has managed to equip learners who took part in it with skills such as assertiveness, and increased their knowledge on how to protect themselves from getting HIV/AIDS. The study did not focus how teaching methodologies affected the implementation of life skills education.

Case study by Chirwa (2009) on challenges facing the implementation of life skills education in primary schools in the Zomba District, Malawi revealed that the implementation of Life skills was constrained by a variety of social and

structural contextual factors. The study did not investigate how teaching methodologies affected the implementation of life skills.

The introduction of life skills in the educational curriculum in Kenya aimed at helping both boys and girls cope with specific challenges hence to develop intellectual, social, physical and spiritual capacities (Sabina, 2006). Life skill curriculum in the Kenyan education system was also designed to promote sexual and reproductive health by addressing the preventive behavior. It also targeted educating boys and girls on the risks of Sexually Transmitted Infections (STIs), and HIV and AIDS, abstinence, gender-based violence, decision-making, communication and other important life skills. With rapid development of science and technology, economic and social-political changes give a serious challenge to education for girls and boys. The school is required to adapt quickly to these changing patterns and help institutions prepare citizens for future challenges.

A study by Kaimuri (2008) which aimed at identifying the factors that influence the implementation of Life skills education into the regular primary schools in Langata Division revealed that the study revealed some of the factors that influenced the implementation of life skills curriculum were Infusion and Integration are employed as strategies of teaching life skills education. It is also indicated that training of teachers is essential for proper implementation of life skills. It is also noted that some cultural values, beliefs and mass media impart negatively on the implementation of Life Skills Education. Teachers recommended that there is need to re-examine the current approach of imparting

Life Skills Education as it is mainly geared towards acquisition of knowledge and has failed to enhance translation of knowledge to application in real life circumstances. The study by Kaimuri did not address how teaching methodology affects the implementation of life skills education.

Ndirangu (2012) conducted a study on factors affecting the implementation of life skills education in secondary schools in Nairobi. The study revealed that some of the factors that had an impact on life skills education included gender factors such as gender of the teachers. The study by Ndirangu did not address how teaching methods affected the implementation of life skills education.

Life skills education is not meant for giving advice, directions, information or instructions. Further, it does not eradicate, prevent or control certain behavior but aims at meeting the therapeutic needs of the individual through helping him/her to make decisions and to plan changes (Krueger, Grafman & McCabe 2009). Unfortunately the main objectives for the programme have not been reached because teachers do not use the appropriate teaching methods.

Wilkins (1975) acknowledges that appropriate choice of teaching methods accompanied with relevant learning resources triggers the desired learning activities that result in learning concepts in LSE. Effective application of interactive teaching enhances effective implementation of life skills curriculum. For example cooperative learning which involves students working in small groups to complete tasks or projects in a life skills lessons is one of the ways that life skills is taught. Cooperative learning must be employed in life skills lessons

because life skills concepts and skills are best learned as part of a dynamic process. Group discussions on the other hand are an integral part of the life skills classroom (Gage & Berliner, (2008). They are essential for building background on specific issues, creating motivation and interest, and help students learn to articulate their views and respond to opinions that differ from their own (Lowman (2007). Role-playing as an interactive teaching method provides learners with opportunities to explore and practice new communication skills in a safe, nonthreatening environment, express feelings, and take on the role of another person by “walking in another’s shoes. Likewise demonstrations become more effective when verbalization accompanies them.

Life skills is an interactive educational methodology that focuses on acquiring knowledge, attitude and interpersonal skills. It aims at enhancing young people ability to take greater responsibility for their own lives, by making healthy choices, gaining greater resistance to negative pressures and avoiding risk behaviours (Advocate for youth, 1995). The methods used in teaching life skills builds upon the what is known of how young people learn from their environment, from observing how others believe and what consequences arise from the behavior. It involves the process of participatory learning methods which include practical activities, feed back and reflections, consolidations and reinforcement and practical application of day to day life challenges. The teaching methods used a pupil centered, interactive and participatory and emphasize experiential learning. Some of the methods that are commonly used include group

work, discussions, brainstorming, role playing, storytelling, debating and conducting audio-visual activities. (Bandura, 1986).

## **1.2 Statement of the problem**

In the Kenya Institute of Education (2006) reports, it was observed that with infusion and integration approach teachers at times find it difficult to use the recommended teaching methods as suggested in the syllabus. According to inspection reports on implementation of life skills curriculum from the Department of Quality Assurance and Standards in Igembe south district, teachers did not use the specified teaching methods in teaching life skills curriculum and that teachers entrusted to teach life skills education are not well prepared with majority of them lacking the schemes of work and lesson plans. In some cases the subject was well factored in the schools' timetables but was rarely taught. Examinable subjects were taught instead of life skills education. It is from these discrepancies that the researcher finds it necessary to establish the influence of teaching methods on the implementation of life skills curriculum in primary schools in Igembe South district.

## **1.3 Purpose of the study**

The purpose of this study was to investigate the influence of interactive teaching methods on the implementation of life skills curriculum in primary schools in Igembe South district, Kenya.

#### **1.4 Research objectives**

The study was guided by the following research objectives

- i. Establish the extent to which cooperative learning strategy influences the implementation of life skills curriculum;
- ii. Find out how group discussions influences the implementation of life skills curriculum;
- iii. Determine the extent does role-playing influences the implementation of life skills curriculum;
- iv. Find out how demonstration teaching strategy influences the implementation of life skills curriculum

#### **1.5 Research questions**

- i. How does cooperative teaching strategy influence the implementation of life skills curriculum?
- ii. In which ways does the use of group discussions teaching strategy influence the implementation of life skills curriculum?
- iii. How does role-playing teaching strategy influence the implementation of life skills curriculum?
- iv. In what ways does demonstration teaching strategy influence the implementation of life skills curriculum?

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

The findings from this study may be useful in providing schools, District Education Officers (DEOs), Provincial Director of Education's Office (PDE) and

the Ministry of Education headquarters, with essential information on the perceived teaching methods which influence the implementation of LSE curriculum in primary schools, thus recommend ways for redress. Consequently, the design of the future pre-service and in-service training programmes may be crafted along identified areas of LSE curriculum developmental needs including effective teaching strategies. The outcome of this study is expected to help future researchers, who may wish to carry out a further study in the field.

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

The study may experience a number of limitations. First, the study relied on teachers to provide information about how they teach life skills lessons. The sampled teachers may not have been truthful in responding to the items while others may be ignorant of some aspects relating to life skills curriculum. Life skills are a relatively new subject in the education systems especially in Kenya therefore there may be limited or inadequate literature on the influence of interactive teaching methods on life skills curriculum implementation. The researcher however used secondary data on teaching strategies.

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

Although there are a number of teaching methods used to teach life skills education, the researcher focuses on a number of them namely, cooperative learning strategy, group discussions, independent study, of role-playing and demonstration teaching. The selection of these was on the basis that they are



mostly used by teachers even in teaching other subjects. Teachers will not be in a position to provide information on methods that they do not apply. Another delimitation is that the study will limit itself to Life Skills Education (LSE) teachers and class seven and eight students as respondents. Life skills education teachers have adequate information on the teaching strategies in the implementation of LSE having taught it since its introduction in 2008. Learners are the recipient of life skills education curriculum thus have already formed some attitude towards its teaching strategies.

### **1.9 Assumption of the study**

The study was based upon the following assumptions;

- i. That the LSE teachers are sufficiently trained in the teaching strategies on life skills and therefore will be in a position to adequately respond to the items in the questionnaire.
- ii. That the pupils in the study are conversant with what goes on in their school in regard to teaching of LSE curriculum and therefore are in a position to adequately respond to the items in the questionnaire.

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

The following are terms and their related meanings as have been used in this proposal;

**Cooperative learning** refers to the situation where teachers and pupils interact during a teaching and learning process

**Demonstration** refers to a teaching method where pupils demonstrate various roles

**Group discussion** refers to a teaching method where pupils are put in groups to discuss an issue and come up with an agreed response

**Implementation** refers to making an innovation that has been officially decided start to happen or be used.

**Interactive teaching method** refers to the method used by a teacher to make learners be fully involved in all learning activities by engaging them in activities and talks.

**In-service** refers to training or courses of study done while a teacher has already entered the field of teaching in order to learn new skills.

**Life skills Education** refers to a value addition programme for the youth to understand self and be able to assess their skill, abilities and areas of developments.

**Methodology** refers to a set of method and principles used to impart knowledge, skills and attitudes to learners.

**Role playing** refers to a teaching method where pupils are given roles to which they act

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

The study is organized into five chapters. The first chapter deals with introduction to the study which comprises of the background to the study, statement of the problem, research questions, significance of the study, limitation of the study, delimitation of the study, definition of significant terms and finally the organization of the study. Chapter two covers literature review related to the study. Chapter three is on the research methodology which includes the research design, target population, sample and sampling procedures, research instruments, data collection procedures and data analysis techniques. Chapter four consists of data analysis and discussion of findings. Chapter five contains a summary of the findings, the conclusions and recommendations.

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.1 Introduction**

This chapter is the literature review. The chapter presents that life skills programme, teaching methodologies in life skills curriculum, Influence of cooperative learning strategy on implementation of life skills curriculum, influence of group discussions on implementation of life skills curriculum, influence of role-playing on implementation of life skills curriculum, influence of demonstration teaching strategy on implementation of life skills curriculum. The chapter also presents the theoretical framework and conceptual framework of the study.

