

**AN EVALUATION OF THE IMPLEMENTATION OF LIFE SKILLS  
CURRICULUM IN PRIMARY SCHOOLS IN KITUI CENTRAL  
SUB – COUNTY, KITUI COUNTY, KENYA.**

**BY**

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of the South Eastern Kenya University.**

**FEBRUARY 2016**

**DECLARATION**

This research project is my original work and has not been presented for conferment of a degree in this or any other university or for any degree award.

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**APPROVAL**

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## **DEDICATION**

This work is dedicated to all my family members especially my husband Martin and my sons Dennis and Derrick. To all my parents, friends and colleagues at work for their inspirational support, encouragement and understanding during my studies.

## **ACKNOWLEDGEMENT**

This project has been accomplished with support, encouragement and contribution of a number of people whom I am deeply indebted.

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## **ABSTRACT**

Implementation is an essential part of a curriculum. It is the next logical step once a program has been developed and piloted. It involves extensive actions by many parties. Implementing a new curriculum is not easy and is often riddled with challenges. Teachers must be clear about the purpose, the nature and the benefits of the innovation. Implementing life skills curriculum involves educating individuals about the worth of the program component such as a new content area or a type of material. The purpose of this study was to evaluate the implementation of life skills curriculum in primary schools in Kitui central sub-county, Kitui County, Kenya. The study employed descriptive survey design. The target population for the study was 72 primary schools in Kitui central sub-county. The study selected a sample of 22 primary schools which is 30% of the population using simple random sampling. The study made use of the questionnaires, interview schedules to gather information from the respondents. Data was analyzed using both descriptive and inferential statistics. To analyze quantitative data, statistical tally system was used to generate frequency counts from the responses so as to prepare frequency distributions. Percentages were calculated from the responses out of the total study sample response per item. The inferential statistics used were Pearson's Correlations and ANOVA. Multiple regressions were also performed to show the effect of the independent variables on the dependent variable. This data analysis was done using Statistical Package for Social Scientist (SPSS) version 21. It is hoped that the study may shade light on the factors which are likely to influence the implementation of life skills curriculum geared towards improving the implementation. The findings of the study were; there is a significant relationship  $r(66) = 0.824$  between in-service training of teachers and implementation of life skills curriculum, there is a strong positive correlation between teaching and learning resources with  $r(66) = 0.760$  and implementation of life skills curriculum. The recommendations of the study were; the Ministry of Education Science and Technology, should frequently in-service teachers on the importance and implementation of life skills curriculum, primary school head teachers should be encouraged to buy enough teaching and learning materials, the teachers should be encouraged to use participatory strategies in teaching life skills.

## **LIST OF ACRONYMS AND ABBREVIATIONS**

<b>AIDS</b>	Acquired Immune-Deficiency Syndrome
<b>NCEE</b>	National Common Entrance Examinations
<b>NACECE</b>	National Centre for Early Childhood Education Centre
<b>TOT</b>	Training of Trainers
<b>ESAR</b>	Eastern and Southern Africa Region
<b>CRC</b>	Convention on the Rights of the Child
<b>HIV</b>	Human Immuno-deficiency Virus
<b>KICD</b>	Kenya Institute of Curriculum Development
<b>LSE</b>	Life-Skills Education
<b>EFA</b>	Education for All
<b>MDGs</b>	Millennium Development Goals
<b>MOH</b>	Ministry of Health
<b>SCT</b>	Social Cognitive Theory
<b>GOK</b>	Government of Kenya
<b>SCISO</b>	Sub-county Curriculum Implementation Support Officer.
<b>STD</b>	Sexually Transmitted Diseases.
<b>STI</b>	Sexually Transmitted Infection
<b>UNAIDS</b>	United Nations Joint Committee on AIDS
<b>UN</b>	United Nations
<b>UNESCO</b>	United Nations Educational, Scientific and Cultural Organization
<b>USAID</b>	United States Agency for International Development
<b>WDR</b>	World Development Report.
<b>WHO</b>	World Health Organization

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## **CHAPTER ONE**

### **INTRODUCTION**

#### **1.1 Background of the Study**

Life Skills Education (LSE) refers to an interactive process of teaching and learning which enables learners to acquire knowledge and to develop attitudes and skills which support the adoption of healthy behaviors (Kenya Institute of Curriculum Development, 2008). This includes decisions related to important issues such as interacting with their peers, health habits, sexual behavior and sexuality. According to World Health Organization (2011), life skills may be defined as psychosocial competencies which help the individual develop adaptive and positive behavior to deal effectively with the demands and challenges of everyday life. In the syllabus that was released in 2008, Kenya Institute of Curriculum Development defines LSE as the abilities which enable the individual to develop adaptive and positive behavior so as to deal effectively with the challenges and demands of everyday life.

There are many challenges facing the youth all over the world as a result of globalization (Fisher and Brook, 2005). These challenges may be psychological, social and economic. The challenges are compounded by various factors such as complex developmental changes during adolescence, lack of positive role models, negative mass media influence and unreliable sources of information. According to Goswami and Bryant (2007), when social and psychological needs are not met, learners become maladjusted and the resultant behaviors are drug abuse, irresponsible sexual behavior and STIs, crime, school dropout, teenage pregnancy thus teenage fatherhood and teenage motherhood, low academic achievement and general indiscipline.

The life skills (LS) approach lends itself well to implementation across cultures and has been integrated into curriculum in many countries in response to the need to reform traditional education system which appear to be out of step with the realities of modern, social and economic life (Annabel, 2002). The countries include USA, Britain, Europe, South Africa, India, Uganda and Kenya among others (Mutoro, 2001). Annabel (2002) continues to argue that in South Asian schools, life skills are taught as a standalone curriculum, a component of an existing curriculum (i.e. social studies), an extracurricular activity, or a blend of these. They cover a range of health and non-health issues and are taught in various grades, usually with more complex and sensitive issues being reserved for the higher grades. This is problematic given that many students in South Asia never attend secondary school and that many are vulnerable or are exposed to risks in the years prior to secondary school (Gachuhi, 1999). According to WHO (2004) wide-ranging application of Life Skills in primary prevention of violence in schools and student dropout has resulted to better foundation for learning skills that are in greater demand in today's job market.

According to Mondo (2006), the development of life skills is a lifelong process that starts in early childhood and continues throughout one's life. Life skills have a long history of supporting child development and health promotion in many parts. The 1989 Convention on the Rights of the Child (CRC) stated that, education should be directed towards the development of the child's fullest potential (WHO, 2004). The 1990 Jomtien declaration on Education for All (EFA) took this vision further and included life skills among essential learning tools for survival, capacity development and quality of life. The 2000 Dakar conference took a position that all young people and adults have the human right to benefit from "an education that includes learning to know, to do, to live together and to be", and included life skills in two out of the six

EFA goals. Life skills based education is now recognized as a methodology to address a variety of child and youth development and thematic responses as expressed by the World Program for Human Rights Education (2004) and the World Development Report (2007).

According to Thungu (2008), ages 10-19 are critical formative years for the development of behavior and skills in an individual. During this period, learners in pre-school, primary and secondary school, including those with special needs in learning, face varied challenges, which need to be addressed. These challenges include among others, negative peer pressure, gender bias, violence, early marriages, teenage pregnancies, indiscipline, career choices, early sexual onset, drug and substance abuse, rape, incest, and HIV and AIDS pandemic (Ngugi,2006). These challenges are compounded by various factors, such as complex developmental changes during adolescence, lack of positive role models, negative mass media influence and inadequate and unreliable sources of information especially on human sexuality. A combination of these challenges render the youth vulnerable to social and health risks, such as HIV infection and other related sexually transmitted diseases (WHO,1997).

Throughout the Eastern and Southern Africa Region (ESAR), there has been a growing awareness that Life Skills for children and adolescents have for a long time been largely neglected in education programs (Gichohi, W.2005 Oct. Wed). The formal education system has prioritized the imparting of academic knowledge. However, it has become increasingly clear that such prioritization of academic knowledge without acquisition of psychosocial skills is an inadequate way of preparing young people for the complex challenges that exist in our world today.

Therefore there is need for the youth to be enabled to develop positive values, attitudes, skills and healthy behavior in order to help them effectively deal with the challenges of everyday life.

In Kenya, the vision 2030 is the recent Development blue print covering a period of 2008 to 2030, Government of Kenya (GOK, 2008). It aims to transform Kenya into a newly industrializing middle income Country providing a high quality life to all its citizens by the year 2030. The vision 2030 has three pillars; the economic, the social and the political pillar. The economic pillar aims to improve the prosperity of all Kenyans by attaining a sustained economic growth of 10% per annum over the next 25 years. The social pillar seeks to build a just and cohesive society enjoying equitable social development in a clean and secure environment, while the political pillar aims to realize a democratic political system founded on issue-based politics founded on the rule of law and protects the rights and freedoms of every individual Kenyan society. To achieve these aims the education sector plays a key role and especially the teaching of life skills in primary schools. This creates a platform for achieving vision 2030.

