

**EFFECTIVENESS OF IMPLEMENTING LIFE SKILLS CURRICULUM IN  
PRIMARY SCHOOLS IN MURANG'A EAST SUB-COUNTY, MURANG'A  
COUNTY, KENYA**

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## **DECLARATION**

This is my original work and has not been presented to any learning institution for the award of certificate or degree.

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This project has been submitted for examination with our approval as the university supervisors.

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## **DEDICATION**

This work is dedicated to my dear wife Miriam for her financial support, moral support and prayers.

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May I acknowledge the University of Nairobi for giving me a golden opportunity to undertake a course on curriculum studies. I would also like to acknowledge all my lecturers who imparted desirable knowledge, skills, values and attitudes to me for the positive change in behavior. I would also like to sincerely acknowledge my supervisors Dr. Nyagah and Dr. Mugambi for their assistance during the writing of this project. Were it not for them I could not have made it. Finally I cannot forget my friend James who assisted me in acquiring some study materials. May God bless them all. Although these people have guided me in writing this research project, I remain solely responsible for any error.

## ABSTRACT

Currently, there is a great concern over the alarming cases of drugs and substance abuse, adolescent pregnancies, poor academic performance, truancy, chronic absenteeism, school drop outs; HIV and AIDS prevalence, jiggers' manifestations and early marriages. This prevails among pupils in primary schools especially in class eight. Therefore, this calls for dire need for investigation into the effective implementation of LSC in public primary schools in Murang'a East Sub-County in Murang'a County. LSC is aimed at equipping learners with psychological competencies that would help them make formal decisions, solve problems, think creatively and critically, communicate effectively and build healthy relationships. The objectives of the study was to establish the extent to which life skills curriculum resources are utilized, determine the appropriateness of approaches used in teaching life skills curriculum, establish the extent to which curriculum objectives have been attained examine the extent to which school environment affects teaching/learning of life skills curriculum in public primary schools in Murang'a East Sub-County. The study adopted descriptive survey design and stratified random sampling. Data were collected using questionnaires and interview schedules. The instruments were piloted in at least ten schools in the same Sub-County which were not included in the final study sample. The target population was the public primary schools, their head teachers, teachers and pupils. The sample size was 10 schools, 10 head teachers, 40 teachers and 240 learners. Reliability of the instrument was determined using test-retest technique. Data was analyzed both qualitatively and quantitatively using simple statistics such as frequency and percentages. The findings of the study indicated that LSC programme was not implemented uniformly in public primary schools in Murang'a East Sub-County. This is due to the fact that most schools had no LSC syllabus, textbooks and other necessary teaching materials. It was recommended that head teachers should ensure that LSC syllabus, textbooks and other teaching materials should be made available. This should be as per the guidelines made by MoEST and Kenya Institute of Curriculum Development. When all these teaching and learning materials are provided, there will be minimal cases of HIV and AIDS prevalence, jiggers' manifestation, early marriages, truancy and other vices among learners. The study also found that implementation of LSC was influenced by lack of qualified teachers and inadequate time allocation. Recommendations were made that LSC teachers should be adequately trained on how to implement LSC. They should also be given adequate time as one lesson per week is not sufficient. When LSC is given more attention and more time, there will be changes in behavior among learners hence improved performance. Teaching strategies such as discussion, storytelling, games, question and answer, case study, poems and songs were inadequately used in the teaching of LSC. It was recommended that regular workshops and seminars should be conducted to equip LSC teachers with necessary skills and knowledge on how to implement LSC. When LSC teachers are well equipped, with

LSC skills, they are in a better position of imparting LSC values and attitudes hence curbing undesirable behaviours among learners. Both teachers and pupils emphasized that LSC should be examinable and seminars be conducted oftenly. Recommendations were made to head teachers to ensure that they implement the policies according to MoEST guidelines. MoEST should ensure that there is monitoring and evaluation of LSC. Future researchers should conduct research on impact of LSC implementation in Murang'a East Sub-County.

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## **ABBREVIATIONS AND ACRONYMS**

**AIDS** Acquired Immunodeficiency Syndrome.

**CDE** County Director of Education.

**DEO** District Education Officer.

**EFA** Education for All.

**G/C** Guidance and Counseling.

**ILO** International Labour Organization.

**KICD** Kenya Institute of Curriculum Development.

**LSC** Life Skills Curriculum.

**MDGs** Millennium Development Goals.

**MoEST** Ministry of Education Science and Technology.

**NETP** New Education and Training Policy.

**PLA** Participatory Learning Approaches.

**SCT** Social Cognitive Theory.

**TSC** Teachers Service Commission.

**STDs** Sexually Transmitted Diseases.

**STI's** Sexually Transmitted Infections.

**SPSS** Statistical Package for Social Science.

**UNAIDS** United Nations Agency for HIV/AIDS.

**UNESCO** United Nations Educational Scientific and Cultural Organization.

**UNGAS** United Nations General Assembly Special Session.

**UNICEF** United Nations International Children Educational Fund.

**WHO** World Health Organization.

# CHAPTER ONE

## INTRODUCTION

### 1.1 Background to the study

Life skills curriculum is the cornerstone of development in any given society in the world. Many young people who have recorded progress lay their success to a vibrant system of life skills curriculum implementation. Life skills curriculum is therefore an effective weapon against psychological, social and economic challenges which are faced by the youth.

Performance of youth is a product of myriads of factors which are social-economic, psychological and environmental factors. This means that good performance can only be realized when all these factors are put into consideration. Life skills comprise of competencies that can enable young people to cope with challenges and manage their lives in a healthy and productive manner. Initiative to develop and implement life skills curriculum has been undertaken in many countries around the world. The need for life skills education is highlighted directly and indirectly in the convection of rights of the child and a number of international recommendations (Convection of rights of the child, United Nations Assembly of 20th November, 2010).

According to Article 19 No. 1 of Convection of the rights of the child, states that parties shall take all appropriate measures to protect the child from all forms of physiological or mental violence, injury or abuse, exploitation or mistreatment,



neglect or negligent treatment and sexual abuse. Article 28 No. 1 of Convention of the rights of the child states that, the parties recognize the rights of the child to education and shall take any measures to curb truancy in schools and high school dropouts.

According to Article 29 No. 1, the parties agreed that the education of the child shall be directed to the preparation of the child for responsible in a free society, in the spirit of understanding friendship, tolerance, equality of sexes and peace among all people, ethics, national and religious groups. Article 33 states that the parties shall take appropriate measures including educational measures to protect children from illicit use of narcotics drugs and psychoactive substances (Convention of rights of the child, United General Assembly 20<sup>th</sup> November, 2010).

After studying different life skills programmes, the World Health Organization (WHO) identified five basic areas of life skills that are relevant across cultures. These are decision making, problem solving, creative and critical thinking, communication and interpersonal relations. There are diverse reasons why life skills curriculum commenced in various countries in the world. According Boylies et al, (2012), the idea of teaching life skills to youth emerged from North America.

Currently, diverse countries are taking into consideration the development of life skills curriculum as a reform to traditional education systems which appears to be outdated in relation to modern social and economic life. According to WHO, wide ranging applications of life skills curriculum in primary school, prevention of violence

in schools and student dropouts has resulted to better foundation for learning skills that are in greater in present jobs market. (WHO, 2014)

It is worth to note that the effectiveness of life skills curriculum in managing emerging issues is dependent on myriads of variables within and outside the school setting. The significant factors within the school setting includes the teachers and pupils attitudes towards the subject, teaching/learning resources and their past experiences or exposure of the teachers.

According to UNESCO (2013), there is dire need for African countries to combat HIV/AIDS if EFA and MDGs are to be realized. Without urgent attention to emerging issues such as HIV pandemic, drug and substance abuse, school dropout and early pregnancies, EFA and MDGs cannot be achieved in countries such as Nyasaland (Malawi) life skills has minimized these emerging issues. This is due to the fact that it is well implemented in Malawi and appropriate follow up during implementation is adhered to. Teachers begin by in-service training through a cascade model where a national core team of trainers induct trainers of teachers at sub-County level. The national core team then trains the primary education methods advisers in a three day block. The primary education method advisers in turn train school principals, head teachers and standard four teachers in two day block. Some head teachers are trained to offer professional support to those teachers in their school who have not been trained in teaching of LSC but teach the subject. (Kunje and Chimombo, 2013)

In Kenya, life skills curriculum has been introduced in the curriculum and it is intended to be taught one lesson per week in all primary schools. Materials for training were developed by MoEST to harmonize training content. A cascade system of training was adopted before the implementation of life skills started in primary schools. Education officers were trained who in turn trained principals and two teachers from every school (MoEST, 2009).

It is an education policy that life skills curriculum should be taught in all schools from primary to secondary. Therefore, it is crucial for the study to be done in primary schools in Murang'a East Sub-County to ascertain the effectiveness of implementation and the impact of life skills curriculum on the problem.

## **1.2 Statement of problem**

According to the DEO, Murang'a East Sub-County unlike other seven Sub-Counties is facing alarming cases of violence, School drop outs, truancy, chronic absenteeism, early marriages and early pregnancies, jigger infestation, drug and substance abuse, child abuse, poor academic performance in national examination and HIV/AIDS prevalence in primary school pupils.