#### **2.2. Life skills programme**

Dimmick and Half (2007) argue that teaching of Life Skills Education to young people lead to a prevention of maladjustment and enhance the development of human potential. Murphy (2005) the programmes serve as discovering capacities for social warmth and capacity to enjoy and work with other people and the capacity to become effective members of the community. Nelson (2002) states that Life Skills Education facilitates effective living in the present, the development of understanding concepts and skills that will result in responsible living in the future. Wanjama (2006) on the other hand presents life skills as psychological competencies or abilities that help individuals to deal effectively

with the day-to-day individual demands of the society. Life skills when rightly taught using the appropriate teaching methods help learners to succeed and experience fulfilled lives in their individual families and the society in general. The proposed study will reveal how life skills act as an eye opener to learners so that one is able to judge situations and give appropriate responses when required.

### **2.3 Teaching methodologies in life skills curriculum**

The use of appropriate teaching methods in a lesson has won support from Wilkins (1975) who acknowledges that appropriate choice of teaching methods accompanied with relevant learning resources triggers the desired learning activities that result in learning concepts in LSE.

#### **2.3.1 Cooperative learning strategy and implementation of life skills curriculum**

Cooperative learning involves students working in small groups to complete tasks or projects in a life skills lessons. Tasks are structured so that each group member contributes to the completion of the task. Success of the task is based on the performance of the group rather than on the performance of individual students (Davidson, 2008). Cooperative learning activities play an important role in increasing students' respect for and understanding of each other's abilities interests and needs. These activities encourage students to take responsibility for their learning.

Cooperative learning must be employed in life skills lessons because life skills concepts and skills are best learned as part of a dynamic process with active engagement on the part of the students, and this helps students gain confidence in their individual mathematical abilities (Davidson, 2008). Within cooperative groups, students receive considerable encouragement and support in their efforts to learn mathematical processes, strategies, and concepts. The interaction and experience of actively working through math problems with others helps students gain confidence in their mathematical abilities. When pupils work together in cooperative groups, they tend to like each other, support and encourage each other's efforts to solve math problems successfully, provide help and assistance in doing so, value each other, and see each other as able in solving mathematical problems (Davidson, 2000).

Cohen (2004) reviewed the research on the effects of cooperative learning on LSE. It was an inductive and conceptual review of research rather than a meta-analysis. In general, she found that cooperative learning has gained increasing acceptance in classrooms in the in the teaching of LSE in United States and abroad as a strategy for producing learning gains, the development of higher order thinking, prosocial behavior, interracial acceptance, and as a way to manage academic heterogeneity in classrooms with a wide range of achievement in basic skills (Cohen, 1994). Students' learning is supported when they have opportunities to describe their own ideas, hear others explain their thoughts, speculate, question, and explore various approaches. To provide for Cooperative

Learning this, learning together in small groups gives students more opportunities to interact with concepts than do class discussions.

Mitchell, Reilly, Bramwell, Solnosky, & Lilly (2000) researched 139 students in five science classes. Overall, the research does support the student perspective that previous positive social relationships enhance the effectiveness of group work. Students who know LSE class each other tend to benefit most from cooperative learning groups. According to the students of the 8<sup>th</sup> grade class, they would like to work with someone who is friendly and with whom they get along (Mitchell, Reilly, Bramwell, Solnosky, & Lilly, 2000).

Cohen, Lotan, Abram, Scarloss, & Schultz (2002) studied five sixth-grade classrooms, all using the strategies of complex instruction. They found cooperative learning can be effective when students and teachers take on their roles within the classroom in the teaching of LSE. Successful cooperative learning groups will 1) have more talk that evaluates the group product; 2) show less off-task behavior; 3) have better group products; 4) write better final essays on the academic content of the unit (Cohen, Lotan, Abram, Scarloss, & Schultz, 2005). Other research has shown that effective collaboration is neither easily nor quickly achieved. Initially it is labor-intensive. Productive partnerships develop from time spent together exchanging ideas, opinions, and information, as well as solving problems together. Time and practice are necessary to build trust and to develop the informal and formal operating procedures that enable teams to work together effectively (Korinek, McLaughlin, & Walther-Thomas, 2009).

### **2.3.2 Group discussions and implementation of life skills curriculum**

Group discussions are an integral part of the life skills classroom (Gage & Berliner, (2008). They are essential for building background on specific issues, creating motivation and interest, and giving students a forum for expressing and exploring new ideas and information. Group discussions help students learn to articulate their views and respond to opinions that differ from their own (Lowman (2007). Group discussions may involve the whole class or a small group during the LSE class. Participating in group discussions help students consider other people's perspectives and develop effective problem solving skills in LSE.

Group discussion is another teaching method that can be effective because they can be challenging, promote learning and encourage tolerance in a LSE class. LSE teachers are charged with giving students an understanding of what democracy entails, and accepting other ideas and opinions different than the majority is a key aspect of democracy (McMurray, 2007). McMurray states "meaningful discussion should be promoted in a manner to ensure that learning is occurring, beliefs are substantiated by evidence, and minority opinions are protected.

Discussion is one of the most widely used and valuable method in the teaching of life skills education. It represents a type of teamwork, based on the principle that the knowledge, ideas, and feelings of several members have great merit than those of a single individual. Lowman (2007) highlighted this view point that two types of teacher student interchange are sometimes called discussion. In one, the teacher



gives students an opportunity to clarify content or ask for opinions on related topic. In the other, the teacher asks questions requiring specific knowledge of course content. In a discussion class the students are actively involved in processing information and ideas in LSE. Since student-initiated questions are more common in discussion classes, their needs and interests are dealt with more readily and spontaneously than in other methods as pointed out by Gage and Berliner, (2008) that discussion is a forum in which students can practice expressing themselves clearly and accurately, hearing the variety of forms that expression of the same idea can take, and criticizing and evaluating successive approximations to an adequate statement.

Hyman (1980) highlighted that discussion is used to arrive at the solution of problems and is characteristics of democratic societies. These persons perform one of two roles: leader-moderator who is typically the teacher, and participant: typically the students. Participants use the time to communicate with each other. Another student follows the group leader addresses his/ her remark to the whole group and each group member has the right to speak. A group member communicates with other members in the group by speech, and by facial expressions, gestures and body movement. Other members receive his / her message by listening and by seeing the non-verbal signs. These processes of listening, speaking, and observing are the bases of discussion method (Vedanayagam, 1994). There are different types of discussion as mentioned by Jerolimek (1986).

The major purpose of using discussion is to encourage students to evaluate events, topics, or results; to clarify the bases for their judgments; and to become aware of other points of view. Gage and Berliner (2008) also described the following objectives of discussion; thinking critically, democratic skills, complex cognitive objectives speaking ability ability to participate attitude change. It is responsibility of the teacher to encourage students to participate in discussion. There cannot be a single answer to the questions of what to do with child who dominates the discussion. But through careful and patient teaching, a teacher can bring the class to a point where they interact courteously with one another, without always agreeing with each other, and do so without raising their hands to speak..

The teacher responsibilities or role in discussion is to keep a balance between controlling the group and letting its members speak. The goal of a discussion is to get students to talk purposefully about the course material. Teacher's role becomes that of facilitator. He/she moderates the discussion rather than convey information. For a purposeful discussion, teacher should not do all the talking; or talk to one student at a time. It should be remembered that the discussion is not just a matter of teacher's communication with students; it is a chance for them to share ideas Individual style will influence the amount of control a teacher will use, but in general the teacher's role in a discussion is not to dominate, but rather to get the discussion started, set goals, summarize, mediate, clarify, and allow all to be heard.

Entwistle et al (1990) cited that Bligh concluded that discussion methods are more effective than didactic methods for stimulating thought, for personal social adjustment, and for changing attitudes, and are no worse than the lecture for effectively transmitting information. Mckeachie and kulik were of the opinion as cited by Gage and Berliner (1988) comparison with the lecture on measures of retention, higher level thinking, attitudes and motivation tended to favour the discussion method. However, some of the researchers were of the opinion that the question of lecture versus discussion, however, is actually less an issue of discipline or of class size than one of purpose. When the primary objective is to supply information, the lecture format is generally more effective. Conversely; discussion teaching is better suited when goals are oriented more toward changing behavior and acquiring new skills or approaches to problems (Moore (1999). He further elaborated that one aspect of the lecture method which causes some concern is that its effectiveness is dependent on the skills of the individual lecturer. As a means of teaching, it is suitable only for mature students and only in specific subject such as life skills. It can be used where the teacher does not require establishing each and every point in his lecture during instruction. But it is generally not suitable for younger students, as in teaching them the teacher must know that each point is understood before proceeding to the next.

### **2.3.3 Role-play and implementation of life skills curriculum**

One important objectives of the Life Skills Education include helping students build communication skills, express feelings and increase awareness of how

others think and feel. Role-playing provides students with opportunities to explore and practice new communication skills in a safe, nonthreatening environment, express feelings, and take on the role of another person by “walking in another’s shoes.” Role-playing exercises come in many forms and educators should not be reluctant to experiment with their style and structure (McDaniel, 2000). McDaniel (2000) says there are four basic elements that are essential for the success of any role-playing activity .