As the country makes progress to middle income status through these development plans, it is expected to have met its millennium development goals whose deadline is 2015 (Githinji, 2011). The Millennium Development goals aim at eliminating extreme hunger, enhancing universal primary education, reduction of child mortality, gender equality, improvement in maternal health, lower HIV /AIDS and major diseases incidence, environmental sustainability and better partnership with international partners. The implementation of life skills curriculum comes in handy in fulfilling these goals as well as the social pillar of the Kenya vision 2030 (Githinji, 2011).

According to the Ministry of Education Science and Technology (MOEST, 2009), there is increased abuse of drugs, HIV infections, teenage pregnancies, bullying and strikes among other vices in Kenyan schools. The government through Kenya Institute of Education prepared and introduced life skills in both primary and secondary schools curriculum in Kenya. Pasick, (2009) argues that though introduced under the HIV and AIDS curriculum, it aims at providing the Kenyan learner with the necessary psychological abilities, so as to empower them cope with the challenges of growth and development in an environment prone to risk behavior.

A study by Family Health International (2010), found out that sexual behavior as well as drug abuse, bullying and rioting in a given population are determined by much wider factors than individual morality, personal choice and private decisions about risk. Risky behaviors include unsafe and illicit sex, drug abuse and bullying among others (KICD, 2002). According to the draft, "primary school population and family life education syllabus", the factors that lead to such risky behavior includes, peer pressure, frustration, pressure from work, ignorance, hero worship and drug promotion campaigns. The life skills have been broadly categorized into three areas namely: life skills of decision making, living with oneself, and living with others. Self-awareness involves knowing and understanding oneself in terms of abilities, feelings, emotions habits or tenderness, position in life and society, strengths and weaknesses (KICD, 2006). The knowledge promotes self-acceptance and care hence enabling individuals to respond appropriately to various situations such as avoiding unwanted and unprotected sex, bullying, and striking and drug abuse.



Mondo (2006) argues that LSE has been introduced in the curriculum and it is supposed to be taught one lesson per week in all primary schools. He further states that LSE as a standalone subject is a recent addition to the curriculum. However it has been infused in various subjects since 2003. Mutoro, (2001), said that the move to a standalone subject came after it was recognized as an important tool that could bridge the gap between students' knowledge and behavior regarding HIV/AIDS prevention. Also, the MOEST (2009), report from the officials who travelled to Zimbabwe and Malawi on a LSE tour witnessed the power of LSE, and shortly after the tour a consensus was reached on the need to teach LSE as a standalone subject in both the schools and teacher training colleges. Course objectives range from appreciating oneself to participating in community development. Materials for training were developed by the MOEST to harmonize training contents.

According to Githinji, (2011), before the implementation of life skills started, a cascade system of training was adopted. Education officers were trained who in turn trained school heads and two teachers in every school (MOEST, 2009). Although the life skills curriculum is an excellent idea, its proper implementation is not successfully guaranteed. Good innovative program have failed in the past because of flaws during the implementation process. The implementation of life skills curriculum in primary schools will therefore prepare pupils to be able to attain both vision 2030 and Millennium Development Goals.

Teachers therefore need to embrace in life skills as an opportunity for realizing good discipline which is the pillar of success to education (KICD, 2008). The educational sector policy stipulates that LSE should be taught in all schools from primary to secondary schools. It is therefore paramount for the study to be carried out in schools

in Kitui central sub-county in order to evaluate how life skills curriculum has been implemented.

## **1.2 Statement of the Problem**

Completion of primary school education is undoubtedly a major prerequisite in the realization of our country's educational objectives and consequent realization of millennium development goals' (MDG) social pillar. The millennium development goals make specific reference to the right to education. Article 26 of the Universal Declaration of Human Rights number 2 states; "Education shall be directed to the full development of the human personality and to the strengthening of respect for human rights and fundamental freedom." Education is more than a right associated with full personal development. In view of this, LSE will help the learner acquire an education that will help them shape their identities and develop capacity to get along with one another.

Some of the factors in life skills curriculum implementation are the in-service training of teachers, availability of teaching and learning materials and instructional strategies used by teachers on implementing the life skills curriculum among others. One of the primary objectives of life skills is to promote learners overall growth, development and ability to make appropriate choices which enhance academic performance.

Life skills education has been in Kenya for over six years. Many of the learners in Kitui central Sub-county of Kitui County are still dropping out of school at a very early age due to pregnancy and drug and substance related issues. If this situation continues the education completion levels will be low with many uneducated and unemployed youths in the society. These unemployed youth might engage themselves in criminal activities and early marriages. On the other hand the drug and substances

abuse is likely to lead to diseases and escalated crime levels. This will in turn lead to a vicious cycle of poverty and underdevelopment in the County. This situation has raised concern to many stakeholders. There is therefore a need to evaluate how the implementation process on life skills has been carried out in Kitui central Sub-county.

### **1.3 Purpose of the Study**

The purpose of the study was to evaluate the implementation of life skills curriculum in primary schools in Kitui central Sub-county, Kitui County, Kenya.

### **1.4 Objectives of the Study**

This study was guided by the following objectives:

- i) To establish the influence of in-servicing of teachers on life skills curriculum in primary schools in Kitui Central Sub – County.
- ii) To determine the influence of teaching and learning resources on life skills curriculum in primary schools in Kitui Central Sub – County.
- iii) To establish the influence of instructional strategies on life skills curriculum in primary schools in Kitui Central Sub – County.

### **1.5 Research Questions**

This study was guided by the following research questions;

- i) How does in-servicing of teachers influence implementation of life skills curriculum in primary schools in Kitui Central Sub – County?
- ii) How does availability of teaching and learning material influence implementation of life skills in primary schools in Kitui Central Sub – County?
- iii) To what extent does instructional strategies influence implementation of life skills curriculum in primary schools in Kitui Central Sub – County?

### **1.6 Significance of the Study**

The findings of this study are envisioned to contribute to the advancement of knowledge about life skills curriculum implementation in Kenya. The study is significant because it is hoped that it will lead to the improvement of strategies and resources for the implementation of LSE by identifying the strengths and constraints in the implementation process. The study will be beneficial to the Directorate of Quality Assurance and Standards Office of the Ministry of Education Science and Technology in formulating policies aimed at enhancing the implementation process. Findings of this study may inform and guide the curriculum developers on matters relating to improvements of the implementation and creating awareness amongst teachers and school administrators in schools on how best to implement life skills curriculum.

The study may also offer invaluable insight to the primary school management and teachers to learn the best way to successfully implement life skills curriculum. This may in the long run benefit the pupils, parents and the community at large.

### **1.7 Limitations of the Study**

The respondents especially the teachers and head teachers might be reluctant to respond to some items in the questionnaires due to the fear of victimization. The researcher explained that the study was for academic purposes only and not a blame seeking mission. The researcher assured them of confidentiality of any information they may disclose. The targeted primary schools were sparsely distributed and therefore it took long time to reach them all. To overcome this, the researcher engaged research assistants near the sampled schools.

### **1.8 Delimitations of the Study**

There are many issues surrounding curriculum implementation in primary schools but this study limits itself to evaluating the implementation of life skills curriculum in primary schools in Kitui central Sub-county, Kitui County.

### **1.9 Assumptions of the Study**

The assumptions of this study are that all the primary school teachers play significant roles in the implementation of life skills curriculum, that the Kenya Government has provided enough guidance on the implementation of life skills curriculum and that all the respondents responded honestly to the questions in the instruments.

## **1.10 Operational Definitions of Terms**

**Attitude:** Refer to the position taken by a respondent either positive or negative and to feelings exhibited towards life skills subject.

**Implementation:** The stage when syllabuses and teaching/learning materials are being used by the target groups usually the teachers and pupils.

**In-service training:** This refers to short term courses offered to teachers who are already in the field on different aspects of the curriculum such as content, methodology and preparation of teaching resources.

**Integration:** refers to the inclusion of AIDS messages into the curriculum and any other activities in and out of school. The process of making whole or entire. The combination with compatible elements in order to incorporate them may also be referred to as integration.

**Infusion:** Refers to inclusion of AIDS messages at appropriate points when the main subject is being taught. By their own nature, some subjects render themselves more suitable to teaching about AIDS than others.

**Life skills:** Refers to a large group of psycho-social and interpersonal competences which can assist people make informed decisions communicate effectively and develop coping and self-management strategies that may help them lead a healthy and productive life.

**Resources:** The money, time, material and personnel necessary for the pursuit of educational goals.

**Standalone:** Refers to the teaching of life skills as a subject within the allocated on the timetable.

**Strategies:** Refers to different methods or approaches used by teachers in the delivery of subject content for example Life Skills Education.