**A table indicating school enrolment of pupils from 2010 up to present date for eight Sub-Counties in Murang'a County**

<b>Year</b>	<b>2010</b>	<b>2011</b>	<b>2012</b>	<b>2013</b>	<b>2014</b>	<b>2015</b>
<b>Murang'a East</b>	2,306	2,254	2,210	2,172	2,109	2,048
<b>Murang'a South</b>	1,843	1,911	1,962	1,981	2,008	2,014
<b>Kangema</b>	2,501	2,523	2,569	2,604	2,612	2,608
<b>Mathioya</b>	2,466	2,408	2,507	2,516	2,514	2,599
<b>Kahuro</b>	2,631	2,645	2,703	2,729	2,731	2,822
<b>Kigumo</b>	2,482	2,501	2,549	2,606	2,617	2,704
<b>Gatanga</b>	1,451	1,419	1,505	1,546	1,622	1,785
<b>Kandara</b>	1,327	1,341	1,363	1,429	1,477	1,583
<b>Totals</b>	<b>17,007</b>	<b>17,002</b>	<b>17,368</b>	<b>17,583</b>	<b>17,690</b>	<b>18,163</b>

According to the information given by D.E.O Murang'a East Sub-County, there are many challenges facing implementation of LSC in primary schools. The grounds of these challenges are greatly related to inadequate knowledge on life skills curriculum which should equip learners with psychosocial competencies, the ability to make

informed decisions, solve problems, think creatively and critically, communicate effectively, build healthy interpersonal relationship which is lacking among the youths (Abobo, 2012). This study intends to examine the effectiveness of life skills curriculum in Murang'a East Sub-County.

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

The purpose of the study was to investigate the effectiveness of the implementation of life skills curriculum in public primary schools in Murang'a East Sub-County.

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

The study aimed at achieving the following objectives:

- (i) To establish the extent to which life skills curriculum resources are utilized in the implementation of LSC.
- (ii) To determine appropriateness of approaches used in teaching life skills curriculum in primary schools in Murang'a East Sub-County.
- (iii) To establish the extent to which life skills curriculum objectives have been attained in public primary schools in Murang'a East Sub-County.
- (iv) To examine the extent to which school environment affects teaching/learning of life skills curriculum in public primary schools in Murang'a East Sub-County.

## **1.5 Research questions**

From the foregoing objectives, the study intended to answer the following research questions based on the statement of the problem and the stated objectives:

- (i) To what extent are the teaching/learning resources for life skills curriculum utilized in public primary schools in Murang'a East Sub-County?
- (ii) How appropriate are the methods used in the teaching of life skills curriculum in Murang'a East Sub-County?
- (iii) To what extent has life skills curriculum objectives been attained in public primary schools in Murang'a East Sub-County?
- (iv) How does the school environment affect teaching/learning of life skills curriculum in public primary schools in Murang'a East Sub-County?

## **1.6 Significance of the study**

After the research was carried out, the findings of the study were expected to enrich available data on the subject and create awareness among teachers and pupils on significance of life skills curriculum. The research findings were intended to provide useful information on how instructors can handle challenges faced during implementation of life skills curriculum. Moreover, curriculum developers and policy makers obtained a framework on how to improve and modify life skills curriculum

syllabi. These findings were intended also to assist the MoEST in making assessment and evaluation of life skills curriculum at primary school level.

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

The researcher was not able to conduct the research country wide. He was also not be able to control life skills curriculum teachers during implementation since life skills curriculum is not directly examined in national examinations. Even though there were many areas in life skills curriculum, only its implementations was studied.

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

The study was only conducted in Murang'a East Sub-County and only in ten public schools. Private primary schools were not be sampled due to the fact that teachers did not have any problem for effective implementation of any educational policy. According to the district educational officer report of 2015, Murang'a East Sub-County had 52 public primary schools, 52 head teachers and 430 teachers. Class 8 learners who are registered are 2,408. The number of sampled learners were 240.

### **1.9 Basic assumptions**

There was an assumption that the respondents would be co-operative hence respond to questions as truthfully. It was also assumed that teachers teaching life skill curriculum were exposed to some training through seminars and workshops. These teachers would implement life skill curriculum using the official syllabus which had been

recommended by MoEST. It was also assumed that, the learners were familiar with the content of life skills.

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

**Adaptive** refers to flexibility in approach and ability to adjust in different circumstances.

**Curriculum** refers to the set of courses and their contents offered in a learning institution.

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

**HIV/AIDS** refers to Human Immuno Virus/Aquired Immuno Deficiency Syndrome.

**Life skills** refer to the abilities for adaptive and positive behaviours that enable individuals to deal effectively with the demands and challenges of everyday life.

**Life skills curriculum** refers to a programme that promotes positive health choice making decisions, practicing health behaviours, recognizing and avoiding risky situations and behaviours.

**Relevance** refers to the level and background of the learners in relation to life skills curriculum and how they put the teachings into practice.



**Self-awareness** refers to recognition of oneself, his character, his strengths and weakness, desires and dislikes.

**School environment** refers to factors which affect effective implementation of LSC within the school locality.

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

The study was organized into five chapters. Chapter one was the introduction consisting of background of the study, statement of the problem, purpose of the study, objectives of the study, research questions, significance of the study, limitations, delimitations, basic assumptions of the study and operational definition of significant terms.

Chapter two comprised of literature review under sub-headings: need of life skills curriculum in schools, availability of teaching and learning materials, teaching approaches, head teachers and teachers' attitudes towards implementation of life skills curriculum, challenges, evaluation of the effectiveness of life skills programme and summary of literature review.

Chapter three consisted of the research methodology which was divided into the following areas; research design, target population, sample and sampling procedure, research instruments, validity of research instruments, data collection procedures and data analysis techniques.

Chapter four comprised of data analysis, interpretations and discussion of the findings.

Chapter five consisted of summary of the study, research findings, conclusions, recommendations and suggestions for further studies.

## **CHAPTER TWO**

### **REVIEW OF RELATED LITERATURE**

#### **2.1 Introduction**

This chapter reviews relevant literature under the following sub-headings: Need of life skills curriculum in schools, availability of teaching/learning resources, teaching approaches, head teachers' and teachers' attitude towards implementation of life skills curriculum, challenges, evaluating of the effectiveness of life skills programme and summary of literature review together with the conceptual frame work for the study.

#### **2.2 The need for life skills curriculum in schools**

A school is a socializing agent for the young. It is also a factor that prompts or triggers need for curriculum changes and innovation. It is therefore the most suitable place for introduction of life skills curriculum. This is due to the fact that there is access to children and adolescents on a large scale, experienced and trained teachers are already in place, high credibility with parents and community members, possibilities for short term and long term evaluation, life skills curriculum is highly relevant to daily requirements of youths when it is part of the school curriculum. This is because it helps to curb vices such as early marriages, early pregnancies, truancy, vandalism, school drop outs, violence and indiscipline cases. (UNAIDS, 2013)

It is worth to know that evaluative studies of life skills programmes suggests that the methods used can help to improve teacher and pupil relationship and there are

indications that life skills lessons are associated with fewer reports on classroom behaviour problems (MOEST, 2013).

There are also research indications of improved academic performance as a result of teaching life skills, less bullying, few cases of referred to specialist support services and better relationship between children and parents (Weissberg et al, 2013). So life skills curriculum equips the learners with the abilities which enable him/her develop adaptive and positive behaviours to deal effectively with challenges and demands of everyday today life.

### **2.3 Evaluation of the implementation of life skills curriculum**

For effective evaluation of life skills programme, there should be a clear programme design. What are the measurable goals to be achieved? What are the expected outcomes in terms of improvement in skills, beliefs, attitudes and behaviours? What are the expected changes in the programme provider? Despite the fact that developing measurable indicator lags behind advances in programme, existing life skills initiatives provides guidance on how to capture the impact.

There are two broad aspects of measuring the extent to which the programme reaches the intended audience and how the programme is implemented. These aspects are coverage and quality. Extent provider training, fidelity to the programme design and programme duration are just some of the components of the implementation that may affect intervention outcomes. The outcome indicators selected for programmes

analyses changes in skills level, attitudes, beliefs and behavioural changes. These outcome indicators can be both self-assessed and assessed by programme providers, mentors and parents.

Presently, the youth have been involved in drugs taking and substance abuse. This calls for the need of preventive skills such as refusal skills, assertiveness, problem solving, decision making and locus of control (Botvin, 2013).

According to Gresham and Elliot (2012), the social skills rating is one of the many different rating systems that have been used to assess learner's social skills such as cooperation, self-control, assertion and empathy. Life skills programmes is meant for desirable behavior changes hence can measure use of condoms, changes in sexual behavior, substance use and decision made about smoking. Substance abuse prevention programme often apply objective measures of alcohol, tobacco use and violence prevention often looks at numbers of conflicts results in violence.

Changes in attitudes, skills and knowledge are also aspects of evaluation plan in the area of violence prevention. Therefore, a number of self-report measures assess the attitudes, skills and knowledge of adolescents about violence. It's worth noting that belief supporting aggression scale measures normative beliefs about aggression and attitudes towards conflict scale measures, how young people feel about different methods of resolving conflicts (Lam, 2009 and Guerra and Slaby, 2008).

Life skills programmes tend to be comprehensive in scope hence it is vital to acknowledge proposed effects beyond changes in individual behaviours, attitudes or skills. It is crucial to measure potential effects such as changes in programme providers, changes in social norms and changes in connection to community, family, parents or schools. The study therefore intends to find out effectiveness of the implementation of life skills curriculum in Murang'a East Sub-County.

#### **2.4 Teaching approaches and implementation of life skills curriculum**

The syllabus and teachers guide for life skills curriculum advocates for participatory learning and teaching approaches where learners should identify their own challenges discuss possible solutions, plan and carry out effective action programmes (MOEST, 2006). The Participatory Learning Approach (PLA), assumes that learning is best achieved by acquiring learners to be actively involved during lessons. Jean Piaget (1894-1980), believed that learners learn by constructing their own language.

In his findings, Abobo (2012), identified the participatory teaching and learning methods which are recommended for the teaching and learning of life skills curriculum as: field visits, brainstorming, projects, games, posters, debates, songs, storytelling, reciting poems, group discussions, case studies, role playing, question and answer techniques.

Role plays are short drama episodes in which learner's experience how a person feels in a similar real life situation. When discussing sensitive issues such as gender which

the teacher may feel uncomfortable with, role play can be used. It can also be employed when developing specific skills such as negotiation, communication and assertiveness. Moreover, it can be used by an instructor when clarifying new and unfamiliar concepts. Role play is advantageous in the sense that it requires little preparation and it is not necessarily rehearsed. It is vital for the educator to bear in mind about the situations when and where to use them in teaching/learning process (KICD, 2014).