The first element is that the activity builds on knowledge the students already possess about a particular historical context (McDaniel, 2000). A teacher cannot expect students to role-play about something they have no prior knowledge of. The second element is to design the roles yourself to maximize student involvement and student conflict. Having conflicting perspectives is a must (McDaniel, 2000). The third element is to set up a specific situation. Do not let the students go without giving them a focal point for debate (McDaniel, 2000, p 359). The last element is the instructor’s limited involvement and willingness to be flexible. The instructor needs to guide the students along, but not overbear the conversation and let the students take their own path to understanding (McDaniel, 2000, p 360). By following these four basic elements, any educator can have a successful role-playing activity.

Role-playing activities help introduce student to “real-world” situations (Oberle, 2004). Van Ments (1983) identified three general advantages to role-playing activities: they are positive and safe in dealing with attitudes and feelings, they

provide a safe venue for expressing personal and sometimes unpopular attitudes and opinions, and “role-playing is highly motivating as the majority of students enjoy these types of activities and become more inspired learners .Because of these advantages, universities have started using more role-playing than ever before. Role-playing is becoming particularly common in college geography classes (Oberle, 2004). “Geographers have had great success incorporating role playing activities into their class structure,” (Oberle, 2004).

In his case study Oberle (2004) revealed that role play activity increased the students understanding of the topics in LSE, fostered their awareness about the topic and enhanced their academic skills and abilities (Oberle, 2004). In his conclusion Oberle (2004) explains how the roleplaying activity is transferable to other types of social science classes and can easily be modified for primary school classes . Overall Oberle found that role-playing is an effective teaching method and should be used to help actively engage students in their learning.

Morris (2003) wrote about a type of role-playing for history classes that is also effective. Morris (2003) says “when students act out history, they act engage the subject matter,” The rest of his article gives suggestions for how to create social studies lessons using drama or in other words role-playing. In order to come up with a good role-playing lesson, the teacher must have first read extensively on the subject being covered and then “summarize the information and convert the material into a meaningful story with a setting, characters, and conflict,” (Morris, 2003). The next step is for the teacher to convert the summary of the lesson into

objectives and put them up in the form of questions somewhere in the classroom that is highly visible to the students to enable the students to see what they should be learning from the lesson (Morris, 2003). Morris's (2003) idea for the actual lesson is to have the students divided into groups and have them go around to different stations where they participate in something from the time period they are studying..

By having stations such as these, the students get an idea of what it was like to live during that time period. They get to learn about the culture as well as the economy within the time period. After the students go through the stations they then go back to their seats and get into another group and answer the lesson objective questions together. By answering the questions together they get to discuss and reflect on what they each have learned and help each other review (Morris, 2003, ). Morris (2003) states "because they have learned both background knowledge and conceptual tools by acting out history, all students can experience success. For an the assessment, Morris (2003) has the students answer questions by writing a paragraph or two for each question; "the task can seem daunting, but the students are equipped to handle it because the material has become part of them.

Schaap (2005) found that role-playing is more likely to promote active learning amongst primary pupils than a traditional lecture method. He found that role-playing has been used effectively in disciplines such as LSE and others (Schaap, 2005, p. 46). Schaap's (2005) study focuses on using role-playing to understand

LSE (Schaap, 2005). Role-playing is effective in life skills teaching, but like any one teaching method, should not be used too often. The key to being an effective teacher is to use a variety of teaching methods. Traditional teaching methods such as lecturing does not help students makes connections or feel empathy towards the material like role-playing does, but is necessary at times. For some material there is no other way to teach it than to lecture.

#### **2.3.4 Demonstration teaching strategy and implementation of life skills curriculum**

A demonstration is a teaching method used with both large and small groups. Demonstrations become more effective when verbalization accompanies them. For example, in a half demonstration-half lecture, an explanation accompanies the actions performed. It is a generally accepted learning theory that the greater the degree of active participation and sensory involvement by the learner, the more effective learning will be. United Nations Children's Fund (2006) notes that teachers in Uganda and Swaziland were not confident to carry out experiential learning activities such as role plays and therefore reverted to more conventional teaching methods. Teachers avoided teaching sensitive topics using demonstration such as those that referred to condoms for fear of losing their jobs and due to religious affiliations.

## **2.4 Summary of literature review**

Cohen (2004) reviewed the research on the effects of cooperative learning on LSE.. Cohen, Lotan, Abram, Scarloss, & Schultz (2002) found cooperative learning can be effective when students and teachers take on their roles within the classroom in the teaching of LSE. Hyman (1980) highlighted that discussion is used to arrive at the solution of problems and is characteristics of democratic societies. While Gage and Berliner (2008) described discussion; thinking critically, democratic skills as complex cognitive objectives speaking ability to participate attitude change. Entwistle et al (1990) concluded that discussion methods are more effective than didactic methods for stimulating thought, for personal social adjustment, and for changing attitudes, and are no worse than the lecture for effectively transmitting information. Van Ments (1983) identified three general advantages to role while Oberle (2004) revealed that role play activity increased the students understanding of the topics in LSE. Schaap (2005) found that role-playing is more likely to promote active learning amongst primary pupils than a traditional lecture method. These studies were carried out in different countries and in different settings. This study was conducted in one administrative district in Kenya. These studies did not highlight all the teaching methods used in LSE hence this study filled in that gap. These studies focused on general teaching methods. This studies filled in these gaps.



## **2.5 Theoretical framework**

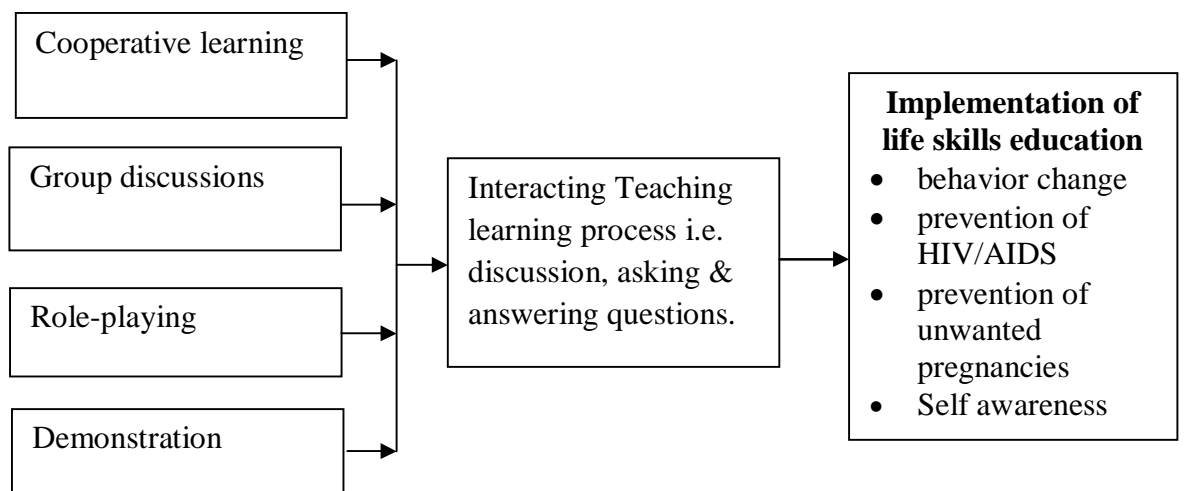
The study will be based on the 'learning theory' by Jerome Bruner(1996). The theory states that learning is an active process in which learners construct new ideas or concepts based upon their current or past knowledge. Bruner's theory suggests that perceiving is to categorize, to conceptualize is to categorize, to learn is to form categories, to make decisions is to categorize. Bruner claimed that people interpret the world in terms of its similarities and differences which are identified among objects and events. The primary variable in his theory of learning is the coding system into which the learner organizes these categories. The act of categorizing is assumed to be involved in information processing and decision making. Hence, he suggested a coding system in which people have a hierarchical arrangement of related categories. Bruner's theory of cognitive learning emphasizes the formation of these coding systems. Bruner believed that the systems facilitate transfer, enhance retention and increase problem solving and motivation. He advocated the discovery oriented learning methods in schools which he believed helped students discover the relationships between categories. Bruner's theory is important in this study since the instructional methods that are used by the teachers can be made more efficient by providing a careful sequencing of materials to allow learners to build upon what they already know and go beyond the information they have been given to discover the key principles by themselves. In teaching life skills, the teacher and pupils should take

part in an active dialogue. The teacher's task is to translate information to be learned into a format appropriate to the learner's current state of understanding.

## 2.6 Conceptual framework

The figure below shows the interrelatedness of variables in the influence of teaching methods on the implementation of life skills education.

**Figure 2.1 Interrelatedness of variables on the influence of teaching methods on the implementation of life skills education**



The figure shows that relationship between teaching methods and the implementation of LSE. The figure shows that independent variables namely the teaching methods influence the teaching learning process. The way the teaching learning process is conducted will influence how the programme will be implemented. The conceptualized framework above shows that with proper with proper use of teaching methods that are effective in teaching the subjects; this would lead to the successful implementation of LSE. The independent variables of this study will emanate from the teaching methods applied.

## **CHAPTR THREE**

### **RESEARCH METHODOLOGY**

#### **3.1 Introduction**

This chapter focuses on research methodology. The research methodology focuses on the research design, target population, sample and sampling procedures, research instruments, data collection procedures and data analysis techniques.