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.1 Introduction**

This chapter focuses on the review of literature that is related to the influence of the implementation of life skills curriculum in primary schools. The literature was reviewed under the following headings: teachers' in-service and implementation of life skills curriculum, teaching and learning materials used in the implementation of life skills curriculum, and instructional strategies used by teachers and implementation of life skills curriculum.

#### **2.2 Teacher's In-Servicing and Implementation of Life Skills Curriculum**

According to Adhiambo (2013) most teachers in developing countries lack the educational and professional training that would help them facilitate discussion in their classrooms or organize interactive group activities. This is because they may be immersed in the culture of their own ethnic or other social group and holds unconscious prejudice or lack empathy with those who are different. They may feel even talking about some effects of risky behavior such as HIV and AIDS is wrong or unbearably embarrassing. Such matters impinge on one's daily life, self-image and career program and how one fits in within those around him or her.

Most youngsters get information on issues like sex, drugs from peers and the media. These youngsters would prefer to get information about sexuality from a trusted adult (USAID, 2010). With most parents unwilling to guide their children, teachers are the obvious alternative. However, teachers may suffer similar shortcomings; hence require training and support to fulfill this role effectively.

In addition to lack of comfort with such topics on adolescence sexuality, many teachers and students express frustration with already overcrowded curriculum (USAID, 2002). Many teachers are not trained to use participatory methodologies hence continuing to use lecture method rather than allow students to discuss and practice skill-building.

In building teaching capacity, training courses must not only impart content and methods, they must also build confidence, by assisting trainees to become more comfortable with life skills and capacity to build relationships of trust with their students. Life skill-based education is a “subversive” activity in that it transfers power from the teacher to the student. Effective life skills teachers are those who can internalize the skills and are not afraid to lead classes of independent and critical thinkers (UNESCO, 2004).

Teachers training must, according to USAID (2012) address trainee’s vulnerability to effects of risky behavior and train in a variety of participative methodologies. Interested staff only, the USAID report suggests, should be trained as team to support each other’s effort and be provided with ongoing training and support.

The quality of an education system is a very crucial determinant of economic development of and social stability of a nation (Aswan, J.S1989). Implementing life skills training programme will require the introduction of teaching methods that may be new to teachers, and the success of the programme will depend very much on the availability of the in-service training as well as efforts to include training in participatory learning methods in teacher training colleges. Evaluative studies of life skills training programmes suggest that the methods used can help to improve teacher and pupil relationships (Fisher and Brook,2005), and there are indications that life



skills lessons are associated with fewer reports of classroom behavior problems. There are also research indications of improved academic performance as a result of teaching life skills, improved school attendance, less bullying, fewer referrals to specialist support services and better relationships between children and their parents (Fisher and Brook,2005).

Shiundu and Omulando (1992), argue that, while both the quality and quantity of schooling is a matter for economic growth, quality is much more important, one of the factors that influence the quality of curriculum implementation is the pre-service and in-service training of teachers. They further argue that pre-service is the training of teachers on a certain curriculum before they started teaching while in-service is the training of teachers on how to implement a certain curriculum while they are already in the field. The implementation preparedness of teachers concerning a new curriculum determines the performance of pupils.

When the new life skills curriculum was released, KICD (2008) relied on cascade training to reach teachers with information on LSE syllabus. Through the use of trainings of trainers (TOT), it taught individuals both at national and provincial levels between 2008 and 2009. The MOEST, (2009), recommends that two teachers with guidance and counseling certificates be trained from each school, so that they may train their colleagues. However, due to lack of funds for training, the MOEST acknowledges not all schools have even one trained teacher on LSE. There is no actual estimate on the number of teachers who have been trained or the schools lacking a trained teacher on LSE (KICD, 2008).

Sinclair (2004) argues that, training and in-servicing of teachers are crucial factors in the preparation of teachers to implement a new curriculum and can play a major role in shaping the teachers attitudes. Without sufficient training and support, even teachers initial enthusiastic about an innovation become frustrated by implementation challenges, turn against the project and revert to the security of their previous teaching methods. Given their vital role in curricular implementation teachers need appropriate and relevant training to be able to handle a new program. Curriculum specialists must utilize the saying that "no education system is better than its teachers".

Fisher and Brook (2005), argue that, the most important skill required by teachers for implementation of life skills curriculum is guidance and counseling. Teachers' preparation, which starts with a new innovation, should be intensified and extended during the implementation stage. Effective teaching preparation enable teachers involved in the program to understand and accept the new ideas contained in the new curriculum consequently owning the curriculum.

The distribution of qualified teachers in the education system in Kenya is an important determinant factor of the quality of education offered in school. He further cited that there is uneven distribution of qualified teachers between the main urban centers' and rural districts (Sinclair, 2004).

Muturo(2001) carried out a study on the factors that influence curriculum implementation and confirms that teachers' experience adds value to the mastery of content, which is a major aspect of determining how teaching is manifested in the classroom. The study found out that teacher training makes the teachers receptive and flexible in the implementation of the curriculum. His study however concentrated on

initial training for the teachers and not whether teachers received training when they had already started teaching something this study will explore.

Abobo (2012) says that, teachers' in-servicing leads to improvement of teaching methodology and use of high level cognitive skills and child centered approaches as the best way to prepare students to face the challenges in their personal lives and societies. In the life-skills literature the higher and cognitive skills are often presented in relation to decision making and problem solving regarding health issues. This study therefore seeks to establish how teachers in-servicing influence the implementation of life skills curriculum in primary schools.

### **2.3 Teaching and Learning Materials**

Muturo (2001), argues that, the school is an appropriate place for the introduction of Life Skills because of the role of schools in the socialization of the young people, access to children and adolescents in a large scale, (uses existing infrastructure), experienced teachers are already in place, high credibility with parents and community members, possibilities for short and long term evaluation. LSE is highly relevant to the daily needs of young people when it is part of the school curriculum; the indication is that it helps to prevent school dropout, indiscipline and adolescent pregnancies (UNAIDS, 2012). Physical facilities are a crucial determinant in the quality of education. In a study conducted to examine the causes of low performance in the National Common Entrance Examination (NCEE) in Borno state, Nigeria, in 2011, the results reveals that lack of library facilities was one of the most serious problems standing in the way of high standards in primary education. Shortage of essential physical facilities such as classrooms and other teaching materials leads to unsatisfactory academic performance.

According to KICD, (2010), a wide variety of materials are necessary for effective teaching of any subject. These must be relevant and interesting to benefit the learning process. The teacher should determine the best resources for a particular lesson and the resource should be used in the most natural and logical manner known to reinforce a particular learning activity. Some resources can be bought or sourced from the environment or borrowed. They make learning of LSE interesting, real and enjoyable and encourage students to retain knowledge.

On the use of teaching aids, (Aila, 2005), observes that they are important because they are used to increase learning, generate interest and create a situation where the students could fully engage in classroom activities. The materials and equipment presented in the classroom situation should be chosen to provide many and varied opportunities for students to acquire the learning they need (KICD, 2008).

In her study, Abobo (2012), finds out that most schools lack adequate teaching learning materials which included textbooks, teacher's guides, reference materials, charts, video which caused negative implementation. The level of availability and adequacy of teaching learning facilities affect the teaching of LSE in primary schools. Abobo continues to say that materials and physical facilities are vital for both teachers and pupils in the teaching and learning situations. Even if people were ready, willing and able to implement new policies, they cannot do so unless financial and material criteria were met. She also says that any trace of inadequacy to frustration and the motivating factor in terms of comfort diminishes. Further she argues that, the implementation is facilitated when administrative personnel accepted the roles of chief engineers of the system and act accordingly.

## **2.4 Instructional Strategies**

Instructional strategies are methods used by teachers in passing knowledge concerning life skills in schools. These strategies are not different from the ones used by teachers in teaching others subjects however, the teachers must be careful while implementing life skills curriculum so as to motivate learners to have interest in life skills classes.

### **2.4.1 Approaches**

Mangrulkar (2001) says that life skills approach refers to the interactive process of teaching and learning which focuses on acquiring knowledge, attitudes and skills that support behaviors that enable learners take greater responsibility of their own lives by making healthy life choices gaining greater resistance to negative pressure and minimizing harmful behavior. Mangrulkar (2001), further says that there are basically two methods of teaching life skills which are; teacher centered approach (expository approach), where the teacher exposes knowledge to the learner and learner-centered, (Heuristic approach) where learners are encouraged to find information on their own.