An approach of storytelling entails telling of narratives consisting of specific theme based on actual event or occurrence. These narratives gives accounts of detailed information about an event in an interesting way while still passing a moral message.

Stories used in life skills curriculum should be based on specific themes of life skills such as assertiveness, negotiation, decision making, conflict resolution and transparency (KICD, 2013). During storytelling, there should be a dramatic real life experiences. The instructor should present the lesson using diverse stylistic techniques such as tone variation, facial expression, body movements and involvement of the audience. The educator should encourage pupils to come up with their own relevant stories from their communities or any other source.

According to KICD, 2013, case studies are vital in describing a challenge, a situation or a character. It may be dilemma in which the participants should come up with

opinions on how they should resolve the conflict. Sometimes it offers clues on how to overcome a challenge or provoke the reader's abilities to solve the challenge.

Case studies should be relevant, interesting, motivating and appealing to the pupil's imagination. They are used mostly when the teachers wants to appeal to the learner's emotions. The learners are expected to identify and internalize concepts and issues raised in the case. The learners are moreover, expected to apply the skills learned to solve similar problems that they may encounter. When the teacher wants the learners to appreciate that other pupils or learners undergo similar challenges, case study can be developed by the teacher or selected from already developed ones in diverse relevant books (KICD, 2014).

According to MoEST (2014), games are important to the learner's psychomotor development. These games can be applied in the teaching/learning of life skills curriculum. They should comprise of exciting and interesting activities which have guiding rules. An educator can use games when clarifying difficult issues, discussing sensitive issues which enhance the quality of interaction in a group, learning and practicing new life skills, increasing the participants' knowledge of each other and making presentations interesting.

In question and answer techniques, the instructor tries to find out information through asking oral questions and getting oral answers from respondents. This enhances flow



of information from the educator to the learner. It is central to effective teaching of life skills because it stimulates learners' thinking and creativity. (KICD, 2013)

According to MOEST (2013), miming technique can also be employed in teaching of life skills curriculum. This approach involves acting without words by use of gestures, facial expression, physical movement and signs. Life skills ideas are solely communicated through actions unlike drama where some words are used. The teacher uses this approach especially when communicating sensitive messages which cannot be easily put into words.

Musical compositions on topical issues and themes are another approach used in conveying messages on contemporary issues in the society. These compositions are mainly songs and dances. They can be used to develop and reinforce life skills, for example empathy, assertiveness, self-awareness and conflict resolutions.

Teachers are required to creative and composing songs or else request to gather some existing songs. These songs should be enriched by dances, use of instruments and even puppetry. Dances are useful when the instructor wants to pass culturally sensitive messages in an appealing manner. These dances enhance immediate impact on the learners (KICD, 2013).

Poems are compositions which capture occurrences or events in particular situations in a short and precise manner. They express ideas, opinions, feelings, habits and experiences. Poems are mainly in form of recitations. However, they can also be in

forms of flow charts, songs or drama which facilitates acquisition of various life skills. Poems are used to appeal to people's emotions so as to enable them to adopt behavioural changes in a positive direction (MoEST, 2014).

The researcher therefore intends to analyze teaching approaches applied in teaching of life skills curriculum and whether these methods are used effectively to implement life skills curriculum in Murang'a East Sub-County.

## **2.5 Head teachers and teachers' attitudes towards implementation of life skills curriculum**

The head teacher and other teachers are the key players who finally decide the arrangement of learning experiences and the methods of content presentation. They also carry out most of the evaluation of life skills curriculum. (Prinslow, 2012). This calls for their total commitment at school level for the success of the programme. Some head teachers argue that it is difficult to implement life skills curriculum due to the fact that many learners are irresponsible, stubborn, careless and have no mission and vision in life. These head teachers feels that there is little impact that life skills curriculum can make on the learners even if they are provide with some support for the teaching of the subject in their schools. Lack of commitment to make life skills programme a success in their schools is considered to be a negative attitude. Most of the head teachers in primary schools in Kenya complain about inadequate time and overloading. This leads to inadequate implementation of life skills curriculum in their

respective schools. Others have negative attitude towards the discipline as they feel that it is not examined as a paper in national examination.

## **2.6 Challenges facing implementation of life skills curriculum**

The Republic of Kenya (2004), notes that primary school teachers are trained at colleges and they are required to teach all subjects in primary school curriculum after graduation. Since the abolition of corporal punishment, life skills curriculum was introduced in the year 2005 to solve crisis related to discipline. However, teachers did not receive any LSC training as part of their pre-service training.

This situation calls for an urgent development of a comprehensive in-service training through a cascade model where a national core team of trainers, induct trainers of teachers at sub-County level. The national core team of trainers then trains the primary education methods advisers in a three day block. The primary education methods advisers in turn train school head teachers and standard one to four teachers in two days block. Some head teachers are trained to offer professional support to those teachers in their schools who have not been trained in the teaching of LSC but teach the subject (Kunje and Chimombo, 2013).

In Zimbabwe (Southern Rhodesia), training of teachers in life skills curriculum requires three days of training. This short duration is not adequate to develop understanding of content and empower teachers to teach life skills curriculum topics with confidence. In Kenya, before the implementation of LSC started in primary

schools back in 2006, a cascade system of training was adopted. Education officers were trained who in turn trained head teachers and two teachers from every school. The two trained teachers were to train other teachers at Sub-County and Zonal levels. Every primary school had to be represented. After training, the teachers were to teach LSC (MOEST, 2009).

Life skills was introduced in Kenya curriculum in 2005 and since 2006, it is taught one lesson per week but nobody has done follow up to establish whether the curriculum is being implemented or not. However, some teachers are willing to implement the programme but they are hindered by myriads of challenges. Some of the challenges include: inadequate time allocation for teaching LSC, lack of support from MoEST, high work load among teachers, shortage of teaching/learning materials and insufficient evaluation at national levels. (Francis Abobo, 2012).

## **2.7 Attainment of life skills curriculum objectives in public primary schools**

In Kenya, life skills has been introduced in primary school curriculum through cascade system of training. Education officers were trained who in turn trained head teachers and two from every school. Life skills is taught one lesson per week but nobody has done a follow up to find out whether objectives are attained. Teachers are faced with many challenges which includes: inadequate time allocation for teaching LSC, lack of support from head teachers, inadequate teaching/learning resources, lack

of monitoring and evaluating and high workload for teachers. Due to these challenges, life skills curriculum objectives have not been achieved (Francis Abobo, 2012).

School environment encompasses myriads of factors which affects implementation of life skills curriculum in public primary schools. Some of these factors include role played by key players such as teachers, learners, parents and head teachers. This calls for team work and total commitment for the success of the programme. During the implementation of LSC, there should always be the official syllabus which should be strictly followed. (KICD, 2015)

However, learners who are recipients of LSC are stubborn, irresponsible, careless and have no mission and vision in life. Therefore, there is a minor impact that life skills curriculum implemented can make in connection to behavior change. When learners have negative attitude towards discipline it becomes difficult to implement life skills curriculum. Teachers also complain about high work load and insufficient time to implement LSC. Teachers feel that life skills curriculum is not examinable in national examination and hence not important.

However, when well covered, life skills curriculum provides pupils with strategies to make choices that contribute to a meaningful life. It also promotes mental well-being and competence in young people as they face the realities of life. It empowers young people to take positive actions to protect themselves and to promote health and

meaningful social relationships. A life skills facilitates the complete and integrated development of individuals to function effectively as social beings.

## **2.8 Teaching/learning resources and implementations of life skills curriculum**

According to KICD (2014), diverse variety of teaching and learning materials are vital for effective teaching of any subject. These materials should be relevant, cost effective, meaningful and interesting so as to arouse curiosity in teaching/learning process. They should aid life skills curriculum by making its learning to be real, interesting, meaningful and facilitate high retention of knowledge. These resources can be bought, improvised or borrowed from diverse sources. Use of realia is mostly encouraged in the learning/teaching of life skills curriculum (KICD, 2013).

According to Aila (2003), appropriate use of teaching/ learning resources should be observed as it increases the spirit of learning, generates interest among learners and creates a scenario where pupils can fully interact as they engage in classroom activities. Teaching/learning resources should provide many and varied opportunities for the learners to acquire according to their needs (KICD, 2014). In his study, the DEO Murang'a East Sub-County found that most of the schools in the entire Murang'a East Sub-County lacked sufficient teaching/learning materials which included textbooks, teachers' guides, reference materials and charts. The study is therefore meant to find out adequacy and availability of teaching/learning resources

in the teaching of life skills curriculum in primary schools. The researcher intends to find out whether there is effective implementation of life skills curriculum in Murang'a East Sub-County.

## **2.9 Summary of review of related literature**

The literature review has summarized many studies carried out on teaching of LSC in public primary schools. It has been found that most teachers have not been trained on LSC and those few who have attended the in-service training on LSC argue that the in-service training is inadequate skills to handle it successfully.

The review of related literature has also revealed that inadequate LSC teaching and learning resources and time has also negative impact on effective implementation of LSC. In addition to that, the teaching approaches employed by teachers are not fruitful.

The literature has also revealed that there are few studies conducted on LSC as a subject in primary schools which has been carried out. The study therefore is meant to find out whether effective implementation of LSC is taking place in Murang'a East Sub-County.

## **2.10 Theoretical frame work**

The study is based on Stufflebeam's theory of 1974. Context Input Process Product (CIPP) theory examines the environment (context) in which life skills curriculum is being implemented. When studying the content the study mitigates problems

hampering successful implementation of life skills curriculum in public primary school. Half of teachers who teach curriculum studies are not trained on how to handle indiscipline cases. In addition to that, there is no follow up in implementation of life skills curriculum. The theory therefore calls for effective implementation of life skills curriculum in public primary schools.

In a school setting, inputs are resources in form of reference materials, teachers, and writing materials, school feeding programmes, physical facilities and administration. According to CIPP theory, there should be harmony in these resources so as to maximize their utilization for high production. Relevant and adequate content should be based on the official syllabus for public primary schools.