#### **3.2 Research design**

This research adopted a descriptive survey design. Descriptive survey design involves asking questions (often in the form of a questionnaire) of a large group of individuals either by mail, by telephone or in person. Orodho (2003) defines descriptive surveys as a method of collecting information by interviewing or administering a questionnaire to a sample of individuals. He further argues that descriptive survey designs are used in preliminary and explanatory studies to allow, gather, summarize present and interpret data for the purpose of clarification. The descriptive research design has been chosen to allow the research capture views of headteachers, teachers and pupils on the influence of teaching methods in the implementation of LSE. The design is suitable for this study because views were collected from a group of people (teachers) without manipulating variables.

### **3.3 Target Population**

According to Kombo and Tromp (2006) a population is a group of individuals, object or items from which samples are taken for measurement. The population was taken from the 109 public primary schools in Igembe south district. The target population comprised of 109 headteachers, 327 LSE teachers and 2600 class 8 pupils.

### **3.4 Sample Size and sampling procedures**

According to Kombo and Tromp (2006) a population is a group of individuals, objects or items from which samples are taken for measurement. To sample the schools, the researcher selected 21 schools (20%) as indicated by Gay (2002). From the schools, the researcher will sample 65 teachers which is 20% of the target population as suggested by Gay (2002). To sample individual teachers, 65 was divided by the number of schools which will yield 3 teachers per school. Simple random sampling was used to select the teachers from the schools. The researcher targeted 10% of the pupils which is 260 pupils according to Mugenda and Mugenda (2003) where the sample is 10%-30%. To sample the pupils, this number 260 was divided by the number of schools (21) which will yield 12 pupils from each school. The selection of the pupils was done using a simple random sampling.

### **3.5 Research instruments**

The study made use of questionnaires, interview and observation checklist to collect data. The questionnaires were used for the teachers while the interview was designed for the headteachers. The questionnaire was divided into four sections. Section one focused on the influence of cooperative learning strategy on implementation of life skills curriculum; section two will focus on the influence of group discussions on implementation of life skills curriculum; three focused on the influence of role-playing on implementation of life skills curriculum while section four addressed the influence of demonstration teaching strategy on implementation of life skills curriculum. The interview focused on the various sections as guided by the research objectives. The observation checklist was used to determine the various teaching methods used by the teachers in the teaching of life skills.

### **3.6 Validity of the instruments**

Validity refers to the appropriateness, meaningfulness and usefulness of the inferences a researcher makes. The process of drawing the correct conclusions based on the data obtained from an assessment is what validity is all about. Mugenda and Mugenda (2003) define validity as the accuracy and meaningfulness of inferences, which are based on the research results. Content validity of the instrument will be determined by a pilot study which was done to establish the validity of the instruments

### 3.7 Reliability of the instrument

Mugenda (2003) defines reliability as a measure of the degree to which a research instrument yields consistent results or data after repeated trial. Reliability in research is influenced by random error. As random error increases, reliability decreases. The researcher will use Test-retest method which involves giving the same instrument twice to the same group of people. The researcher will repeat the instrument after two weeks. The reliability will be established by the scores on the two instruments. The result was be correlated using the Pearson's product-moment coefficient formula.

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

If the coefficient (f) is .00 to .40 the instrument is not reliable. If .7 to 1.00 the instrument is reliable (Mugenda & Mugenda, 2003).

### 3.8 Data collection procedures

The researcher sought a research permit from the National Council for Science and Technology (NCST). The researcher then proceeded to report to the District Commissioner and District Education Officer, Igembe south District and thereafter write letters to the headteachers to be allowed to conduct the study. The researcher visited the selected schools, create rapport with the respondents and explain the purpose of the study and then administer the questionnaire to the

respondents. The respondents were assured that strict confidentiality would be maintained in dealing with the identities. The completed questionnaires were collected once they have been filled.

### **3.9 Data analysis Techniques**

The study used both qualitative and quantitative data. Quantitative data were organized in form of themes as per objectives in the study. The quantitative data were sought from the close ended of structured items in the questionnaire. The quantitative data were analyzed through descriptions and induction as outlined by Miles & Huberman (1994) using the following steps: First, data were organized, classified and tabulated according to research questions and objectives. Secondly data were edited to ensure accuracy and uniformity in report and to acquire maximum information from the data. The quantitative data were presented in form of frequency distribution tables and figures such as pie charts and bar graphs. Qualitative data from the open or unstructured items in the questionnaire will be arranged according to the themes in the research objectives and presented in continuous prose.

## **CHAPTER FOUR**

### **DATA ANALYSIS AND INTERPRETATION**

#### **4.1 Introduction**

Presented in this chapter is data analysis, presentation and interpretation of finding. The data presented in this chapter were processed using Statistical Package for Social Sciences (SPSS). All themes discussing the same research questions were presented and analyzed together. The analysis of data was presented by the use of frequency distribution tables and discussed on narrative form.

#### **4.2: Response rate**

Response rate refers to the number of valid questionnaires that are returned once administered to the respondents. In this study, out of 21 headteachers, 65 teachers and 260 pupils sampled in the study, 18 headteachers, 62 teachers and 250 pupils filled and returned the questionnaire. The response rates were therefore above 80% and hence deemed adequate for data analysis.

##### **4.2.1 Demographic data of the teachers**

The demographic information of the teachers was based on age, highest level of education and duration they had served as teachers. The teachers were asked to indicate their age. Table 4.1 shows their age.



**Table 4.1 Distribution of teachers according to age**

<b>Age</b>	<b>F</b>	<b>%</b>
Below 30 years	19	30.6
31 – 35 years	2	3.2
36 – 40 years	25	40.3
41 – 45 years	8	12.9
over 50 years	8	12.9
<b>Total</b>	<b>62</b>	<b>100.0</b>

Data shows that 19(30.6%) of teachers were below 30 years, while 25(40.3%) were aged between 36 and 40 years. The data implies that most of the teachers were relatively old and hence may have served as teachers for a relatively long time. The teachers were further asked to indicate their highest professional qualification. Their responses are presented in table 4.2.

**Table 4.2 Teachers highest professional qualification**

<b>Professional Qualification</b>	<b>F</b>	<b>%</b>
P1 Certificate	19	30.6
Diploma	24	38.7
Degree	13	21.0
Masters	6	9.7
<b>Total</b>	<b>62</b>	<b>100.0</b>

Data shows that 19(30.6%) of teachers had P1 certificate while 24(38.7%) had diploma, with 13(21.0%) of teachers having degree. The data shows that all teachers were highly qualified and even some having more than the minimum professional qualification of P1 certificate. The data implies that teachers were able to apply interactive teaching methods on the implementation of life skills curriculum in primary schools in Igembe South district.

**Table 4.3 Distribution of teachers according to duration they had been a teachers**

<b>Years</b>	<b>F</b>	<b>%</b>
Less than 1 year	6	9.7
1 – 5 years	20	32.3
6 – 10 years	18	29.0
11 – 15 years	7	11.3
16 – 20 years	11	17.7
<b>Total</b>	<b>62</b>	<b>100.0</b>

Table 4.3 shows that, 20(32.3%) of teachers had been teachers for between 1 and 5 years while 18(29.0%) of teachers had been teachers for between 6 and 10 years. The data shows that teacher had relatively longer experience in teaching and hence are able to provide information on the influence of interactive teaching methods on the implementation of life skills curriculum in primary schools in Igembe South district.

**Table 4.4 Distribution of teachers according to duration they had been in the current school**

<b>Years</b>	<b>F</b>	<b>%</b>
Less than 1 year	9	14.5
1 – 5 years	36	58.1
6 – 10 years	10	16.1
11 – 15 years	7	11.3
<b>Total</b>	<b>62</b>	<b>100.0</b>

Majority 36(58.1%) of teachers had been in the current school for between 1 and 5 years. This is a relatively long time for teachers to have applied the interactive methodologies and are able to evaluation how they affect the implementation of life skills curriculum in primary schools in Igembe South district.

#### **4.3 Influence of cooperative learning strategy on the implementation of life skills curriculum**

To establish the extent to which cooperative learning strategy influences the implementation of life skills curriculum, headteachers, teachers and pupils were asked to respond to items that sought to establish the same. Data is presented in the following section. The researcher sought to investigate from headteachers whether teachers practiced cooperative learning strategy. Table 4.5 shows headteachers responses on whether Teachers put pupils in cooperative groups.

**Table 4.5 Headteachers responses on whether teachers put pupils in cooperative groups**

<b>Response</b>	<b>F</b>	<b>%</b>
Yes	5	27.8
No	12	66.7
Rarely	1	5.6
<b>Total</b>	<b>18</b>	<b>100.0</b>

Findings shows that majority 12(66.7%) of headteachers indicated that their teachers did not put pupils in cooperative groups. Only 5(27.8%) of headteachers indicated that they put them into such groups hence incorporatating cooperative learning strategy. Asked whether pupils shared ideas in the classroom, majority 17(94.4%) of headteachers indicated that they did. The headteachers were also asked to indicate whether they allowed pupils chance to speak more often. Table 4.6 shows headteachers responses to whether they allowed pupils chance to speak more often.