Wanjama, Muraya and Gichaga (2006), confirms that, although both methods may be used, emphasis should be put on teaching experiences that promote experiential learning. For effective delivery of subject content, one should carefully choose suitable teaching methods and teaching and learning activities and sequence them in a logical manner to ensure smooth flow of dialogue between the teacher and the learners. The method chosen should be learner centered and able to bring positive behavior change. The teacher should use creativity and innovativeness in whatever method to help promote and sustain the positive behavior change.

The life skills syllabus and the teacher's guide suggest that teachers use participatory teaching and learning methods in which learners identify their own problems, discuss solutions, plan and carry out effective action programme (MOEST, 2006). The participatory teaching and learning methods assume that learning is best achieved by requiring learners to be actively involved during lessons. An influential cognitive psychologist, like Piaget (1896-1980) believes that learners learn by constructing their own language.

Alexander (2008), further argues that the approach needs to be unpacked if it is to be useful as an analytical category which is able to cross the boundaries of space and time. Any teaching method combines tasks, activities, interactions and judgments. Task, activity, interaction and assessment are the building-blocks of teaching, the constituents of teaching as act. However, as they stand they lack the wherewithal for coherence and meaning. Teaching has structure and form; it is situated in, and governed by, space, time and patterns of pupil organization; and it is undertaken for a purpose (Alexander, 2008).

Aila (2005) believes that, structure and form in teaching are most clearly and distinctively manifested in the lesson. Lessons and their constituent teaching acts are framed and governed by time, by space (the way the classroom is disposed, organized and resourced) and by the chosen forms of pupil organization (whole class, small group or individual).

Tiendrebeogo (2003), points out that, teaching in classrooms is not a series of one-off encounters. Teachers develop procedures for regulating the complex dynamics of pupil-pupil relationships. Further, teachers and teaching convey messages and values which may reach well beyond those of the particular learning tasks which give a

lesson its formal focus. Tiendrebeogo further argues that, teaching life skills helps children understand themselves, their friends and their world. By sharing positive life skills lesson children become more effective and are able to discover their own strengths and interests in life. This study therefore seeks to establish the extent to which instructional strategies influence the implementation of life skills curriculum in primary schools.

#### **2.4.2 Teaching Methods**

According to studies of Abobo (2012), the findings show that the participatory teaching and learning methods recommended for the teaching of LSE includes: case studies, brainstorming, field visits, storytelling, song, group discussion, debates, posters, role play, games, projects, poetry recitals and drama (KICD,2008).

Debates are discussions which involve two opposing parties with each group expressing opinion or views about a given topic. Each group competitively attempts to win the other to their side of the argument. When the discussion is over, the group with more points becomes the winner (Mondo, 2006). Some topics where debates can be used to teach life skills include negotiation, effective communication, assertiveness, decision making and nonviolent conflict resolution. Where you use debate, correct misconception and explain any views expressed in the debate. This helps participants to reach a conclusion as per the intended motion

Story-telling involves telling of narratives with particular theme based on actual event. They give accounts of detailed information about an event in an interesting way while still passing a moral message. Stories can be composed or collected based on specific themes of life skills for example assertiveness, negotiations and decision making (Wanjama, Muraya and Gichaga, 2006). When reading or telling stories, they

should be dramatic and larger than real life experiences. The stories could be presented in a variety of ways for example, tone variation, use of facial expression, and involvement of audience. Students should, therefore, be encouraged to come up with their own stories from their communities or any other source.

Fisher and Brook (2005), say that, case studies are true or an imaginary which describe a problem, a situation or a character. It may be a dilemma in which the participants should come up with opinions on how they would resolve the conflict. Sometimes it offers clues on how to solve a problem or provoke the reader's abilities to solve the problem (Goswami and Bryant, 2007). Case studies should be interesting, appealing and relevant to the reader's imagination. They are useful when the teacher want to appeal to the learners' emotions, expect the learners to identify and internalize the concepts and issues raised in the case, expects the learners to, apply the skills learned to solve similar problems that they may encounter and when they want the learners to appreciate that others undergo similar challenges, case study can be developed by a teacher or selected from already developed ones from relevant books (KICD, 2008).

Role plays are short drama episodes in which participants experience how a person feels in a similar real life situation (Goswami and Bryant, 2007). Role play can be used when: developing specific skills such as negotiation, assertiveness, communication and self-awareness, when discussing sensitive issues such as gender which the teacher may feel uncomfortable with, clarifying new and unfamiliar concepts and demonstrating how a skill can be applied in a given situation. Role plays are considered to require little preparation and are not necessarily rehearsed. They should be spontaneous as possible. However, the teacher needs to bear in mind



situations when and where to use them in the teaching process (KICD, 2008). Role play can improve understanding of a situation and encourage empathy towards those who are in it. For example, in a role play about a robbery, by acting the part of the victim, students can gain insight into what it is like to be a victim of a crime. In role play, name calling students can get to know what it is like being called names, or practice social norms such as saying thank you, taking things with permission among others.

Posavac and Carey (2007), assert that games are interesting and exciting activities which have set rules. They can be used when; clarifying difficult issues, discussing sensitive issues enhancing the quality of interaction in a group, learning and practicing new life skills, increasing the participants' knowledge of each other and making presentations interesting.

Miming is acting without words by use of gestures, signs, physical movement and facial expression. Unlike drama, the idea or situation is solely communicated through actions. Miming is suitable for communicating sensitive messages. It helps in expressing messages which cannot easily be put into words (KICD, 2008).

Questions and answer method is where the teacher or the learner tries to find out information through asking questions and getting answers from respondents. It is usually a flow of information from the teacher and the learner. It is an effective method of teaching life skills because it stimulates learners' thinking and creativity. It is therefore, central to effective teaching of LSE (Goswami and Bryant, 2007).

Abobo (2012) believes that, songs and dances are musical compositions on topical issues and themes. They may convey messages on contemporary issues in the society. They can be used in character building where positive values are reinforced. Songs and dances can be used to develop and strengthen Life skills, for example, self-awareness, empathy, effective communication skills and conflict resolution. They are normally used when one wants to pass culturally sensitive messages in an interesting manner. Teachers can compose the songs or request the learners to gather some or use already existing ones. Abobo, further argues that, songs should be interesting, appealing, easy to learn and familiar in the students. They can be accompanied by dance, re-enforced by use of poetry. This is due to the interesting nature of dances, their appealing and immediate impact on the learner (KICD, 2008).

Poetry and recitals: these are compositions which capture events, themes and situations in a short and precise manner. They communicate feelings, opinions, ideas, habit and experiences. They can be in form of songs, recitations, charts or they can be dramatized to enhance acquisition of various life skills. They can be used to appeal to people's emotions to enable them adopt behavior towards a desired direction (UNESCO, 2004).

Wanjama, Muraya and Gichaga, (2006), said that, life skills flourishes where the teacher is a positive role model, has accurate information, shows empathy, and is available to support the learners as they assimilate and exhibit the skills. Other specific roles of the teacher will be to; allow free but controlled discussions and experience sharing, encourage the learners to exhibit responsible behavior, instill in the learner moral values and to empower the learner to positively and effectively assert themselves when confronted with difficult situations.

According to Githinji, (2011), life skills lessons are both active and experiential. In passive learning, the teacher passes on knowledge and the learner is the recipient of information (as in didactic teaching). Active learning, however, engages the teacher and pupil in a dynamic process of learning by using methods such as brainstorming, group discussions and debates. Experiential learning is based on actual practice of what is being taught, for example, using games and role play.

According to (Fisher and Brook, 2005) life skills lessons use such active and experiential methods and should also include assignments that encourage pupils to extend their analysis and practice of life skills to their lives at home and in their communities. Traditional children's games, often used in life skills lessons, offer one good example of how life skills are learned through doing, and are taught using activities that can be continued outside the classroom. For example, games like being led blindfold around a room are used to teach trust, and whispering games, where a message is whispered from person to person, are used to teach listening skills. Therefore, the study seeks to establish the extent to which instructional strategies influence the implementation of life skills curriculum in primary schools.

## **2.5 Theoretical Framework**

This study was guided by social cognitive theories (SCT) by Albert Bandura (1986) and Maslow's motivation theory by Abraham Maslow (1970). SCT argue that, human functioning is viewed as a product of dynamic interplay of personal behavioral and environmental influences. For example, how people interpret the results of their own behavior informs and alters their environments and the personal factors they possess which in turn, inform and alter subsequent behavior. This is the foundation of Bandura's (1986) concept of reciprocal determinism, the view that personal factors in

the form of cognition, affect and biological events, behavior and environmental influences create interactions that result in a triadic reciprocity.