According to Stufflebeam (1974) CIPP theory has processes which uncovers implementation issues. The theory states that despite the challenges one faces during implementation, there should be integration of all components of life skills curriculum teaching. Teachers should be able to integrate real life experiences and content given for effective implementation. The theory postulates that, teachers should identify areas which are difficult to learners so as to provide remedial teaching on these areas.

The theory addresses the outcomes of the learning process, that is, the product which should be worth and merit. When context, inputs and processes are harmonized, there is maximum product which is realized. This is in form of behavioural changes. Daniel Stufflebeam considers CIPP theory as a frame work by teachers to improve their

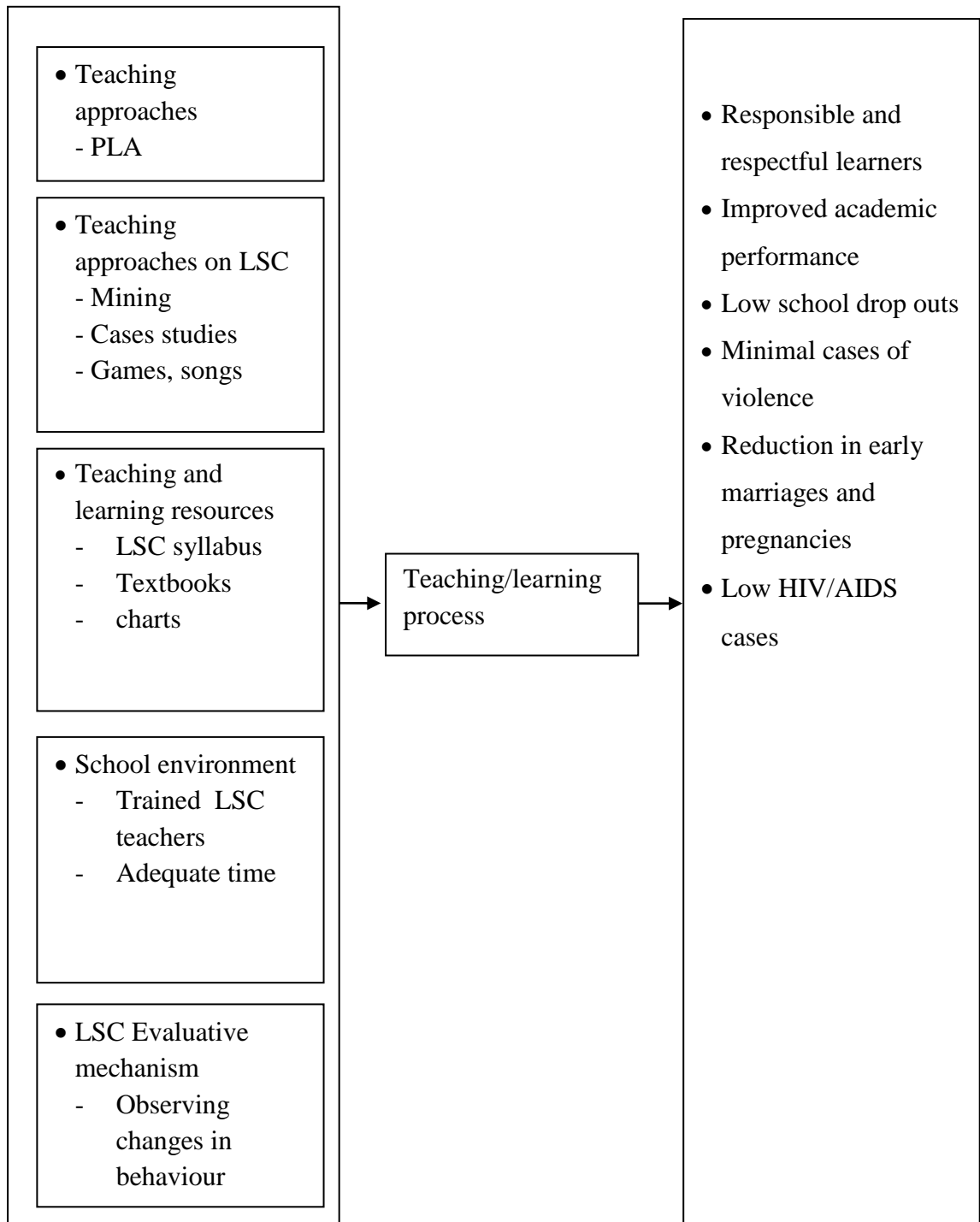


learners' emotional states and to correct their faulty self beliefs and habits of themselves. Moreover, teachers will be in a position to improve their academic skills and self-regulatory practices (behaviours) and alter class room structures that may undermine learners' success.

CIPP theory is applicable in this study because the theory is evaluative in nature. To evaluate the effectiveness of implementation of life skills curriculum, the theory examines the components which includes, environment (context), input, process and product.

## 2.11 Conceptual frame work

Figure 1.1 Showing factors influencing the effective implementation of life skills curriculum in primary schools.



## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **3.1 Introduction**

This chapter deals with the description of the methods that was used to carry out the study. It is divided into eight sections. These are research design, target population, sample size and sampling procedure, research instruments, instrument validity, instrument reliability, data collection procedures and data analysis techniques.

#### **3.2 Research design**

A research design is a logical and valuable way of looking at the world (Borg and Gall, 1996). In this study, the researcher intended to use descriptive research design, specifically, survey method. Survey is a method that describes or explains an event in its natural status that is, real situation on the ground. It explains facts as they are. It enabled the researcher to investigate and describe the current phenomena on focus (Mugenda & Mugenda, 2003).

This approach was suitable because it enabled the researcher to describe the situation, opinions, attitudes, perception and general demographic information that are presently affecting instructors when implementing of life skills curriculum in public primary schools.

### **3.3 Study Location**

The study was carried out in Murang'a East Sub-County which is Murang'a County. It neighbours seven other Sub-Counties which includes Kahuro, Kangema, Kigumo, Kandara, Murang'a South, Gatanga and Mathioya. The Sub-County has a total of 52 public primary schools and 18 registered private schools. The total number of registered TSC teachers is 430. It is located in an agricultural zone where cash crop farming is an economic activity. Dairy farming is also practiced in the highlands. There is a lot of interference among pupils as they engage themselves in farming activities. This can only be mitigated through effective implementation of LSC. The researcher chose the areas due to its poor academic performance and indiscipline cases.

### **3.4 Target population**

The target population of the study is defined as all members of a real or hypothetical set of people, events or objects to which the investigator wishes to generalize the results of the study (Borg and Gall, 1996).

According to the DEO's office, Murang'a East Sub-County is composed of 52 public primary schools hence 52 head teachers. There are 430 teachers. The registered class 8 learners are 2,408.

### **3.5 Sample size and sampling procedure**

Sampling is a research technique used for selecting a given number of subjects for a target population as a representative of that population (Borg and Gall, 1996). The correct sample size depends upon the purpose of the study and the nature of the population under scrutiny (Cohen and Manion, 1994). Purposive sampling technique was used to select the study subject in which all categories: urban and rural primary schools were included in the study subjects. In purposive sampling techniques, individuals are included in the sample because they are judged to poses important special, unique information that the researcher fills that such information is a representation of that population (Mugenda & Mugenda, 1999).

This sampling technique was necessary for the researcher to find out the differences in the implementation of LSC in different public primary schools. In carrying out the study, various factors which were considered includes, age of learners, qualification of teachers and level of training among teachers on LSC. Out of 52 schools in Murang'a East Sub-County, 10 schools were sampled. These sampled schools were from the four divisions which make up Murang'a East Sub-County.

Purposive sampling technique was used to sample the respondents. It was hoped that learners from different schools who were sampled would give adequate responses to the issues raised in the study. Out of 2,408 learners, 240 learners were sampled. This represents 10% of the learners. The numbers of teachers sampled were 40 out 430

teachers and 10 head teachers out of 52 head teachers. All the sampled head teachers were interviewed and gave details concerning implementation of LSC in their respective schools.

### **3.6 Research instruments**

The researcher used of questionnaires and interview schedules.

#### **Questionnaires**

The researcher used questionnaires because questions for each respondent were framed in similar manner, hence allowing uniformity among all respondents. (Orodho, 2008). All respondents were therefore literate enough to read, comprehend and fill in the questionnaire which were used for the teachers teaching life skills curriculum to help the researcher obtain information in teaching activities used, time allocation, teaching resources needed, evaluation of life skills curriculum and ways of improving the implementation. The study was used to obtain information from learners on the effectiveness of implementation of life skills curriculum.

The questionnaires were filled by teachers who were teaching life skills curriculum in upper primary classes. These questionnaires will be continuous open ended and closed in order to elicit and in-depth range of responses on the learners in teachers in teaching life skills. This was due to the fact that the group was literate hence able to read and write. Moreover, it reduced the bulkiness of the sample which would have ended up being difficult to conduct interviews with all of them.

### **Interview schedule for head teachers**

The head teachers are the key determinant for the success of implementation of life skills curriculum. It is his role to decide on procurement of textbooks and teachers guides, he decides on staff establishment and he also solves school academic and administrative problems.

An open ended interview guide were administered by the researcher on challenges that head teachers faced when teaching life skills curriculum, their opinions on content of life skills curriculum and what primary schools in Kenya needed to do so as to improve on the teaching of life skills curriculum.

#### **3.6.1 Instrument validity**

Before the actual data was collected, the researcher conducted a pilot study within the Sub-County. Ten head teachers all from Murang'a East Sub – County were involved with authority from the DEO. From each of the schools where the ten head teachers were stationed, four teachers were randomly selected for the pilot study based on gender, therefore, the pilot study participants were ten head teachers and forty teachers, giving a total of fifty cases. This was higher than the recommended minimum number which is thirty by Mugenda and Mugenda (2003) for conducting statistical analysis. The purpose of the pilot study was to enable the researcher to be familiar with the administration of the questionnaires hence improve the instruments and procedures.