**Table 4.6 Headteachers responses on whether their teachers allowed pupils chance to speak more often**

<b>Response</b>	<b>F</b>	<b>%</b>
Yes	3	16.7
No	14	77.8
Sometimes	1	5.6
<b>Total</b>	<b>18</b>	<b>100.0</b>

Majority 14(77.8%) of headteachers indicated that their teachers did not allow pupils chance to speak more often. The data implies that teachers allowed pupils to speak often which shows that teachers used cooperative learning strategy. The headteachers were further asked to indicate whether their teachers allowed pupils to reinforce each other during the lesson.

**Table 4.7 Headteachers responses on whether their teachers allowed pupils to reinforce each other during the lesson**

<b>Response</b>	<b>F</b>	<b>%</b>
Yes	11	61.1
No	2	11.1
Sometimes	3	16.7
Rarely	2	11.1
<b>Total</b>	<b>18</b>	<b>100.0</b>

Data indicated that majority 11(61.1%) of headteachers indicated that their teachers allowed pupils to reinforce each other during the lesson. The data showed that teachers used cooperative learning strategy. Asked whether teachers ensure communication between them and pupils, they responded as Table 4.8.

**Table 4.8 Headteachers response on whether their teachers ensured communication between them and pupils**

<b>Response</b>	<b>F</b>	<b>%</b>
Yes	16	88.9
Often	2	11.1
<b>Total</b>	<b>18</b>	<b>100.0</b>

Majority 16(88.9%) of headteachers indicated that their teacher ensured there was communication between them and pupils. The data implies that teachers used cooperative learning strategy in implementing life skills curriculum. The teachers were also asked to indicate whether they offered support to the pupils. The data is presented in Table 4.9.

**Table 4.9 Teachers responses on the frequency at which they offered support to the pupils**

<b>Response</b>	<b>F</b>	<b>%</b>
Always	44	71.0
rarely	15	24.2
never	3	4.8
<b>Total</b>	<b>62</b>	<b>100.0</b>

Data as presented in Table 4.9 indicated that majority 44(71.0%) of teachers indicated that they offered support to the pupils always which implied that teachers used cooperative learning strategy in the implementation of life skills curriculum. Asked the frequency at which the put their pupils in cooperative groups, they responded as Table 4.10.

**Table 4.10 Teachers' response on the frequency at which the put their pupils in cooperative groups**

<b>Response</b>	<b>F</b>	<b>%</b>
Always	21	33.9
Rarely	35	56.5
Never	6	9.7
<b>Total</b>	<b>62</b>	<b>100.0</b>



Data shows that majority 35(56.5%) of teachers rarely put their pupils in cooperative groups with only 21(33.9%) of teachers always put them. The data shows that the aspect of putting pupils into cooperative groups as an aspect of cooperative learning was not used.

**Table 4.11 Teachers responses on the frequency at which they practiced cooperative learning strategy**

Statement	Always		Rarely		Never	
	F	%	F	%	F	%
To what extent do pupils freely express themselves in the classroom?	37	59.7	24	38.7	1	1.6
I ensure that pupils interact freely during lesson	44	71.0	18	29.0		
How often do you allow pupils chance to speak more often	30	48.4	31	50.0	1	1.6

Majority 37(59.7%) of teachers indicated that pupils always expressed themselves in the classroom freely, majority 44(71.0%) of teachers indicated that always ensured that pupils interacted freely during lesson while majority 31(50.0%) of teachers indicated that their rarely allowed pupils chance to speak more often. The data shows that teachers used other aspects of cooperative learning which included allowing pupils freely express themselves in the classroom allowing

pupils interact freely during lesson, allowing them a chance to speak more often. This in line with Davidson (2000) who states that when pupils work together in cooperative groups, they tend to like each other, support and encourage each other's efforts to solve math problems successfully, provide help and assistance in doing so, value each other, and see each other as able in solving mathematical problems

Asked whether they put pupils to let them share ideas in the classroom, teachers responded as Table 4.12

**Table 4.12 Teachers responses on whether they put pupils to let them share ideas in the classroom**

<b>Response</b>	<b>F</b>	<b>%</b>
Yes	51	82.3
No	11	17.7
<b>Total</b>	<b>18</b>	<b>100.0</b>

Data showed that majority 51(82.3%) of teachers indicated that they put their pupils to let them share ideas in the classroom. The researcher further sought to establish teachers' responses on whether cooperative learning strategy influenced implementation of life skills curriculum. Table 4.13 tabulates the findings

**Table 4.13 Teachers responses on whether cooperative learning strategy influenced implementation of life skills curriculum**

Statement	Strongly Disagree		Disagree		Agree		Strongly Agree	
	F	%	F	%	F	%	F	%
	I allow pupils to reinforce each other during the lesson	21	33.9	2	3.2	39	62.9	
I ensure communication between the pupils			1	1.6	34	54.8	27	43.5
I ensure that pupils communicate often	1	1.6	2	3.2	44	71.0	15	24.2
There is much cooperation among pupils	1	1.6	2	3.2	37	59.7	22	35.5

Data as presented in Table 4.13 indicated that majority 39(62.9%) of teachers agreed that they allowed pupils to reinforce each other during the lesson, majority 34(54.8%) of teachers agreed that they ensured communication between the pupils. Data further shows that majority 44(71.0%) of teachers agreed that they ensured that pupils communicate often while 37(59.7%) of teachers agreed that there was much cooperation among pupils. These findings indicate that teachers allowed cooperation among pupils, let pupils to reinforce each other during the

lesson, ensured communication between the pupils and ensured that pupils communicated often. The findings are in line with Mitchell, Reilly, Bramwell, Solnosky, & Lilly (2000) who stated that pupils would like to work with someone who is friendly and with whom they get along.

Table 4.14 shows pupils responses on the frequency that their teacher offered encouragement and support to them

**Table 4.14 Pupils responses on the frequency that their teacher offered encouragement and support to them**

<b>Response</b>	<b>F</b>	<b>%</b>
Always	188	75.2
rarely	58	23.2
never	4	1.6
<b>Total</b>	<b>250</b>	<b>100.0</b>

Data on pupils responses on the frequency that their teacher offered encouragement and support to them indicated that majority 188(75.2%) of pupils reporting that their teachers always offered encouragement and support to them. The pupils were also asked whether their teachers put them into cooperative groups. Their responses are presented in Table 4.15.

**Table 4.15 Pupils responses on the frequency that their teacher put pupils in cooperative groups**

<b>Response</b>	<b>F</b>	<b>%</b>
Always	115	46.0
Rarely	119	47.6
Never	16	6.4
<b>Total</b>	<b>250</b>	<b>100.0</b>

Table 4.15 shows that 115(46.0%) of pupils indicated that their teachers always put pupils in cooperative groups while 119(47.6%) of pupils indicated that they rarely put them into such groups. The data shows that a significant number of pupils were of the opinion that their teachers put them into cooperative groups. This further indicated that cooperative learning strategy was applied in the implementation of life skills curriculum. The pupils were also whether they practiced cooperative learning strategy.

**Table 4.16 Pupils responses on whether they practiced cooperative learning strategy**

Statement	Yes		No		Sometimes	
	F	%	F	%	F	%
Are you allowed to freely express yourselves in the classroom	184	73.6	60	24.0	6	2.4
Does your teacher allow you to interact freely during lesson	146	58.4	51	20.4	53	21.2
Does your teacher let you share ideas in the classroom	187	74.8	35	14.0	28	11.2
Does your teacher reinforce each other during the lesson	130	52.0	95	38.0	25	10.0

Table 4.16 shows that majority 184(73.6%) of pupils indicated that they were allowed to freely express themselves in the classroom. Majority 146(58.4%) of pupils indicated that their teachers allowed them to interact freely during lessons, majority 187(74.8%) of pupils indicated that their teachers let them shared ideas in the classroom while majority 130(52.0%) of pupils indicated that their teachers reinforced other during lesson.

According to Davidson (2008) cooperative learning involves students working in small groups to complete tasks or projects in a life skills lessons. Tasks are structured so that each group member contributes to the completion of the task. Success of the task is based on the performance of the group rather than on the performance of individual students

#### **4.5 Influence of group discussions on the implementation of life skills curriculum**

To find out how group discussions influences the implementation of life skills curriculum, when headteachers were asked whether their teachers posed question to pupils who discuss and present pupils learning, majority 15(83.3%) of headteachers agreed with the statement.

**Table 4.17 Headteachers responses on whether teachers let pupils share ideas on multi level abilities**

<b>Response</b>	<b>F</b>	<b>%</b>
Yes	4	22.2
No	13	72.2
Rarely	1	5.6
<b>Total</b>	<b>18</b>	<b>100.0</b>

Data revealed that majority 13(72.2%) of headteachers indicated that their teachers did not let pupils share ideas on multi level abilities. The data implied that teachers used group discussions in the implementation of life skills

curriculum. Asked whether teachers made sure there was mutual understanding in a problem, majority 15(83.3%) of headteachers indicated that their teachers made sure there was mutual understanding in a problem. This is in line with Gage and Berliner (2008) who found that group discussions are an integral part of the life skills classroom They are essential for building background on specific issues, creating motivation and interest, and giving students a forum for expressing and exploring new ideas and information. Group discussions help students learn to articulate their views and respond to opinions that differ from their ow.

The headteachers were also asked whether teachers made sure there was a give and take between pupils. The data is presented in Table 4.18.