According to Tiendrebeogo, (2003) the social cognitive theory posit that teachers have the challenges of improving the academic learning and confidence of the students in their charge. Slaby and Guerra(1988) argues that, using SCT as a framework, faulty self- beliefs and habits of themselves (personal factors), improving their academic skills and self-regulatory practices (behavior), and alter the school classroom structures that may work to undermine students' academic performance. Social Cognitive Theory is rooted in a view of human agency in which individuals as agents proactively engage in their own development and can make things happen by their actions. Slaby and Guerra, further argues that the key to this sense of agency is the fact that, among other personal factors, individuals possess self-beliefs that enables them to exercise a measure of control over their thoughts, feelings and actions. What people think, believe and feel affects how they behave.

Bandura (1986) provides a view of human behaviour in which the beliefs that people have about themselves are article elements in the exercises of control and personal agency. These individuals are viewed both as products and as producers of their own environments and of their social systems. Because human beings do not live in isolation, Bandura expanded the concept of human agency to include collective agency. He believed that people work together on shared beliefs about their capabilities and common aspiration to better their lives.

Maslow (1970), argues that in education, the most important educational goal is for students to learn, to make this newly gained knowledge and information purposeful and meaningful to the students so that it may be retained and be useful throughout their

lives. An essential factor involved in meeting these goals is motivation. If students are motivated they work harder than unmotivated students.

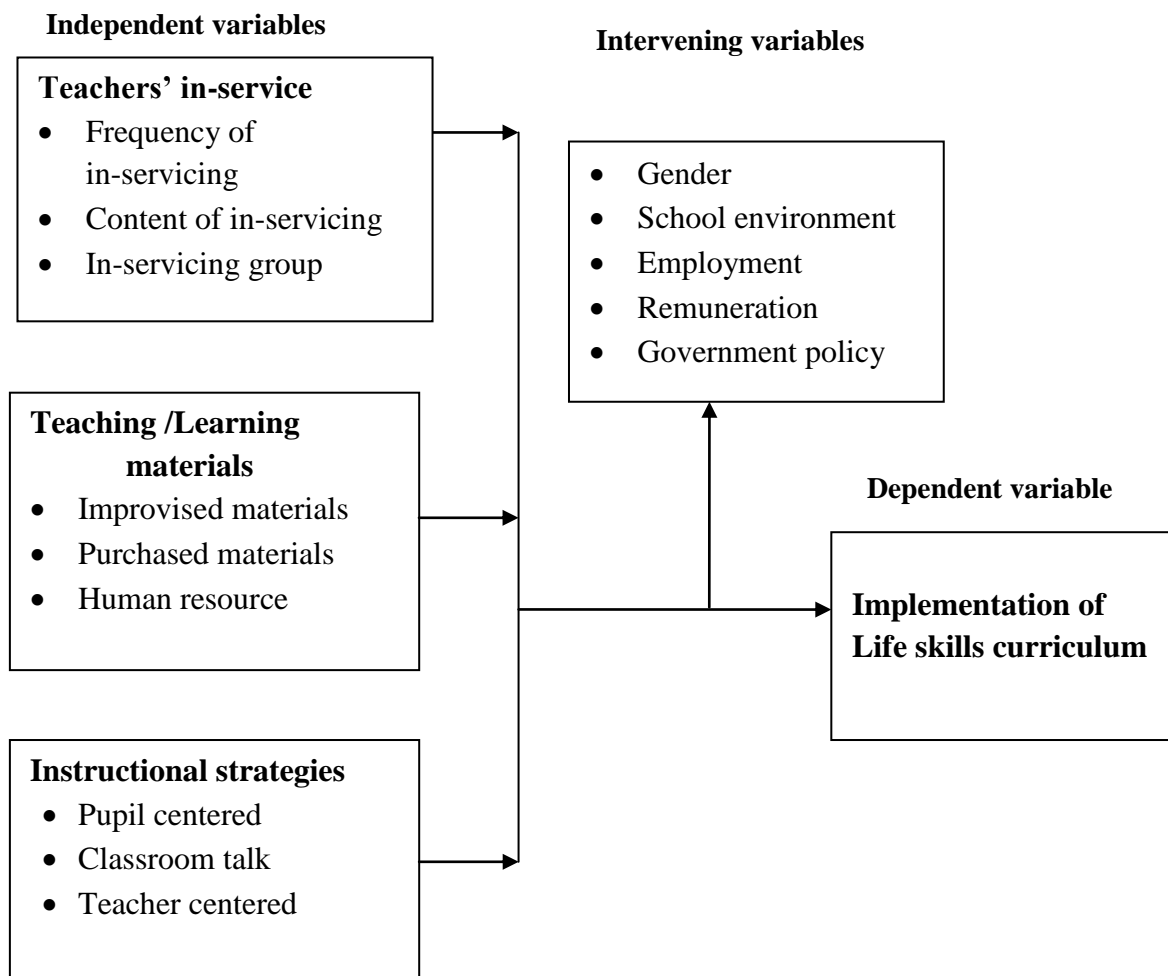
Maslow (1970) believes that, the teacher's roles with regard to students relationships is for the teacher to have positive attitude, be a good listener, provide positive comments and feedback rather than negative, be available for students in need and listen to students, involve all students in class participation and responsibilities, organize classroom materials in a neat and appealing way with regard to student- student relationship. Maslow argues that teachers should allow students to engage in class discussions, peer tutoring, and have respect for others, help students develop self-esteem, develop new knowledge based on background knowledge so as to help ensure success and develop a classroom environment where students are positive, non-judgmental among others . Maslow's Motivation theory will therefore be applicable in this study in the sense that the manner in which the teacher views life skills would influence the approach to teaching LSE.

Shiundu and Omulando (1992) argue that, if teachers feel that the teaching of life skills is not their responsibility they would not prepare relevant and suitable teaching and learning materials for Life Skills because they would view it as an extra work. It will be anticipated that if teachers consider life skills to be useful they will motivate the learners to like it and learners will acquire Life Skills to cope with body changes for example skills for knowing and living with oneself, skills of knowing and living with others and skills of effective decision- making (KICD,2002). Students would learn skills such as self-awareness, self-esteem, coping with emotion, assertiveness, and effective communication and negotiation skills. The outcome of these skills would be the reduction of teenage pregnancies, abortion, HIV/AIDs

infection, school dropout, poor education performance and drug and substance abuse while on the other hand, if the implementation is not effective all the above will be realized.

## 2.6 Conceptual Framework

The study problem was conceptualized as the interrelationships of study variables in Figure 2.1



**Figure 2.1: Conceptual Framework**

According to Orodho (2008) a conceptual framework is a model of presentation where a researcher presents the relationships between variables in the study and shows the relationship graphically. The illustration shows that if LSE is well

implemented, positive effects are realized and this leads to effective learning in schools. When good methods are used, interests of learners are enhanced and they put more effort in learning. Similarly, if teachers are adequately trained on LSE, enough time and sufficient materials allocated for teaching LSE are realized. Also, when teachers attitudes towards LSE are positive, most learners participate and develop interest in learning life skills since they comprehend the significance of LSE in their life situations. However, if the above is not achieved, the implementation of LSE in primary schools becomes ineffective.

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **3.1 Introduction**

In this chapter the researcher presented the methodology that was used in carrying out the study. The chapter consists of the research design, target population, sampling procedures and sample size, research instruments, validity and reliability of the instruments, data collection procedures, data analysis, ethical issues and operationalization of the study variables.

#### **3.2 Research Design**

Orodho (2005) defines research design as the scheme, outline or plan that is used to generate answers to research problems. This research proposal adopted descriptive survey design. It attempts to describe possible factors such as behavior, attitudes, values and characteristics (Mugenda & Mugenda, 2003). Survey design is conducted to collect detailed data on the existing phenomenon over a given geographical area or location with an intention of drawing possible conclusions from the facts discovered.

Descriptive survey research design was appropriate for this study for it is expected to yield new information and to generate clearer questions to maximize reliability. It takes enough protection against bias and maximizes reliability (Kothari, 2004). This is simple and widely used research design in education. It enables one to gather information on opinions, attitudes and beliefs of the sampled population. It also enables one to employ research instruments such as questionnaires, interview schedule and document analysis for effective data collection and analysis.



### **3.3 Target Population**

According to Kombo and Tromp (2006), a population is a group of individuals, objects or items from which samples are taken for measurement while the target population refers to the total of subjects (Oso & Onen, 2005). The target population for the study was 72 primary school head teachers in Kitui Central Sub-County, 144 class teachers for standard seven and eight and one Sub County Curriculum Implementation Support Officer (SCISO). The head teachers were chosen because they are in charge of the school curriculum implementation, the class teachers will represent the curriculum implementers and the SCISO represented officers in charge of monitoring and evaluation of curriculum implementation. These gave information likely to help in gathering information concerning implementation of life skills curriculum in primary schools in Kitui central Sub-county, Kitui County, Kenya.