### 3.6.2 Reliability of the instrument

Reliability refers to precision, consistency and accuracy of the research instrument. Therefore, it is the degree of consistency that the instrument demonstrates (Best and Khan, 1998). The test cannot be valid if it is not reliable. A test-retest technique was used to determine the reliability of the research instrument. Test-retest technique involved administering the same instrument twice to the same group of subjects (Orodho, 2009). The questionnaires were first administered to the respondents and their scores recorded. The same questionnaires were administered again to the same respondents after two weeks and the scores were recorded. Pearson product moment formula was employed to find the correlation coefficient between the first and the second scores.

$$r = \frac{n \sum XY - (\sum X)(\sum Y)}{\sqrt{N \{ (n \sum X^2) - (\sum X)^2 \}} \sqrt{ \{ n (\sum Y^2) - (\sum Y)^2 \}}}$$

For this study, a coefficient 0.9 was achieved hence the instrument was reliable and recommendable for the study. This was based on Kiess and Bloomquist (1985). According to Mugenda and Mugenda (2003) , a coefficient of 0.8 or more implies high degree of reliability.



### **3.7 Data collection procedure**

The researcher obtained a letter from the University of Nairobi to enable him get a research permit to conduct the study from the National Commission for Science, Technology and Innovation. This permit allowed him to get permission letters from Murang'a East DEO, and also TSC County office in Murang'a County to allow him to visit the schools. The researcher visited the ten schools to request the head teachers for permission to carry out research in their schools and also to familiarize with learners and teachers. Appointments were made with respondents in advance. Learners were given questionnaires first to fill under the supervision of the researcher. Therefore, teachers were also given questionnaires to fill. Then the researcher also interviewed the head teachers using interview schedules.

Before proceeding to collect data, the questionnaires and interview schedules were administered to head teachers, teachers and learners in their respective schools. The participants were assured of confidentiality.

### **3.8 Data analysis techniques**

The researcher first edited the data to inspect for completeness, accuracy of information and uniformity of information obtained. Then the data was analyzed qualitatively and quantitatively guided by the research objectives. Qualitative analysis was presented using narrative data where words were employed. This technique was

flexible, naturalistic, limited and required a small sample of respondents. Participants' observations were highly involved as the technique is process-oriented.

Quantitative analysis technique was also employed where collection of numerical data that is, numbers were involved. This technique was specific, testable and controlled. It is outcome oriented where information was presented using graphs and tables.

### **3.9 Ethical considerations**

The researcher considered the following ethical issues when carrying out this research, confidentiality and privacy of information provided by the respondents was one of ethics considered by the researcher. The participants or respondents had to be assured that all the information that they provided has to be kept confidential. Anonymity of the participants was also preserved. Participant's names had to be withheld so as to ensure that the information provided could not be identified or traced back to the source.

The researcher has to protect the respondents from physical and psychological stress, harm and any other form of danger. Safety and security of the participants should be highly maintained for valid and reliable data to be obtained. Plagiarism was another ethical consideration that the researcher has to observe. All information given by the respondents was expected to be original and not a duplicate of any research work carried out elsewhere.

The researcher did not force the respondents to participate during data collection process. Participants responded voluntarily. Moreover, there was an informed consent from the Director of Education in the Sub-County and also from head teachers. The researcher also did not misuse the privileges given to him by the participants.

The respondents valued the researcher as knowledgeable, trustworthy and powerful hence, the researcher did not abuse this trust.

## **CHAPTER FOUR**

### **DATA PRESENTATION, ANALYSIS AND INTERPRETATION**

#### **4.1 Introduction**

This chapter deals with presentation, analysis and interpretation of data collected using questionnaires and interviews. The general objective of this research project was to investigate implementation of LSC in public primary schools in Muranga East Sub-County. The findings of the research project were organized and presented in line with the research questions. The statistics were calculated and analyzed using SPSS programme.

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

A total of 280 questionnaires were administered to the 10 schools where research was carried out. In distribution, 240 questionnaires were given to pupils, 40 were given to teachers and 10 head teachers were interviewed. Items in the questionnaires that investigated on the implementation of LSC were tallied into frequencies and then presented as percentages in tables. In distribution, 240 questionnaires were given to learners. However, 40 learners did not return these questionnaires; hence only 200 questionnaires were returned. The 40 questionnaires given to teachers were all returned.

**Table 4.1 Showing questionnaires and interview schedule return rate**

	<b>Head teachers</b>	<b>Pupils</b>
Head teachers	10	-
Teachers	-	40
Pupils	-	200
<b>Total</b>	<b>10</b>	<b>240</b>

### **4.3 Demographic characteristics of the respondents**

This section represented demographic characteristics of the respondents in the study of LSC curriculum implementation in Murang'a East Sub-County. The respondents were classified according to the sex of the learners, teachers and the head teachers. Age of the learners and status of education among teachers.

### 4.3.1 Gender

The response in regard to gender of learners shows that 60% of learners who participated in the study were boys while girls were represented by 40%. Among teachers who participated in the study, 58% were females while 42% were males.

**Table 4.2 Sex of the respondents**

Sex	Pupils		Teachers		Head teacher	
	Frequency	(%)	Frequency	(%)	Frequency	(%)
Male	144	60.0	18	42.0	8	75.0
Female	96	40.0	22	58.0	2	25.0
<b>Totals</b>	<b>240</b>	<b>100.0</b>	<b>40</b>	<b>100.0</b>	<b>10</b>	<b>100.0</b>

### 4.3.2 Age of learners

The response in regard to age of the learners shows that, 20% are aged between 10-12 years, 70% are aged between 13-15 years and 10% are aged between 16-18 years. Therefore, majority of respondents are aged between 13-15 years. At this age many pupils are at teen age hence more active. These learners have high curiosity in activities concerning LSC. Hence LSC should be implemented for them due to passion and interest among learners. Also the content of life skills syllabus should be based on the cognitive levels of the learners as indicated by age brackets.

**Table 4.3 Age of the learners**

<b>Age (years)</b>	<b>Frequency</b>	<b>Percentage (%)</b>
10-12	48	20.0
13-15	168	70.0
16-18	24	10.0
<b>Total</b>	<b>240</b>	<b>100.0</b>

### **Discussion**

Since majority of learners are at teen age, Participatory Learning Approaches should be applied by LSC teachers. Learners' attitudes, skills and knowledge should be geared towards positive change. This will divert them from indulging themselves in undesirable malpractices such as drugs and substance abuse, early sex and marriages, violence and strikes in schools, truancy and poor academic performance. It is a government policy that all learners should be in school and be equipped with life skills following the recommended LSC syllabus.

#### **4.3.3 Age of teachers**

The response in regard to age of the teachers show that 8% are aged below 30 years, 22% are aged between 31-40 years, 40% are aged between 41-50 years and 30% are aged above 50 years.

**Table 4.4 Age of teachers**

<b>Age (years)</b>	<b>Frequency</b>	<b>Percentage (%)</b>
Below 30	3	8.0
31-40	9	22.0
41-50	16	40.0
Above 50	12	30.0
<b>Total</b>	<b>40</b>	<b>100.0</b>

### **Discussion**

According to this table, very few teachers are below 30 years, while majority of teachers are between 41-50 years. This may be due to the fact that the government is not employing young people who are graduating from Teachers Training Colleges. Majority of teachers are those who have been in teaching profession for longer period.

However, these teachers are not well trained on how to handle LSC. This makes them not to handle the subject as recommended by the MoEST. Others are ignorant as the subject as the subject is not examined at the end of the course.



#### 4.3.4 Age of head teachers

The response in regard to age of the head teachers shows that no head teacher is below 30 years, 10% are between 31-40 years, 30% are aged between 41-50 years and 60% are above 50 years.

**Table 4.5 Age of head teachers**

Age (years)	Frequency	Percentage (%)
31-40	1	10.0
41-50	3	30.0
Above 50	6	60.0
<b>Total</b>	<b>10</b>	<b>100.0</b>

#### Discussion

According to this table, most of the head teachers are aged above 50 years while very few head teachers are aged between 31-40 years. This is due to the fact that head ship requires a lot of teaching experience due to many challenges which faces teaching profession.

The role of head teachers is to supply adequate LSC teaching/learning materials and resources. They should also ensure that the school environment is conducive for LSC implementation. According to MoEST policies, the head teachers should inspect

effective implementation of LSC in their respective schools and be role models for teachers and learners to emulate.

#### **4.3.5 Level of education**

Training of teachers in implementation of LSC is very important. Teachers who are trained are well equipped with skills, knowledge and attitude toward the subject. The researcher tried to find out the level of training among teachers on LSC and found out the following.

**Table 4.6 Professional qualification of the teachers**

<b>Level</b>	<b>Frequency</b>	<b>Percentage (%)</b>
Untrained	26	75.0
Trained	14	25.0
<b>Total</b>	<b>40</b>	<b>100.0</b>

#### **Discussion**

According to this table, teachers who were interviewed, 75% (majority) were untrained teachers while 25% were trained. This provided an observation that even though schools lacked enough teachers, in-service programmes of LSC should be organized to enhance teaching and learning of LSC.

**Table 4.7 Duration of headship by head teachers**

<b>Duration (years)</b>	<b>Frequency</b>	<b>Percentage (%)</b>
1-10	4	33.3
11-20	4	33.3
21-30	4	33.3
<b>Total</b>	<b>12</b>	<b>100.0</b>

### **Discussion**

According to this table, the number of head teachers with experience of 1-10 years, 11-20 years and 21-30 years are equal in number. This predicts that it takes longer for the school management to be changed at a given period of time. The most experienced teachers should therefore actively support policies to be used in making teaching and learning of LSC in public primary schools.