**Table 4.18 Headteachers responses on whether teachers made sure there was a give and take between pupils**

<b>Response</b>	<b>F</b>	<b>%</b>
Yes	8	44.4
No	4	22.2
Sometimes	3	16.7
Rarely	1	5.6
Often	2	11.1
<b>Total</b>	<b>18</b>	<b>100.0</b>

Data shows that 8(44.4%) of headteachers indicated that their teachers made sure there was a give and take between pupils while 4(22.2%) of headteachers



indicated that their teachers did not made sure there was a give and take between pupils. The data shows that there was an aspect of group discussion as a strategy in the implementation of life skills curriculum. The findings are also in line with Lowman (2007) who found that group discussion is one of the most widely used and valuable method in the teaching of life skills education. It represents a type of teamwork, based on the principle that the knowledge, ideas, and feelings of several members have great merit than those of a single individual.

The Teachers were asked whether pupils learnt in groups during life skills lesson.

The data is presented in Table 4.19.

**Table 4.19 Teachers response on whether pupils learnt in groups during life skills lesson**

<b>Response</b>	<b>F</b>	<b>%</b>
Strongly agree	20	32.3
agree	38	61.3
Disagree	2	3.2
strongly disagree	2	3.2
<b>Total</b>	<b>62</b>	<b>100.0</b>

Majority 38(61.3%) of teachers agreed that pupils learnt in groups during life skills lesson while 20(32.3%) of teachers strongly agreed. The teachers were

further asked to indicate the frequency at which they made sure that pupils discuss freely issues in life skills. Their responses are presented in table 4.20.

**Table 4.20 Teachers response on the frequency at which they made sure that pupils discuss freely issues in life skills**

<b>Response</b>	<b>F</b>	<b>%</b>
Always	28	45.2
rarely	34	54.8
<b>Total</b>	<b>62</b>	<b>100.0</b>

Majority 34(54.8%) of teachers indicated that they rarely made sure that pupils discuss freely issues in life skills. The data implies that teachers' made sure that pupils discuss freely issues in life skills. The data shows that teachers used group discussions in the implementation of life skills curriculum. The findings concur with Gage and Berliner, (2008) that discussion is a forum in which students can practice expressing themselves clearly and accurately, hearing the variety of forms that expression of the same idea can take, and criticizing and evaluating successive approximations to an adequate statement.

Teachers were further asked to indicate the frequency at which they let pupils share ideas on multi level abilities their responses are presented in Table 4.21.

**Table 4.21 Teachers response on the frequency at which they let pupils share ideas on multi level abilities**

<b>Response</b>	<b>F</b>	<b>%</b>
Always	29	46.8
Rarely	30	48.4
Never	3	4.8
<b>Total</b>	<b>62</b>	<b>100.0</b>

Table 4.21 shows that 29(46.8%) of teachers always let their pupils share ideas on multi level abilities while 30(48.4%) of teachers rarely allowed their pupils. The data shows that a considerable number of teachers used group discussions as a strategy in the implementation of life skills curriculum. Findings further shows that majority 35(56.5%) of teachers agreed that pupils were ready to participate in discussions, while majority 31(51.6%) of teachers strongly agreed that they made sure there was mutual understanding in a problem and there was a give a take between.

Asked the frequency at which their teacher posed a question to pupils who discuss and present, they responded as indicate in Table 4.22.

**Table 4.22 Pupils response on the frequency at which their teacher posed a question to pupils who discuss and present**

<b>Response</b>	<b>F</b>	<b>%</b>
Always	169	67.6
rarely	61	24.4
never	20	8.0
<b>Total</b>	<b>250</b>	<b>100.0</b>

Data showed that majority 169(67.6%) of pupils indicated that their teacher always posed a question to pupils who discuss and present. The data implies that teachers used group discussion in the implementation of life skills curriculum. Asked whether they were taught in groups during life skills lesson, majority 151(60.4%) of pupils strongly agreed. The data further indicates the use of group discussions in the implementation of life skills curriculum. Hyman (1980) highlighted that discussion is used to arrive at the solution of problems and is characteristics of democratic societies. These persons perform one of two roles: leader-moderator who is typically the teacher, and participant: typically the students.

The pupils were asked whether their teachers made sure that pupils discuss freely issues in life skills. The data is presented in Table 4.23.

**Table 4.23 Pupils responses on whether their teachers made sure that pupils discuss freely issues in life skills**

<b>Response</b>	<b>F</b>	<b>%</b>
Strongly agree	135	54.0
Agree	101	40.4
Disagree	8	3.2
strongly disagree	6	2.4
<b>Total</b>	<b>250</b>	<b>100.0</b>

Majority 135(54.0%) of pupils strongly agreed that their teachers made sure that pupils discuss freely issues in life skills while 101(40.4%) of pupils agreed to the statement. Majority 154(61.6/%) of pupils strongly agreed that pupils were ready to participate in discussions and their teachers made sure there was mutual understanding in a problem. The findings from the above findings imply that teachers used various aspects of group discussions in the implementation of life skills curriculum.

The findings are in line with Entwistle et al (1990) who concluded that discussion methods are more effective than didactic methods for stimulating thought, for personal social adjustment, and for changing attitudes, and are no worse than the lecture for effectively transmitting information. It is also in line with Mckeachie and Kulik stated that the primary objective of group discussion is to supply information, the lecture format is generally more effective. Conversely;

discussion teaching is better suited when goals are oriented more toward changing behavior and acquiring new skills or approaches to problems (Moore (1999). He further elaborated that one aspect of the lecture method which causes some concern is that its effectiveness is dependent on the skills of the individual lecturer. As a means of teaching, it is suitable only for mature students and only in specific subjects such as life skills.

#### **4.6 Extent of role-playing on the implementation of life skills curriculum**

To determine the extent of role-playing on the implementation of life skills curriculum, teachers were for example asked to the frequency at which they allowed pupils play roles in a LSE lesson. The data is presented in table 4.24.

**Table 4.24 Teachers responses on the frequency at which they allowed pupils play roles in a LSE lesson**

<b>Response</b>	<b>F</b>	<b>%</b>
Often	32	51.6
Rarely	30	48.4
<b>Total</b>	<b>62</b>	<b>100.0</b>

Data indicated that majority 32(51.6%) of teachers indicated that they often they allowed pupils play roles in a LSE lesson while 30(48.4%) of teachers rarely allowed pupils. The data therefore implies that role-playing was used in the implementation of life skills curriculum. Majority 46(74.2%) of teachers indicated

that the role-playing activities helped to introduce student to “real-world” situations. As stated by McDaniel (2000) and (McDaniel, 2000) role-playing exercises come in many forms and educators should not be reluctant to experiment with their style and structure says there are four basic elements that are essential for the success of any role-playing activity.

Asked to indicate the frequency at which they used drama to made connections in LSE lesson, they responded as Table 4.25

**Table 4.25 Teachers responses on the frequency at which they used drama to make connections in LSE lesson**

<b>Response</b>	<b>F</b>	<b>%</b>
Often	33	53.2
Rarely	26	41.9
Never	3	4.8
<b>Total</b>	<b>62</b>	<b>100.0</b>

Data showed that majority 33(53.2%) of teachers used drama to make connections in LSE lesson often while 26(41.9%) of teachers rarely used drama to make connections in LSE lesson. This implies that role playing was an important aspect of life skills curriculum implementation. The findings are in line with Role-playing activities help introduce student to “real-world” situations. They are also in line with Oberle (2004) and Van Ments (1983) who identified three general

advantages to role-playing as positive and safe in dealing with attitudes and feelings, they provide a safe venue for expressing personal and sometimes unpopular attitudes and opinions, and “role-playing is highly motivating as the majority of students enjoy these types of activities and become more inspired learner.

The researcher asked the headteachers to indicate whether teachers allowed pupils play roles in a LSE lesson. The data is presented in table 4.26.

**Table 4.26 Headteachers responses on whether teachers allowed pupils play roles in a LSE lesson**

<b>Response</b>	<b>F</b>	<b>%</b>
Yes	9	50.0
No	2	11.1
Sometimes	2	11.1
Rarely	5	27.8
<b>Total</b>	<b>18</b>	<b>100.0</b>

Data as tabulated in table 4.26 revealed that majority 9(50.0%) of headteachers indicated that their teachers allowed pupils play roles in a LSE lesson. Majority 12(66.7%) of headteachers further indicated that their teachers used demonstration in teaching life skills and there was facilitation of demonstration.



The findings indicated that teachers used role playing in the implementation of life skills curriculum.

The above findings agree with Oberle (2004) who revealed that role play activity increased the students understanding of the topics in LSE, fostered their awareness about the topic and enhanced their academic skills and abilities (Oberle, 2004). They also concur with Oberle (2004) who found that role playing activity is transferable to other types of social science classes and can easily be modified for primary school classes. Further, Oberle found that role-playing is an effective teaching method and should be used to help actively engage students in their learning.

The findings are also in line with Schaap (2005) who found that role-playing is more likely to promote active learning amongst primary pupils than a traditional lecture method. He found that role-playing has been used effectively in disciplines such as LSE and others. He further stated that role-playing is effective in life skills teaching, but like any one teaching method, should not be used too often.