### **3.4 Sample Size and Sampling Procedures**

Sampling is a process of selecting a sub-set of cases in order to draw conclusions about the entire set. During the process of sampling, the investigator seeks knowledge or information about a whole population. It is useful in research because one can learn something about a large group by studying a few of its members thus, saving time and money (Orodho, 2009). In sampling, a number of individuals for the study were selected to represent the larger population from which they were selected. The sample size was determined by randomly sampling 30 percent of head teachers and teachers proposed by Mugenda and Mugenda (2003) while purposive sampling was used on selecting the SCISO.

**Table 3.1: Sampling frame**

<b>Respondents</b>	<b>Population</b>	<b>Sample</b>
Head teachers	72	22(30%)
Class teachers	144	44(30%)
SCISO	1	1(100%)
<b>Total</b>	<b>217</b>	<b>67</b>

### **3.5 Research Instruments**

The study made use of the questionnaires and interview schedules to gather information from the respondents.

#### **3.5.1 Questionnaires**

The questionnaires were used because they are appropriate for collecting quantitative data which can help in quantifying the variations, predicting causal relationships and describing characteristics of the population. Mugenda &Mugenda (2003) observes that, the use of questionnaire is a popular method for data collection in education because of the relative ease and cost effectiveness with which they are constructed and administered to large samples. Questionnaire gives a relatively objective data and enriches them to the survey research design of this kind.

#### **3.5.2 Interview Schedules**

Interview schedules are appropriate for collecting qualitative data which involves use of flexible instruments, interactive style of eliciting and categorizing responses to questions so as to describe variations, individual experiences and explain relationships. Mugenda &Mugenda (1999) observe the interview schedules give a quicker response than questionnaires. There was a questionnaire for the head teachers

and class teachers, and the interview schedules will be for the SCISO in Kitui Central Sub- County.

### **3.6 Validity of Research Instruments**

Validity is defined as the ability to produce findings that are in agreement with theoretical or conceptual values. To enhance content validity, the research instruments were appraised by the lecturers who are experts in the School of Education. A pre-test was carried out to a population after which modification and corrections were then made before the instruments were administered.

### **3.7 Reliability of Research Instruments**

According to Amin (2005) reliability is defined as the level of internal consistency or stability of the measuring device over time. An instrument is reliable when it can measure a variable accurately and consistently and obtain the same results under the same condition overtime. The study used test –re test method. According to Orodho (2009), test – re test method involves administering the same instruments twice to the same group of subject. The longer the time interval, the lower the reliability coefficient is likely to be for research instrument to be found to be reliable the Correlation Coefficient (r) was 0.81 which was sufficient (Orodho, 2009).

### **3.8 Data Collection Procedures**

The researcher obtained a permit from the National Commission for Science, Technology and innovation in order to be allowed to collect data. A copy of the permit was submitted to the District Education Officer in Kitui Central Sub- County. The researcher pre-visited the selected schools to make prior arrangements and establish a good rapport with the Head teachers before the commencement of the actual data collection. The questionnaires were administered by the researcher with

the help of research assistants. They were filled in by the respective respondents and the researcher collected them. On the other hand the interview schedule was administered by the researcher.

### **3.9 Data Analysis Procedures**

Data was analyzed using both descriptive and inferential statistics. To analyze quantitative data, statistical tally system was used to generate frequency counts from the responses obtained so as to prepare frequency distributions. Percentages were calculated from the responses out of the total study sample response per item. Inferential statistics used were Pearson's Correlations and ANOVA. Multiple regressions were also performed to show the effect of the independent variables on the dependent variable. The qualitative data was analyzed by categorizing similar responses and drawing conclusion.

### **3.10 Ethical Considerations**

Ethics has been defined as that branch of philosophy which deals with one's conduct and serves as a guide to one's behavior, and so, most professions have ethical guidelines which govern their profession Kovacs (1987). In the same light Dooley (2007) asserts that, ethics involves the study of right and wrong conducts hence the concern for ethics may be seen as part of the historical trend in civil and human rights.

#### **3.10.1 Confidentiality and Privacy**

Great care was taken to assure respondents that all information was to be confidential. The researcher had to inform the respondents that no information was to be shared to the third party. Also their information was not to be identified and was only to be used for research purposes only.

### **3.10.2 Anonymity**

The researcher ensured and assured the respondents that their individual identities were not to be revealed whatsoever. Beside, no identifying information about the individual or the institution was revealed in written form. The respondents were also not required to write their names or any other information which is likely to disclose their identity.

### **3.10.3 Informed Consent**

The researcher explained to the respondents the nature and the purpose of the study and the procedure to be used during the data collection so that they could participate willingly. The respondents were also requested to give their consent concerning participation in the study before they are included in the study.

### **3.10.4 Storage of Data**

The raw data were filed while analyzed data was printed and filed as well as storing soft copies in CDs and flash diskettes. Pass word were used on the stored information so as to protect the information from being accessed by unauthorized people.

## CHAPTER FOUR

### DATA PRESENTATION, ANALYSIS AND INTERPRETATION

#### 4.1 Introduction

In this chapter, data was presented, analysed, interpreted and discussed against the existing literature.

#### 4.2 Demographic Information

The demographic information provided qualitative data which was analysed using descriptive statistics where frequency distribution tables were constructed and the percentages calculated. The data analysed here included respondent's gender, age bracket, number of years of service, experience in the current station, and professional qualification. The respondents responses discussed in this section are 22 head teachers and 44 class teachers making a total of 66 respondents.

##### 4.2.1 Respondents Gender

The respondents were required to indicate their gender. This helped the researcher to know whether the study was gender sensitive. The responses were presented in Table 4.1.

**Table 4.1: Respondents gender**

<b>Gender</b>	<b>Frequency</b>	<b>Percent</b>
Female	46	69.7
Male	20	30.3
<b>Total</b>	<b>66</b>	<b>100.0</b>

The results in Table 4.1 show that there were more female (69.7%) respondents than male (30.3%). The gender representation was however balanced and therefore the results given represent the views of both genders. However the difference in gender was not very significant. This means that all the pupils had their gender to consult on their specific needs without fear.

#### 4.2.2 Age Bracket of Respondents

The respondents were required to indicate their age bracket so as to ascertain the age representation in the study. The results are presented in Table 4.2.

**Table 4.2: Respondents age distribution**

<b>Age bracket</b>	<b>Frequency</b>	<b>Percent</b>
Below 31	5	7.5
31-35	16	24.2
36-40	20	30.3
41-45	17	25.8
46-50	6	9.1
51 and above	2	3.1
<b>Total</b>	<b>66</b>	<b>100.0</b>

Table 4.2 reveals that there was balanced representation among the respondents' age brackets which was expected to give unbiased responses. However more respondents were observed in age 36 -40 (30.3%) and age 41 – 45 (25.8%). This result shows that most of the respondents were old enough to implement the life skills education.

### 4.2.3 Working Experience of Respondents

The respondents were required to indicate their working experience so as to determine how long the respondents had an opportunity to implement the life skills curriculum.

The responses were presented in Table 4.3.

**Table 4.3: Working experience of respondents**

<b>Working experience</b>	<b>Frequency</b>	<b>Percent</b>
less than 5 years	13	19.7
6-10	19	28.8
11-15	20	30.3
16-20	10	15.2
Above 21	4	6.0
<b>Total</b>	<b>66</b>	<b>100.0</b>

The study reveals that 83.3% had worked for more than six (6) years and only 16.7% had worked for less than five (5) years. This information reveals that most respondents had a chance to implement the Life Skills curriculum which was launched 7 years ago.

### 4.2.4 Professional Qualification of Respondents

The study further sought to establish the professional qualification of the respondent.

The responses were presented in Table 4.4.



**Table 4.4: Professional qualification of respondents**

<b>Professional qualification</b>	<b>Frequency</b>	<b>Percent</b>
P1Certificate	37	56.1
Diploma	20	30.3
Valid		
BED	6	9.1
MED	3	4.5
<b>Total</b>	<b>66</b>	<b>100.0</b>

Table 4.4 shows that (56.1%) had P1certificates as their highest academic level, 48.9% had their qualification above the basic primary teacher training. This shows that all the teachers interviewed had the training required to implement the life skills curriculum. From the open-ended question on number of teachers, it was revealed that most of the schools had more than 6 teachers.

#### **4.3 In-servicing Teachers on Implementation of Life Skills Curriculum**

The first objective of this study was to establish the influence of in-servicing of teachers on life skills curriculum implementation in primary schools in Kitui Central Sub – County. Under this section the study analyzed the presence of life skills programs in the school, in-serviced respondents and respondent’s opinion on the role of life skills teacher’s in- servicing on curriculum implementation in primary schools. These variables are both qualitative and quantitative. For the qualitative responses similar responses were categorised together and then analyzed.