**Table 4.8 Showing topics of life skills curriculum reported by learners to be taught in primary schools**

<b>Topic</b>	<b>Frequency</b>	<b>Percentage (%)</b>
Skills of knowing and living with oneself	24	10.0
Skills of knowing and living with others	12	5.0
Skills of effective decision making	60	25.0
creative thinking	24	10.0
Self esteem	36	15.0
Communication	24	10.0
Empathy	12	5.0
Skills of coping with stress	48	20.0
<b>Total</b>	<b>240</b>	<b>100.0</b>

### **Discussion**

As shown from this table 4.8, skills of effective decision making in LSC is the major topic taught by the teachers in public primary school. Possibly, teachers felt that effective decision making skills would help them in all ways towards their solving problems in their social lives. Similarly, such topics as self-esteem, personal relationship, creative thinking, communication and skills of coping up with stress were also appreciated to be taught in schools. Topics such as inter-personal

relationship and empathy were rarely taught in public primary schools. Probably teachers did not consider topics such as inter-personal relationship and empathy as important in the LSC syllabus.

**Table 4.9 Response on teaching frequency of LSC in a week**

<b>Response</b>	<b>Frequency</b>	<b>Percentage (%)</b>
Once	84	35.0
Twice	48	20.0
Not at all	108	45.0
<b>Total</b>	<b>240</b>	<b>100.0</b>

### **Discussion**

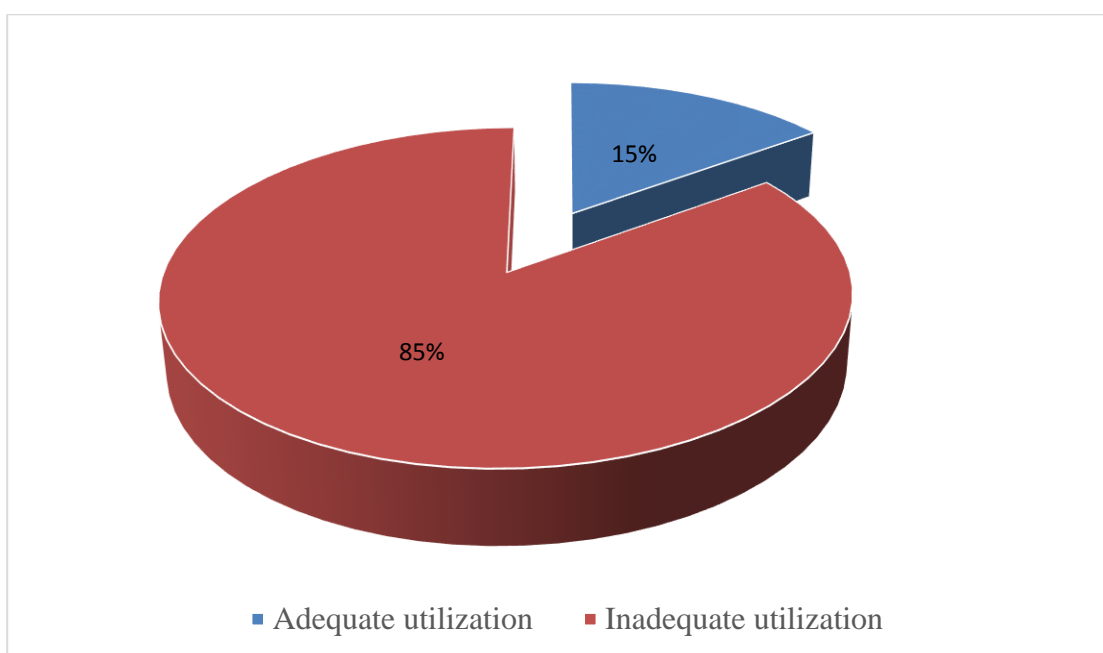
According to this table, majority of learners reported that LSC lesson were not taught at all in their schools. Probably such schools were not implementing government policy on LSC. So assessment should be done to re-enforce the effective implementation of LSC in public primary schools. A totals of 84 (35%) learners responded that the lesson of life skills education was scheduled only once in a week: might be due to adequate time and materials for teaching LSC in the schools. While only 48 (20%) indicated that they were taught twice, which is not recommended by the policy guideline of MoEST. This is probably due to the reason that teachers and

learners had realized the benefits of teaching and learning LSC in their schools hence utilized the free time possible for LSC lessons.

#### **4.4 Resources utilization in implementation of LSC**

According to KICD (2014), LSC resources should be well utilized for effective implementation of LSC. When these resources are well utilized, they increase the spirit of learning, arouses interest among learners and creates a scenario where learners fully interact as they engage in classroom activities.

**Figure 4.1 Showing LSC resources utilization**



#### **Discussion**

According to this figure, only 15% of LSC resources were well utilized. Majority of the resources (85%) were not well utilized.

One of the objectives of the study was to determine the extent to which life skills curriculum resources are utilized in the implementation of LSC. It's the responsibility of teachers, head teachers, TAC tutors and the County Director of Education to ensure that there are adequate resources which should be well utilized.

**Table 4.10 Showing learning and teaching materials used in teaching LSC**

<b>Learning materials</b>	<b>Frequency</b>	<b>Percentage (%)</b>
Video	24	10.0
Magazine	24	10.0
Newspaper	36	15.0
Books	156	65.0
<b>Total</b>	<b>240</b>	<b>100.0</b>

### **Discussion**

According to table 4.10, the use of books was indicated as the major learning material used which was represented by 65%. This was probably because the use of textbooks was considered reliable since they could serve larger number of learners for a longer time. Those who used newspapers were represented by 15% while the users of video and magazines as learning materials were each represented by 10%. The use of text books is higher due to the fact that text books are relevant, cost effective and long lasting. This is probably due to the reason that most lessons of LSC employed

discussion as a method of learning which would require learners to make enquiries from different sources of information.

**Table 4.11 Showing teaching approaches used by teachers**

<b>Approaches</b>	<b>Frequency</b>	<b>Percentage (%)</b>
Discussion	12	33.3
Storytelling	10	25.0
Role play	8	16.7
Case study	10	25.0
<b>Total</b>	<b>40</b>	<b>100.0</b>

### **Discussion**

These results indicated that discussion (33.3%) was the major teaching approach used in teaching LSC. This is probably due to reasons that teachers considered organizing the learners into groups because of learner's personal indifferences. The use of case study and storytelling approach were each represented by 25%. It is indicated that role play (16.7%) were rarely used.

### **4.6 Achievement of LSC objectives**

A clear programme designed was required to evaluate how effective LSC objectives have been achieved. This was realized by evaluating expected out comes in terms of



improvement in skills, change in behavior, attitudes and beliefs among the adolescents.

**Table 4.12 Showing expected out comes among adolescents**

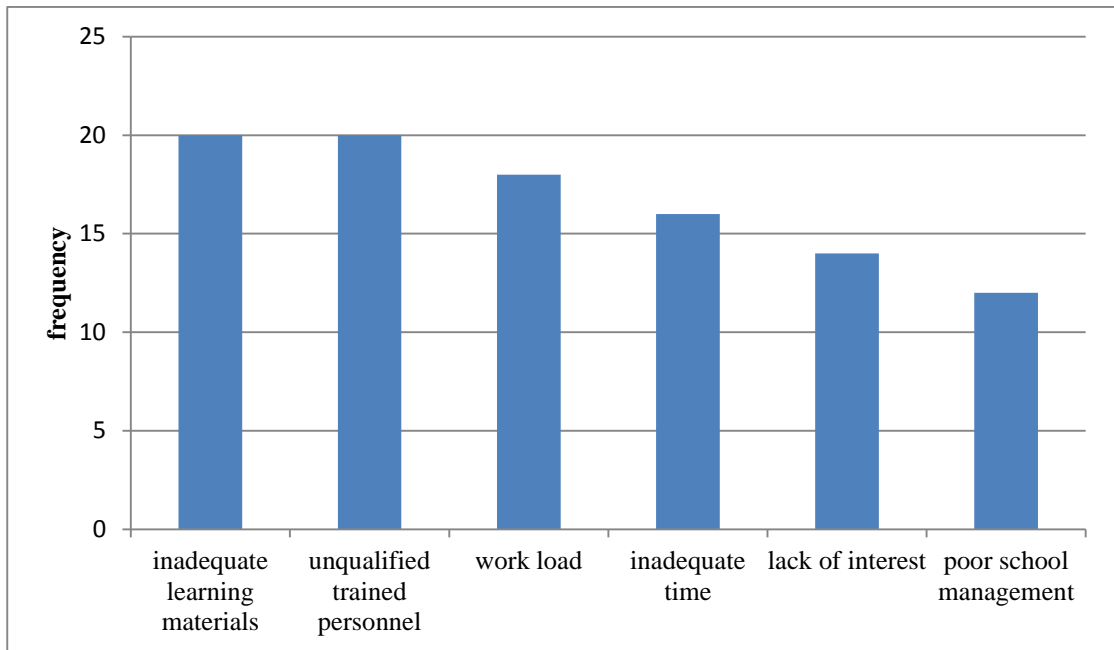
<b>Expected out comes</b>	<b>Frequency</b>	<b>Percentage (%)</b>
Skills improvement	50	21.0
Change in behaviour	80	34.0
Change in attitudes and beliefs	80	34.0
No change	30	11.0
<b>Total</b>	<b>240</b>	<b>100.0</b>

### **Discussion**

According to table 4.12, majority of learners portrayed changes in behaviours, attitudes and beliefs. This was represented by 34%. Adolescents who portrayed improvement in skills were represented by 21% while those who never realized any change were represented by 11%.