#### **4.6 Influence of demonstration teaching strategy on implementation of life skills curriculum**

To find out how demonstration teaching strategy influenced the implementation of life skills curriculum, teachers were asked to indicate whether they used demonstration in teaching life skills. Data is presented in the following section.

**Table 4.27 Teachers responses on whether they used demonstration in teaching life skills**

<b>Response</b>	<b>F</b>	<b>%</b>
Yes	33	53.2
Sometimes	29	46.8
<b>Total</b>	<b>62</b>	<b>100.0</b>

Data revealed that majority 33(53.2%) of teachers used demonstration in teaching life skills while 29(46.8%) of teachers did not use. The data shows that demonstration was used as a teaching strategy in the implementation of life skills curriculum. Asked whether pupils enjoy demonstration during lesson, majority 54(87.1%) of teachers indicated that pupils enjoyed. Data further shows that majority 218(87.2%) of pupils indicated that they enjoyed demonstration during lesson. Pupils were asked whether their teachers used demonstration in teaching life skills. The data is presented in Table 4.28.

**Table 4.28 Pupils response on whether teachers used demonstration in teaching life skills**

<b>Response</b>	<b>F</b>	<b>%</b>
Yes	167	66.8
No	32	12.8
Sometimes	51	20.4
<b>Total</b>	<b>250</b>	<b>100.0</b>

Majority 167(66.8%) of pupils used demonstration in teaching life skills, 32(12.8%) of pupils did not use while 51(20.4%) of pupil used demonstration in teaching life skills sometimes. Pupils rating the demonstration as a teaching approach is presented in Table 4.29.

**Table4.29 Pupils rate on teaching approach**

<b>Response</b>	<b>F</b>	<b>%</b>
Very helpful	225	90.0
Not helpful	25	10.0
<b>Total</b>	<b>250</b>	<b>100.0</b>

Majority 225(90.0%) of pupils indicated that teaching approach being very helpful while 25(10.0%) of pupils said that it was not helpful. The data implies that pupils rated demonstration as a very helpful strategy in the implementation of

life skills curriculum. Teachers rating of demonstration as a teaching methodology in life skills curriculum is presented in Table 4.30.

**Table 4.30 Teachers rate on teaching approach**

<b>Rate</b>	<b>F</b>	<b>%</b>
Very helpful	58	93.5
Not helpful	4	6.5
<b>Total</b>	<b>62</b>	<b>100.0</b>

Majority 58(93.5%) of teachers rated teaching approach being very helpful while 4(6.5%) of teachers said that it was not helpful. The data confirms that of pupils who rated it as important in the implementation of life skills curriculum. The data therefore implies that demonstration was an important aspect in the implementation of life skills curriculum.

## **CHAPTER FIVE**

### **SUMMARY CONCLUSIONS AND RECOMMENDATIONS**

#### **5.1 Introduction**

This chapter presents the summary, conclusions and recommendations. The chapter also presents suggestions for further research.

#### **5.2 Summary**

The purpose of this study was to investigate the influence of interactive teaching methods on the implementation of life skills curriculum in primary schools in Igembe South district, Kenya. Four research objectives were developed. The research objectives sought to: establish the extent to which cooperative learning strategy influences the implementation of life skills curriculum; find out how group discussions influences the implementation of life skills curriculum; determine the extent does role-playing influences the implementation of life skills curriculum; and lastly find out how demonstration teaching strategy influences the implementation of life skills curriculum. This research adopted a descriptive survey design. The sample comprised of 21 headteachers, 65 teachers and 260 pupils. Data were collected by use of questionnaires. Data were analysed by use of qualitative and quantitative techniques. Data revealed that teachers used cooperative learning strategy. For example, a large number of headteachers indicated that their teachers allowed pupils to reinforce each other during the

lesson. Majority of headteachers indicated that their teacher ensured there was communication between them and pupils. The data implies that teachers used cooperative learning strategy in implementing life skills curriculum. It was further indicated by majority of teachers that they offered support to the pupils. Majority of teachers rarely put their pupils in cooperative groups. Majority of teachers indicated that they put their pupils to let them share ideas in the classroom. Majority of pupils reporting that their teachers always offered encouragement and support to them. Majority of pupils indicated that they were allowed to freely express themselves in the classroom. Majority of pupils further indicated that their teachers allowed them to interact freely during lessons while majority of pupils indicated that their teachers let them shared ideas in the classroom while majority.

Findings also revealed that teachers used group discussions as a strategy in the implementation of life skills curriculum. For example, majority of headteachers indicated that their teachers posed question to pupils who discuss and present pupils learning, agreed with the statement. However, majority of headteachers indicated that their teachers did not let pupils share ideas on multi level abilities. Majority of headteachers indicated that their teachers made sure there was mutual understanding in a problem. Majority of teachers agreed that pupils learnt in groups during life skills lesson.

Majority of pupils indicated that their teacher always posed a question to pupils who discuss and present. The data implies that teachers used group discussion in

the implementation of life skills curriculum. Majority of pupils indicated that they were taught in groups during life skills lesson, strongly agreed. Majority of pupils strongly agreed that their teachers made sure that pupils discuss freely issues in life skills while a few pupils agreed to the statement. Majority of pupils strongly agreed that pupils were ready to participate in discussions and their teachers made sure there was mutual understanding in a problem.

Findings also revealed that use of role-playing influenced the implementation of life skills curriculum. For example, majority of teachers indicated that they often they allowed pupils play roles in a LSE lesson. Majority of teachers used drama to make connections in LSE lesson. While half of the headteachers indicated that their teachers allowed pupils play roles in a LSE lesson. Majority of headteachers further indicated that their teachers used demonstration in teaching life skills and there was facilitation of demonstration.

Findings also revealed that use of demonstration teaching strategy influenced the implementation of life skills curriculum. For example, majority of teachers used demonstration in teaching life skills. Majority of pupils used demonstration in teaching life skills. Majority of pupils indicated that teaching approach being very helpful while majority of teachers rated teaching approach being very helpful.

### **5.3 Conclusions**

Based on the findings, the study concluded that teachers used group discussions as a strategy in the implementation of life skills curriculum. Teachers for example posed questions to pupils who discuss and present to others and also made sure there was mutual understanding in a problem. Teachers also made pupils learnt in groups during life skills lesson. The study also concluded that use of role-playing influenced the implementation of life skills curriculum. Teachers for example allowed pupils play roles in a LSE lesson. They used drama to make connections in LSE lesson and also allowed pupils play roles in a LSE lesson. Teachers used demonstration in teaching life skills and there was facilitation of demonstration.

The study also concluded that use of demonstration teaching strategy influenced the implementation of life skills curriculum. Teachers used demonstration in teaching life skills. The use of demonstration was considered very helpful in the implementation of life skills curriculum.

### **5.4 Recommendations**

Based on the findings of this study, the following were the recommendations

- i. Teachers should incorporate various aspects of cooperative learning strategy such as not putting pupils in cooperative groups, allowing pupils to share ideas in the classroom, allowing them to speak more often,



reinforce each other during the lesson, ensure communication between them and pupils.

- ii. The study also recommended that teachers should ensure they incorporate various aspects on group discussions to ensure effective implementation of life skills curriculum. The study also recommended that teachers should be trained on the use of cooperative learning strategies.
- iii. The study also recommended that headteachers as curriculum supervisors in the schools should ensure that teachers use effective teaching methods that will influence effective implementation of life skills curriculum

### **5.5 Suggestions for further research**

The following areas were suggested for further study

- i. A study on the relationship between pupils' attitude towards life skills and implementation of life skills curriculum
- ii. A study on the influence of teacher characteristics on the implementation of life skills curriculum in primary schools
- iii. A study on challenges facing the implementation of life skills curriculum.
- iv. Since the study was conducted in rural areas, there is need to carry out a study in urban schools to compare the findings.

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**APPENDICES**  
**APPENDIX A**  
**LETTER OF INTRODUCTION**

University of Nairobi,  
School of Education,  
P.O BOX 92,  
Kikuyu.

The headteacher,  
\_\_\_\_\_ Primary school.

Dear Sir/Madam,

**REF: PERSIMISION TO CARRY OUT A RESEARCH IN YOUR  
SCHOOL**

I am a student at University of Nairobi currently pursuing a Masters’ degree in Education. I am carrying out a research on “The influence of selected teaching methods on the implementation of Life Skills Education in Igembe south district. Your school has been selected for the study. The purpose of this letter is to request you to kindly allow me to carry out the study in your school.

Thank you for your cooperation.

Jacqueline Wangui Muigah

## **APPENDIX B**

### **INTERVIEW FOR THE HEADTEACHERS**

This questionnaire is designed to help the researcher establish the influence of teaching methods on the implementation of life skills curriculum in primary schools in Igembe South district, Kenya. You are requested to participate in this study by filling in this questionnaire. You are assured that your identity will be treated confidentially.