**Table 4.5: Presence of life skills programmes in the schools**

<b>Presence</b>	<b>Frequency</b>	<b>Percent</b>
Yes	45	68.2
No	21	31.8
<b>Total</b>	<b>66</b>	<b>100.0</b>

Table 4.5 shows that there are life skills programmes in most of the schools (68.2%), however 31.8% of the schools lacked a life skills program and this is an indication of poor implementation of life skills curriculum.

The researcher also sought to establish whether the respondents had been in-serviced on life skills curriculum implementation. The responses were presented in Table 4.6.

**Table 4.6: In serviced teachers**

<b>In-serviced</b>	<b>Frequency</b>	<b>Percent</b>
Yes	15	22.7
No	51	77.3
<b>Total</b>	<b>66</b>	<b>100.0</b>

Table 4.6 reveals that out of the respondents interviewed only 22.7% had been in-serviced on the life skills curriculum and that majority (77.8%) had never been in-serviced. This was likely to lead to poor implementation of life skills curriculum. The researcher further required the respondents to indicate the extent to which they agreed with the following statements on a scale of 1 -5 with 1 - Strongly disagree. 2 – Agree, 3- Neutral, 4- agree and 5 – strongly agreed.

**Table 4.7: In-servicing teachers on implementation of life skills curriculum**

<b>Statements</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
i) Teachers should be in-serviced frequently on life skills curriculum implementation.	3(4.5%)	3(4.5%)	5(7.6%)	30(45.4%)	25(37.9%)
ii) Teachers' in-servicing on life skills improves the school academic performance	4(6.1%)	3(4.5%)	4(6.1%)	28(42.4%)	27(40.9%)
iii) Teachers who are not in-serviced on life skills should not teach life skills.	15(22.7%)	7(10.6%)	3(4.5%)	23(34.8%)	13(19.7%)
<b>Mean responses</b>	<b>7(10.6%)</b>	<b>4(6.4%)</b>	<b>4(6.4%)</b>	<b>27(40.9%)</b>	<b>24(36.3%)</b>

Table 4.7 establishes that majority of respondents agreed (40.9%) and only agree(27.8%) with the statements that ; teachers should be in-serviced frequently on life skills curriculum implementation, teachers' in-servicing on life skills helps in the implementation of the curriculum, and that teachers who are not in-serviced on life skills should not teach life skills. This shows that in-servicing teachers on life skills

curriculum influences its implementation in schools. This is through encouraging pupils to be disciplined and of good morals.

These results agrees with Maithya, (2012) who argues that implementing life skills training programme will require the introduction of teaching methods that may be new to teachers, and the success of the programme will depend very much on the availability of the in-service training as well as efforts to include training in participatory learning methods in teacher training colleges. Evaluative studies of life skills training programs suggest that the methods used can help to improve teacher and pupil relationships (Fisher and Brook, 2005), and there are indications that life skills lessons are associated with fewer reports of classroom behavior problems.

According to Sinclair (2004) training and in-servicing of teachers are crucial issues in the preparation of teachers to implement a new curriculum and can play a major role in shaping the teachers attitudes. Without sufficient training and support, even teachers initially enthusiastic about an innovation become frustrated by implementation problems, turn against the project and revert to the security of their previous teaching methods. Given their vital role in curricular implementation, teachers need appropriate and relevant training to be able to handle a new program. The study reveals that majority of the teachers know the importance of in-servicing on life skills curriculum and its influence on the implementation. From the study findings, most teachers have not been in-serviced in implementation of life skills curriculum and this may have caused the area under study to have been riddled with challenges.

#### **4.4 Availability of Teaching and Learning Resources and Implementation of Life Skills**

The second objective for this study was to determine the influence of teaching and learning resources on life skills curriculum in primary schools in Kitui Central Sub – County. To achieve this objective the respondents were required to first indicate whether they had adequate teaching and learning materials for implementing life skills in their schools.

**Table 4.8: Presence of adequate teaching and learning materials**

<b>Presence of adequate teaching/learning materials</b>	<b>Frequency</b>	<b>Percent</b>
No	56	84.8
Yes	10	15.2
<b>Total</b>	<b>66</b>	<b>100.0</b>

Table 4.8 shows that majority of respondents indicated that in many schools (84.8%) there are no adequate teaching and learning resources for implementation of life curriculum. This made it a bit hard to effectively implement life skills curriculum in many schools.

Further the respondents were required to indicate the extent to which they agreed with the statements below on a scale of 1 -5; Strong disagree, 2- Disagree, 3-Neutral, 4- Agree 5- Strongly Agree.

**Table 4.9: Adequacy of Teaching/learning resources**

<b>Statements</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
i) Schools with adequate Teaching and learning materials implement life skills curriculum better.	4(6.1%)	3(4.5%)	9(13.6%)	23(34.8%)	22(33.3%)
ii) Teachers without adequate teaching and learning materials are not motivated to teach life skills.	7(10.6%)	8(12.1%)	4(6.1%)	19(28.8%)	28(50%)
ii) Pupils are not motivated to attend schools without adequate teaching and learning facilities.	12 (18.2%)	10(13.9%)	6(16.7%)	19(28.8%)	19((28.8%)
iii) Schools without adequate Teaching and learning do not perform well at national examinations.	10(15.2%)	10(15.2%)	2(3.0%)	20(30.3%)	24(36.4%)
<b>Mean responses</b>	<b>8(13.9%)</b>	<b>7(11.1%)</b>	<b>5(11.1%)</b>	<b>20(27.8%)</b>	<b>26(39.4%)</b>

Table 4.9 shows that majority (39.4%) and 27.8% of the respondents strongly agreed and only agreed with the statements that; Schools with adequate teaching and learning materials implement life skills curriculum better, teachers without adequate teaching

and learning materials are not motivated to teach life skills, pupils are not motivated to attend schools without adequate teaching and learning facilities and that Schools without adequate teaching and learning do not perform well at national examinations. This indicated that inadequacy of teaching and learning materials is a big impediment toward proper implementation of LS education and hence a big determinant of school academic performance.

These results agrees with Abobo (2012) who argues that most schools lack adequate teaching learning materials which included textbooks, teacher's guides, reference materials, charts, video which caused negative implementation. The level of availability and adequacy of teaching learning facilities affect the teaching of LSE in schools. Materials and physical facilities are vital for both teachers and pupils in the teaching and learning situations. Even if people were ready, willing and able to implement new policies, they cannot do so unless financial and material criteria were met. Any trace of inadequacy to frustration and the motivating factor in terms of comfort diminishes. Implementation is facilitated when administrative personnel accepted the roles of chief engineers of the system and act accordingly.

The study found out that teachers and pupils lacked learning and teaching materials in order to teach and help pupils learn life skills better. It also revealed that teachers were demotivated to teach the subject since the materials for implementation were inadequate. Pupils too lacked interest in a subject that had no learning materials.

## 4.5 Instructional Strategies used by Teachers in the Implementation of Life Skills

### Curriculum

The third objective for this study was to establish the influence of instructional strategies on life skills curriculum in primary schools in Kitui Central Sub – County.

To achieve this objective the respondents were first required to indicate what instructional strategies were used by teachers in their school in teaching life skills.

**Table 4.10: Strategies used in teaching life skills education**

Strategy	Frequency	Percent
Participatory	26	39.4
Non- participatory	40	60.6
<b>Total</b>	<b>66</b>	<b>100.0</b>

Table 4.10 shows that majority (39.4%) of teachers used non-participatory strategy in teaching life skills education. However 60.6% used participatory strategy where the pupils are involved in the learning process.

The researcher further requested the respondents indicate the extent to which they agreed with the following statements on a scale of 1 -5; where 1 - Strongly disagree, 2-Disagree, 3- Neutral 4- Agree and 5-Strongly Agree.



**Table 4.11: Strategies used in teaching life curriculum and performance**

<b>Statements</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
i) Teachers who use participatory instructional strategies to improve pupils' academic performance	8(12.1%)	8(12.1%)	2(3%)	20(30.3%)	28(42.4%)
ii) Pupils enjoy those classes where they are involved in the learning process.	7(10.6%)	8(12.1%)	2(3%)	29(44%)	20(30.3%)
iii) Pupils are not motivated to attend schools where they will not participate in the learning process	20(30.3%)	5(7.6%)	4(6.1%)	16(24.2%)	21(31.8%)
iv) All teachers should be encouraged to use participatory instructional strategies.	7(10.6%)	8(12.1%)	1(1.5%)	20(30.3%)	30(45.1%)
<b>Mean responses</b>	<b>10(15.1%)</b>	<b>5(7.6%)</b>	<b>2(5.6%)</b>	<b>22(33.3%)</b>	<b>25(37.9%)</b>

Table 4.11 shows that, 37.9% of the respondents strongly agreed that; Teachers who use participatory instructional strategies improve pupils' academic performance, pupils enjoy those classes where they are involved in the learning process, pupils are not motivated to attend schools where they will not participate in the learning process and all teachers should be encouraged to use participatory instructional strategies. This is because participatory teaching enables pupils to interact with each other as well as the teacher hence creating interest in the learning process. This is likely to change their attitude in learning hence improving in performance.