However, the objectives of LSC could not be achieved due to the following challenges indicated in the bar graph on figure 4.2

**Figure 4.2 Challenges facing implementation of LSC according to head teachers and learners**



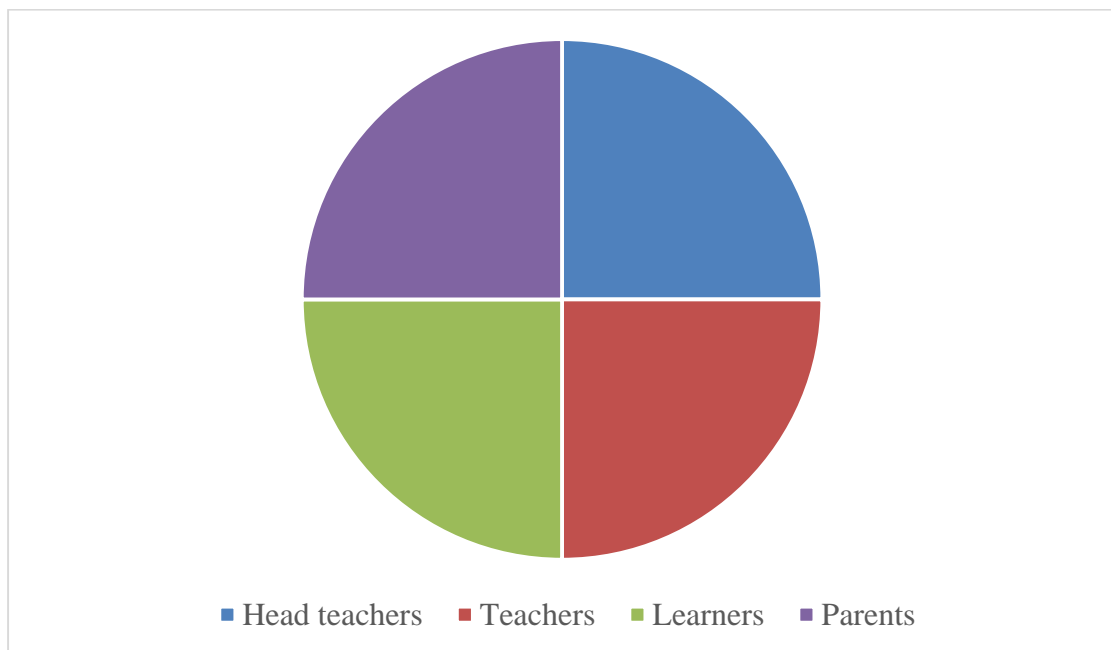
### **Discussion**

The results in figure 4.2 indicates that inadequate learning materials and resources and unqualified trained personnel are the major challenges faced by teachers in the process of teaching LSC. Each of them was represented by 20%. This is probably due to the fact that most teachers only emphasized on examinable subjects and had no time for LSC. Respondents who had views of high workload were totaling to 18 respondents, represented by 18%. Inadequate time, lack of interest and poor school management were also challenges facing implementation of LSC. They were represented by 16 respondents, 14 respondents and 12 respondents respectively.

#### 4.7 Effects of school environment on teaching and learning of LSC

School environment encompasses factors such as teachers, learners, parents and head teachers. These factors require team work and total commitment for the success of implementation of LSC programme.

**Figure 4.3 School environment factors**



#### Discussion

According to this figure, parents, teachers, learners and head teachers played equal roles for the effective implementation of LSC. Stubborn learners who are careless and irresponsible interferes with effective implementation of LSC. Majority of teachers

feel that LSC is not examinable in national examination hence not important. These teachers teach other examinable subjects hence affects effective implementation of LSC head teachers who have negative opinion on LSC do not support it. Therefore, they do not purchase teaching/learning materials for LSC. This is due to the fact that LSC is not examinable in national examination hence has no value. Parents are also significant stakeholders of LSC. However they do not value LSC due to the fact that the subject is not accounted for in the final examination.

#### **4.8 Suggestions on how implementation of life skills curriculum can be improved**

The researcher asked the head teachers, teachers and learners to make suggestions on how to improve implementation of LSC. Teachers suggested that the duration they took during training was inadequate. Moreover, more teachers should be trained on how to implement LSC. According to teachers who responded, materials for implementing LSC syllabus should be made available. Head teachers suggested on high work load hence LSC teachers who were trained should specialize in this subject area. Learners were not motivated hence lacked interest in learning the subject. Trained teachers and head teachers should therefore motivate their learners towards LSC.

## **Discussion**

When all these suggestions on effective implementation of LSC are carried out, teaching/learning resources will be well utilized. This will ensure that LSC objectives are attained. Head teachers and teachers' positive attitude will also ensure that LSC is effectively implemented as they will employ appropriate teaching approaches.

### **4.9 Summary**

This section discusses the results from the findings in relation to research question and existing knowledge. It helps to highlight how the research reflects, differs from and extends knowledge of the study area. It outlines, interprets and explains the findings of the study. According to investigations on adequacy of LSC implementation in public primary schools in Murang'a East Sub-County, LSC has not been effectively implemented.

This was evidenced in the cases where majority of the teachers in the schools were found untrained. Majority of the teachers reported that time allocated for teaching life skills was not adequate to explore the topic in life skills curriculum. This indicates that most of teachers only concentrated on examinable subjects other than LSC. The findings were consistent with the findings of Abobo (2012) who noted that teachers has negative attitude while learners had positive attitude towards teaching of LSC.

The findings on the approaches used for teaching of LSC in the schools, major learning materials used were books. Even though the use of discussion, video,

newspapers and magazines was experienced in schools were considered reliable since they could serve larger numbers of learners for a longer time. As reported by teachers, the main teaching/learning materials in LSC were textbooks. Teachers also inadequately used role play, games and storytelling approaches in teaching of LSC.

Abobo (2012) maintained that teaching strategies such as: discussions on relevant topics, having debates on relevant topics, having storytelling sessions on given topics, use of case studies on how to solve particular problems, having sessions for questions and answers and the use of songs and dances on relevant themes were inadequately used in the teaching of LSC.

According to investigations on the challenges head teachers, teachers and learners were facing when implementing LSC in public primary schools, inadequate learning materials and time were major challenges. Most of head teachers reported that the main problem facing LSC implementation was work-load. This was due to the fact that almost all schools had fewer teachers and could not be able to cover an extra subject which was not examinable. This indicates that most teachers only emphasized on examinable subjects and had no time for LSC. The findings were consistent with the findings of Abobo (2012) who maintained that teaching/learning resources such as charts and pictures were available but inadequate in most primary schools studied.

The findings on how implementation of LSC could be improved revealed a number of drawbacks in the Sub-County. It indicated that majority of LSC teachers in public

primary schools were inadequately allocated in public primary schools in order to improve its implementation. They also indicated that it was the responsibility of the specific LSC trained teacher to monitor all the teaching/learning activities in LSC. Thus a wide variety of materials are necessary for effective teaching of any subject which must be relevant and interesting to benefit the learning process. The teacher should determine the best resources for a particular learning activity.

LSC have effects on learner's health and social behaviours through fighting drugs and substance abuse, HIV/Aids, school drop outs, truancy, early marriages, child labour and chronic absenteeism. Public primary schools in Murang'a East Sub-County had not fully addressed life skills since these were some of the important aspects of education such as communication skills, family life education and extra curriculum activities which were not being taught effectively. Therefore, based on the findings, life skills should be emphasized just like any other subject so that education can be at the fore front in fighting social evils in the society.

## **CHAPTER FIVE**

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

#### **5.1 Introduction**

This chapter deals with the summary of the study, draws conclusion and makes recommendations and suggestions for further research.

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

The main objectives of conducting this research were to establish: the extent to which life skills curriculum resources are utilized; the appropriateness of approaches used in teaching life skills curriculum in primary schools in Murang'a East Sub-County; the extent to which life skills curriculum objectives have been attained in public primary schools in Murang'a East Sub-County and to examine the extent to which school environment affects teaching/learning of life skills curriculum in public primary schools in Murang'a East Sub-County. There is a review of related literature on the need for LSC in schools and its implementation in various continents including Africa.

In addition to that the methods and instruments used in conducting this research are also presented. The researcher used descriptive research methodology specifically survey method. The qualitative and quantitative approaches were appropriate because it enabled the researcher to describe situations, perceptions, opinions, attitudes and general demographic information that were currently affecting the head teachers and



teachers when implementing LSC in public primary schools. Out of the total population which comprised of 52 head teachers, 430 teachers and 2,408 learners, only 240 learners, 40 teachers and 10 head teachers were randomly sampled. The learners and teachers filled questionnaires while the head teachers were orally interviewed. The data were analyzed qualitatively and quantitatively guided by the study objectives.

The qualitative analysis was done using responses from the respondents while quantitative analysis used frequency tables and absolute percentages. There was also presentation, analysis and interpretation of data which was done using frequency tables, percentages and graphs. The analysis as guided by the research, it was revealed that LSC is highly relevant to the daily needs of young people when it is part of the school curriculum. When taught, LSC allows people to discuss sex and sexuality directly; which would reduce early pregnancies, drug and substance abuse, violence, riots and high rate of school dropout.

The methods used in LSC implementation would help in improving teacher-student relationships hence indication that LSC lessons are associated with fewer reports in classroom behavior problems. However, other schools did not have the teaching curriculum of LSC due to the fact that the schools had no LSC syllabus, textbooks and other materials for learning LSC. In many schools discussion was the main method of teaching while textbook was the major teaching/learning materials. This was due to the fact that it could serve good number of learners for a longer period of time.

Many learners did not get access to LSC due to lack of qualified teachers trained in LSC. Both learners and teachers emphasized that LSC should be examinable. Seminars should be held occasionally on the proper implementation of life skills curriculum and there should be variety of textbooks for teaching LSC. Both head teachers and teachers suggested that teaching materials should be allocated adequately in order to enable learners develop passion in learning LSC and for personal interest and benefits.

### **5.3 Conclusions**

From the findings the study concludes that learners and teachers should consider the implementation of LSC as an important subject to be taught in public primary schools. They should ensure that LSC resources are well utilized together with appropriate approaches for effective implementation of LSC. However, teachers had not managed to teach the entire topics in LSC syllabus since they only emphasized on examinable subjects. LSC objectives were therefore not adequately attained. This led to lack of enough time allocated which could be useful in teaching the entire topics in LSC. In achieving the first objective, of the research, it was revealed that teaching and learning of LSC in public primary schools in Murang'a East Sub-County was not adequate. This was based on the fact that most of head teachers indicated that the textbooks used in teaching LSC were not suitable. Other school factors which made implementation of LSC ineffective were: inadequate time allocation, inadequate teaching materials and untrained teachers on LSC.