1. How does cooperative teaching strategy influence the implementation of life skills curriculum?

Probe on

- teachers put pupils in cooperative groups,
- pupils share ideas in the classroom
- teachers allowing pupils chance to speak more often
- teachers allowing pupils to reinforce each other during the lesson
- teachers ensure communication between them and pupils

2. How does use of group discussions teaching strategy influence the implementation of life skills curriculum? Probe on:

- teachers posing question to pupils who discuss and present pupils learning in groups
- teachers letting pupils share ideas on multi level abilities

- teachers making sure there is mutual understanding in a problem
  - teachers making sure there is a give a take between pupils
3. How does role-playing teaching strategy influence the implementation of life skills curriculum? probe on
- teachers let pupils play roles in a LSE lesson
  - teachers facilitation of role playing
4. How demonstration teaching strategy does influences the implementation of life skills curriculum? Probe on
- Teachers use of demonstration in teaching life skills
  - Teachers facilitation of demonstration

## APPENDIX C

### QUESTIONNAIRE FOR THE TEACHERS

This questionnaire is designed to help the researcher establish the influence of teaching methods on the implementation of life skills curriculum in primary schools in Igembe South district, Kenya. You are requested to participate in this study by filling in this questionnaire. You are ensured that your identity will be treated confidentially.

#### Demographic data

1. What is your age?

Below 30 years [     ]     31 – 35 years     [     ]

36 – 40 years     [     ]     41 – 45 years     [     ]

46 – 50 years     [     ]     Over 50 years     [     ]

2. What is your highest professional qualification?

P1 Certificate     [     ]     Diploma     [     ]

Degree     [     ]     Masters     [     ]

Others     [     ]

3. How long have you been a teacher?

Less than 1 year     [     ]     1 – 5 years     [     ]

6 – 10 years     [     ]     11 – 15 years     [     ]

16 – 20 years     [     ]     Over 20 years     [     ]

4. How long have you been a teacher in the current school?



Less than 1 year [ ] 1 – 5 years [ ]  
6 – 10 years [ ] 11 – 15 years [ ]  
16 – 20 years [ ] Over 20 years [ ]

**Section A: Teachers use of cooperative learning strategy in teaching LSE**

Indicate the extent to which teachers use the following in teaching life skills education

2. How often do you offer support to the pupils

Always [ ] Rarely [ ] Never [ ]  
]

3. How often do you put pupils in cooperative groups,

Always [ ] Rarely [ ] Never [ ]  
]

4. To what extent do pupils freely express themselves in the classroom?

Always [ ] Rarely [ ] Never [ ]  
]

5. I ensure that pupils interact freely during lesson

Always [ ] Rarely [ ] Never [ ]  
]

6. Do you put pupils to let them share ideas in the classroom

Yes [ ] No [ ]

7. How often do you allow pupils chance to speak more often

Always [ ] Rarely [ ] Never [ ]  
]

8. I allow pupils to reinforce each other during the lesson

Strongly agree [ ] Agree [ ]  
Disagree [ ] Strongly disagree [ ]

9. I ensure communication between the pupils

Strongly agree [ ] Agree [ ]  
Disagree [ ] Strongly disagree [ ]

10. I ensure that pupils communicate often

Strongly agree [ ] Agree [ ]  
Disagree [ ] Strongly disagree [ ]

11. There is much cooperation among pupils

Strongly agree [ ] Agree [ ]  
Disagree [ ] Strongly disagree [ ]

### **Section B: Teachers use of group discussions in teaching LSE**

Indicate the extent to which teachers use the following in teaching life skills education

12. Pupils learn in groups during Life skills lesson

Strongly agree [ ] Agree [ ]  
Disagree [ ] Strongly disagree [ ]

13. Making sure that pupils discuss freely issues in life skills

Always [ ] Rarely [ ] Never [ ]

14. Letting pupils share ideas on multi level abilities

Always [ ] Rarely [ ] Never [ ]

15. Pupils are ready to participate in discussions

Strongly agree [ ] Agree [ ]

Disagree [ ] Strongly disagree [ ]

16. I make sure there is mutual understanding in a problem

Strongly agree [ ] Agree [ ]

Disagree [ ] Strongly disagree [ ]

17. Making sure there is a give a take between pupils

Always [ ] Rarely [ ] Never [ ]

### **Section C: Teachers use of role-playing in teaching LSE**

18. How often do you let pupils play roles in a LSE lesson?

Often [ ] Rarely [ ] Never [ ]

19. Role-playing activities help introduce student to “real-world” situations

Yes [ ] Sometimes [ ] No [ ]

20. How often do you use drama to make connections in LSE lesson?

Often [ ] Rarely [ ] Never [ ]

### **Section D: Use of demonstration in teaching LSE**

21. Do you use demonstration in teaching life skills?

Yes [ ] Sometimes [ ] No [ ]

22. How do you rate the teaching approach

Very helpful [     ]     Not helpful

23. Do pupils enjoy demonstration during lesson?

Yes [     ]     Sometimes [     ]     No [     ]

## APPENDIX D

### QUESTIONNAIRE FOR PUPILS

This questionnaire is designed to help the researcher establish the influence of teaching methods on the implementation of life skills curriculum in primary schools in Igembe South district, Kenya. You are requested to participate in this study by filling in this questionnaire. You are ensured that your identity will be treated confidentially.

#### Section A: Teachers use of cooperative learning strategy in teaching LSE

Indicate the extent to which teachers use the following in teaching life skills education

1. How often does your teacher offer encouragement and support to the pupils  
Always [     ]     Rarely [     ]     Never [     ]
2. How often does your teacher put pupils in cooperative groups,  
Always [     ]     Rarely [     ]     Never [     ]
3. Are you allowed to freely express yourselves in the classroom?  
Yes [     ]     No [     ]
4. Does your teacher allow you to interact freely during lesson  
Yes [     ]     Sometimes [     ]     No [     ]
5. Does your teacher let you share ideas in the classroom  
Yes [     ]     Sometimes [     ]     No [     ]
6. Does your teacher reinforce each other during the lesson

Yes [ ] Sometimes [ ] No [ ]

**Section B: Teachers use of group discussions in teaching LSE**

Indicate the extent to which teachers use the following in teaching life skills education

7. Our teacher poses a question to pupils who discuss and present

Always [ ] Rarely [ ] Never [ ]

8. Pupils learn in groups during Life skills lesson

Strongly agree [ ] Agree [ ]

Disagree [ ] Strongly disagree [ ]

9. Our teacher makes sure that pupils discuss freely issues in life skills

Strongly agree [ ] Agree [ ]

Disagree [ ] Strongly disagree [ ]

10. Pupils are ready to participate in discussions

Strongly agree [ ] Agree [ ]

Disagree [ ] Strongly disagree [ ]

11. Our teacher makes sure there is mutual understanding in a problem

Strongly agree [ ] Agree [ ]

Disagree [ ] Strongly disagree [ ]

**Section C: Teachers use of role-playing in teaching LSE**

12. How often does your teacher let you play roles in a LSE lesson?

Often [ ] Rarely [ ] Never [ ]

13. Role-playing activities help introduce student to “real-world” situations

Strongly agree [ ] Agree [ ]

Disagree [ ] Strongly disagree [ ]

14. Role-playing is effective in teaching LSE

Strongly agree [ ] Agree [ ]

Disagree [ ] Strongly disagree [ ]

15. Role-playing help the students engage in perspective taking at multiple times and places

Strongly agree [ ] Agree [ ]

Disagree [ ] Strongly disagree [ ]

**Section D: Use of demonstration in teaching LSE**

16. Do you use demonstration in teaching life skills?

Yes [ ] Sometimes [ ] No [ ]

17. How do you rate the teaching approach

Very helpful [ ] Not helpful

18. Do you enjoy demonstration during lesson?

Yes [ ] Sometimes [ ] No [ ]


**APPENDIX E**  
**OBSERVATION SCHEDULE**

**School:** \_\_\_\_\_

<b>Teaching method</b>	<b>Used</b>	<b>Not used</b>	<b>Remarks</b>




**APPENDIX F  
RESEARCH PERMIT**

<b>PAGE 2</b>	<b>PAGE 3</b>
<p><b>THIS IS TO CERTIFY THAT:</b>  <b>Prof./Dr./Mr./Mrs./Miss/Institution</b>  <b>Jacqueline Wangui Muigah</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>Research Permit No. NCST/RCD/14/013/903</b>  <b>Date of issue 3<sup>rd</sup> June, 2013</b>  <b>Fee received KSH 10000</b></p>
<p><b>Location</b>  <b>District</b>  <b>Province</b></p>	
<p><b>on the topic: Influence of interactive teaching</b>  <b>methods on life skills curriculum implementation</b>  <b>in public primary schools in Igembe South</b>  <b>District, Kenya.</b></p>	
<p><b>for a period ending: 30<sup>th</sup> June, 2013.</b></p>	<p><i>[Signature]</i>  <b>Applicant's Signature</b></p> <p><i>[Signature]</i>  <b>For Secretary</b>  <b>National Council for</b>  <b>Science &amp; Technology</b></p>

**CONDITIONS**

- 1. You must report to the District Commissioner and the District Education Officer of the area before embarking on your research. Failure to do that may lead to the cancellation of your permit.**
- 2. Government Officers will not be interviewed with-out prior appointment.**
- 3. No questionnaire will be used unless it has been approved.**
- 4. Excavation, filming and collection of biological specimens are subject to further permission from the relevant Government Ministries.**
- 5. You are required to submit at least two(2)/four(4) bound copies of your final report for Kenyans and non-Kenyans respectively.**
- 6. The Government of Kenya reserves the right to modify the conditions of this permit including its cancellation without notice.**

  
**REPUBLIC OF KENYA**  
**RESEARCH CLEARANCE PERMIT**