## **5.4 Recommendations**

To ensure adequate teaching and learning of LSC, the study recommended the following:

- (i) It is responsibility of head teachers to ensure that schools should teach LSC in accordance to the MoEST guidelines. This would help learners to acquire skills such as decision making in order to cope with life challenges. This would also help to reduce cases such as poor performance, early marriages, drug abuse and substance abuse, school drop outs and truancy among the learners. Head teaches should also sponsor teachers in the field to attend in-service training on LSC seminars and workshops where they can get acquainted with relevant knowledge and skills which in necessary for them in teaching and guidance roles to their learners. In-service workshops would help teachers to develop essential LSC in both content and methodologies. Moreover, it is the duty of head teachers to provide teaching/learning resources on the subject, which should be well utilized for effective implementation of LSC in public primary schools in Murang'a East Sub-County.
- (ii) Teachers should consider LSC as important as any other subject taught in public primary schools. They should be willing to improvise teaching/learning materials on LSC in order to equip learners with adequate

knowledge on LSC. They should also use appropriate approaches when implementing LSC.

- (iii) It is vital for teachers to be well trained on implementation of LSC in Teachers Training College so that they enjoy teaching it and act as role models. Necessary teaching/learning materials on LSC should be made available in public primary schools in order to create an effective environment for learners who have interest in LSC. The CDE should also ensure that there is monitoring and evaluation of LSC. The government should re-enforce the need to plot one lesson per week for LSC into the school curriculum in all learning institutions. The government should also make LSC examinable in national examination. The government should evaluate LSC to ensure that objectives have been achieved. Appropriate mechanisms should be put in place to enhance achievement of objectives.

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

Since the study has not addressed everything about life skills curriculum, it is recommended that more extensive study would cover larger sample to be conducted.

Some of study areas includes:

- i. A research study on impact of LSC implementation in public primary schools in Murang'a East Sub-County, Murang'a County. Since majority of teachers did not implement LSC, early marriages, teenage pregnancies and drug taking

cases were experienced. In schools where LSC was implemented, these cases were not observed.

- ii. A research study on parents, teachers and learner's opinion on the effective implementation of LSC in public primary schools in Murang'a East Sub-County, Murang'a County. Teachers, parents and learners dimed to have low opinion on implementation of LSC. Therefore, they did not take it seriously nor supported its implementation.
- iii. A research study on learners and teachers attitude towards effective teaching and learning of LSC in public primary schools in Murang'a East Sub-County, Murang'a County. Both teachers and learners were found to have negative attitude towards teaching/learning of LSC, hence its objectives were not achieved.
- iv. A research study on factors affecting effective implementation of LSC in public primary schools in Murang'a East Sub-County, Murang'a County. These factors were numerous and they included teachers-learners negative attitudes towards LSC. Lack of adequate training of teachers, inadequate resources, inadequate monitoring and evaluation of LSC and lack of support from the school administration.
- v. A research study on assessment of LSC implementation in public primary school in Murang'a East Sub-County, Murang'a County. The assessment was only conducted at school level by individual teachers who were implementing

LSC in their schools. The government should therefore take an initiative to include LSC in national examination.

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## **APPENDIX A: INTRODUCTION LETTER**

Mwangi Lawrence Irungu,  
P.o. Box. 994,  
Murang'a.

### **REF: LETTER TO RESPONDENTS**

I am a student at University of Nairobi taking a Masters Degree in Educational, Administration and planning, specifically in Curriculum Studies. I am carrying out an academic research on effectiveness of implementation of life skills curriculum in primary education for schools in Murang'a East Sub-County, Murang'a County, Kenya. All information will be for the purposes of academics only and identity of respondents will not be disclosed.

Your assistance and cooperation will be greatly appreciated.

Thank you in advance for your assistance.

Yours faithfully,

Mwangi Lawrence Irungu.

## **APPENDIX B: INTERVIEW SCHEDULE FOR THE HEAD TEACHERS**

1. What is the government policy on life skills education?
2. How often is the subject taught in a week?
3. Explain whether time allocated to for teaching life skills curriculum is adequate?
4. Do you think that teachers are ready and willing to teach LSC with minimal supervision?
5. Are the current teaching resources used in teaching life skills curriculum suitable?
6. How effective has the teaching of life skills curriculum been in your school?
7. How adequate are the stipulated resources for implementation of life skills curriculum syllabus in your school?
8. Do you think the content used to teach life skills curriculum is adequate to assist your pupils in acquiring life skills curriculum knowledge? Explain.
9. What are the challenges facing successful teaching of life skills curriculum in your school?
10. What is your suggestion on the way forward to the teaching of life skills?

## APPENDIX C: TEACHERS' QUESTIONNAIRE

Please tick (✓) the information most applicable to you or fill in your responses in the spaces provided.

### Section A: Personal Information

1. Please indicate your gender

Male [   ]

Female [   ]

2. What is your age in years

Below 30 years [   ]

31-40 years [   ]

41-50 years [   ]

Above 50 [   ]

3. Which of these describes your professional status?

Post-graduate level [   ]

certificate level [   ]

Graduate level [   ]

P1 [   ]

Diploma level [   ]

P2 [   ]

P3 [   ]

Others \_\_\_\_\_

4. Which are your teaching subjects?

\_\_\_\_\_

5. For how long have you been teaching in this school?

Less than 5 years [   ]

6-10 years [   ]

11- 15 years [   ]

16-20 years [   ]

Over 20 years [   ]

## Section B: Teaching

6. How often do you teach life skills education?

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7. Which topic do you find challenging?

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8. Which methods do you use?

i. 

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ii. 

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iii. 

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iv. 

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9. What do you think is the significance of teaching life skills curriculum?

10. Do you think time allocated for it is adequate?

Yes [       ]                      No [       ]

If No, what recommendations can you give?

11. Do you think content given in the syllabus is sufficient?

Yes [       ]                      No [       ]

If No, what needs to be added?

12. List down some of the teaching resources you use for teaching life skills curriculum.

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## APPENDIX D: LEARNERS' QUESTIONNAIRE

Please tick (✓) the information most applicable to you or fill in your responses in the spaces provided.

### Adequacy of the content

1. Below are topics you have been taught by the teachers. Tick the ones you have learnt.

- i) Creative thinking skills {            }
- ii) Decision making skills {            }
- iii) Knowing and living with others skills {            }
- iv) Coping with stress skills {            }
- v) Communication skills {            }
- vi) Self-esteem skills {            }

2. What benefits do you get from learning life skills curriculum?

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3. Do you think you are taught everything you need to be taught?

Yes {            }                      No {            }

4. What are some of the challenges that you may be experiencing in learning of life skills?

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5. What measures can be put in place to improve the teaching of life skills?

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---

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6. How often is life skills curriculum taught per week?

---

---

---

7. What are some of the teaching learning materials used by your teachers?

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**APPENDIX E: RESEARCH AUTHORIZATION BY NATIONAL  
COMMISSION FOR SCIENCE AND INNOVATION**



**NATIONAL COMMISSION FOR SCIENCE,  
TECHNOLOGY AND INNOVATION**

Telephone: +254-20-2213471,  
2241349, 310571, 2219420  
Fax: +254-20-318245, 318249  
Email: secretary@nacosti.go.ke  
Website: www.nacosti.go.ke  
When replying please quote

9<sup>th</sup> Floor, Utalii House  
Uhuru Highway  
P.O. Box 30623-00100  
NAIROBI-KENYA

Ref. No.

Date:

**NACOSTI/P/15/4760/6904**

**16<sup>th</sup> July, 2015**

Lawrence Mwangi Irungu  
University of Nairobi  
P.O. Box 30197-00100  
**NAIROBI.**

**RE: RESEARCH AUTHORIZATION**

Following your application for authority to carry out research on "*Effectiveness of implementing life skills curriculum in primary schools in Murang'a East Sub-County, Murang'a County, Kenya,*" I am pleased to inform you that you have been authorized to undertake research in **Murang'a County** for a period ending **12<sup>th</sup> October, 2015.**

You are advised to report to **the County Commissioner and the County Director of Education, Murang'a County** before embarking on the research project.

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

  
**DR. M. K. RUGUTT, PhD, HSC.**  
**DIRECTOR-GENERAL/CEO**

Copy to:

The County Commissioner  
Murang'a County.

The County Director of Education  
Murang'a County.




*National Commission for Science, Technology and Innovation is ISO 9001:2008 Certified*


**APPENDIX F: RESEARCH CLEARANCE**

**CONDITIONS**

1. **You must report to the County Commissioner and the County 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 without 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) hard copies and one(1) soft copy of your final report.**
6. **The Government of Kenya reserves the right to modify the conditions of this permit including its cancellation without notice.**



**REPUBLIC OF KENYA**



**NACOSTI**  
National Commission for Science,  
Technology and Innovation

**RESEARCH CLEARANCE PERMIT**

**Serial No. A 5841**

**CONDITIONS: see back page**

Serial No. A

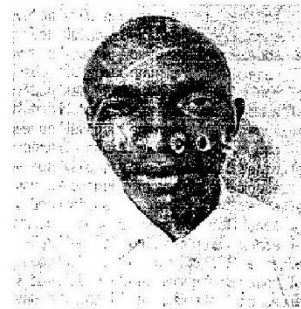
CONDITIONS: see back page

**THIS IS TO CERTIFY THAT:**  
**MR. LAWRENCE MWANGI IRUNGU**  
of UNIVERSITY OF NAIROBI, 161-10200  
muranga, has been permitted to conduct  
research in Muranga County

Permit No : NACOSTI/P/15/4760/6904  
Date Of Issue : 16th July, 2015  
Fee Received :Ksh. 1000

**on the topic: EFFECTIVENESS OF  
IMPLEMENTING LIFE SKILLS  
CURRICULUM IN PRIMARY SCHOOLS IN  
MURANG'A EAST SUB-COUNTY,  
MURANG'A COUNTY, KENYA**

**for the period ending:  
12th October, 2015**



.....  
**Applicant's  
Signature**

.....  
**Director General  
National Commission for Science,  
Technology & Innovation**