These results concur with Abobo (2012), who argues that the participatory teaching and learning methods recommended for the teaching of LSE includes: case studies, brainstorming, field visits, pane discussions, storytelling, song, group discussion, debates, posters, role play, games, projects, poetry recitals and drama (KIE,2008). Teaching in classrooms is not a series of one-off encounters. Teachers develop procedures for regulating the complex dynamics of pupil-pupil relationships. Further, participatory teaching allows teachers and teaching convey messages and values which may reach well beyond those of the particular learning tasks which give a lesson its formal focus. This helps children understand themselves, their friends and their world. By sharing positive life skills lesson children become more effective and are able to discover their own strengths and interests in life. With proper guidance by teachers children are able to shine in educational standards.

#### **4.6 Inferential Statistics Data Analysis**

This study evaluated the implementation of life skills curriculum in primary schools in Kitui central Sub-county, Kitui County, Kenya. The data resulting from scoring of the instrument and coding were subjected to inferential statistics which involved the

use of Pearson correlation to ascertain the strength of the relationship between the variables, ANOVA to compare means and stepwise multiple regression analyses for testing the contribution of independent variables to the regression model. Table 4.12 shows the correlation matrix for the relation between the independent and dependent variables.

**Table 4.12: Correlation matrix**

		In-servicing	T/L resources	Instructional strategies	Implementation of life skills curriculum
In-servicing	Pearson Correlation	1	.612**	.538**	.824**
	Sig. (2-tailed)		.000	.000	.000
	N				120
Teaching and learning resources	Pearson Correlation	.612**	1	.608**	.760**
	Sig. (2-tailed)	.000		.001	.012
	N				
Instructional strategies	Pearson Correlation	.538**	.608**	1	0.845**
	Sig. (2-tailed)	.001	.000		.000
	N				
Implementation of life skills curriculum	Pearson Correlation	.824**	.760**	0.845**	1
	Sig. (2-tailed)	.000	.012	.000	.000
	N				

\*\* . Correlation is significant at the 0.01 level (2-tailed).

Table 4.12 shows that instructional strategies has the highest strong correlation when correlated  $r(66) = 0.845$ , followed by in-servicing with  $r(66) = 0.824$  and teaching and learning resources with  $r(66) = 0.760$ . This shows that there is a strong positive correlation between all the independent variables and Implementation of life skills curriculum. This is an indication that all the independent variables have a positive influence on the dependent variables and therefore changing any of the independent variables would affect the dependent variables. These results agree with the ANOVA results for all the variables below.

**Table 4.13: ANOVA on life skills variables and curriculum implementation**

	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	1.322	1	0.391	18.08	0.000
Within Groups	1.603	65	0.017		
Total	2.925	66			

Table 4.13 reveals that  $F(1, 35) = 18.08, p < 0.05$  between life skills variables (in-servicing of teachers, teaching and learning resources and instructional strategies) and implementation of life skills curriculum. This implies that there is a significant relationship between and we do therefore reject the hypothesis and conclude that there is a significant relationship between the independent variables and the implementation of life skills curriculum.

#### 4.6.1 Multiple Regression Analysis

Multiple regression analysis was also performed to determine the contribution of a change in independent variables to the dependent variables.

**Table 4.14: Coefficients of implementation of life skills curriculum**

Model	Unstandardized		Standardized	t	Sig.
	Coefficients		Coefficients		
	B	Std.	Beta		
	Error				
(Constant)	.913	.188		4.852	.000
In-servicing (x <sub>1</sub> )	1.166	.323	.808	2.685	.001
Teaching and learning resources(x <sub>2</sub> )	.271	.423	.176	.641	.000
Instructional strategy (x <sub>3</sub> )	1.180	.413	.751	2.857	.000

a. Dependent Variable: Implementation of (Y)

The regression model shows the implementation of life skills curriculum (Y) as a function of in-servicing, teaching and learning resources and teaching strategy.

$Y = 0.913 + 1.180 X_1 + 0.271X_2 + 1.166X_3$ . This shows that change in instructional strategies changes implementation of life skills curriculum by 1.18 per unit change.

The Model summary is as shown in Table 4.15.

**Table 4.15: Model Summary**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	R Square Change	Change Statistics			
						F Change	df1	df2	Sig. F Change
1	.842 <sup>a</sup>	.710	.693	.77153	.710	43.669	4	35	.000

a. Predictors: (Constant), in-servicing, teaching and learning resources and instructional strategies.

The model summary tells us that R squared = 0.71 implying that 71.0% of the variations in dependent variable is explained by the independent variables.

The results in Table 4.13 indicate that in-servicing, teaching and learning resources and teaching strategy predict the performance of pupils in primary schools. The results also show that the independent variables are significant at 0.05% significant level (p=0.000, p= 0.001, p=0.000, p=0.000 respectively and that the factors predicted performance significantly.

#### **4.7 Interview Schedule Report**

The researcher gathered qualitative data from the interview guide administered to the SCISO in Kitui central sub-county after which the summarised report was presented. It was revealed that the SCISO had been in Kitui central sub-county for 5 years since the implementation of LSE curriculum. As part of his duty was to monitor curriculum implementation in all areas, he had also monitored LSE curriculum implementation.

After asking the SCISO his opinion on how life skills curriculum is implemented in primary schools in Kitui central Sub County. He said,

*“I don’t think the life skills curriculum is well implemented in primary schools, In many schools which I have visited for inspection, I have realised that they do not even have life skills lessons in their timetable”.*

He also promised to ensure that all schools had life skills programmes. He also stated that most of the teachers were not motivated to teach life skills since there was shortage of teachers and enough teaching and learning resources.

*“Many head teachers and class teachers complained of lack of enough teachers, teaching and learning resources which show a general negative attitude towards the subject”.*

The report further indicates that the teachers did not seem to regard the teaching of LSE as other subjects. He further indicates that he had continuously talked to the affected schools and hoped that the situation would change. There were also plans to in-service teachers on the implementation of the LSE though this had not yet been done. He further suggests that he would recommend to the Ministry of Education Science and Technology to have more inset courses to equip the teachers with the relevant skills on the implementation of the life skills education.

In his report, SCISO pointed out that many class teachers in those schools which had life skills programmes were using the wrong instructional strategies while teaching. This led to learners losing interest in the subject hence ineffective implementation of the life skills curriculum.

He promised to organize for seminars and workshops, where the teachers would be sensitized on the need to use participatory teaching strategies and varying teaching methods while implementing the life skills curriculum in their schools.

He further suggested the need for the school administrators to consider purchasing more teaching and learning resources for easy implementation of the life skills curriculum by the class teachers.



**CHAPTER FIVE**  
**SUMMARY OF THE FINDINGS, CONCLUSION AND**  
**RECOMMENDATIONS OF THE STUDY**

**5.1 Introduction**

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

**5.2 Summary of the Findings**

The purpose of this study was to evaluate the implementation of life skills curriculum in primary schools in Kitui central sub-county, Kitui County, Kenya. The sample for the study was 22 primary schools head teachers, 44 teachers and one SCISO. The questionnaires were administered to teachers head teachers and teachers while interview schedule was administered to the SCISO Kitui central district. Data was analyzed using both descriptive and inferential statistics.

The first research question of this study was; “how does in-servicing of teachers influence life skills curriculum in primary schools in Kitui Central Sub – County”? The study established that there are life skills programmes in most of the schools (68.2%), however 31.8% of the schools lacked a life skills program and this is an indication of poor implementation of life skills curriculum. The study also revealed that out of the respondents interviewed only 22.7% had been in-serviced on the life skills curriculum and that majority (77.8%) had never been in-serviced. Majority of respondents agreed (40.9%) and only agree (27.8%) with the statements that; teachers should be in-serviced frequently on life skills curriculum implementation. Teachers’ in-servicing on life skills helps in effective implementation of the curriculum, and that teachers who are not in-serviced on life skills should not teach life skills. The study

also established that, there is a significant relationship  $r(66) = 0.824$  between inservicing of teachers and implementation of life skills curriculum. This is because inservicing of teachers influence implementation of life skills curriculum in primary schools.

The second research question of the study was; how does availability of teaching and learning material influence life skills in primary schools in Kitui Central Sub – County? The study established that majority of respondents indicated that in many schools (84.8%) there are no adequate teaching/learning resources for implementation of life curriculum. Also majority (36.4%) and 27.8% of the respondents strongly agreed and only agreed with the statements that; schools with adequate teaching and learning materials implement life skills curriculum better, teachers without adequate teaching and materials are not motivated to teach life skills, pupils are not motivated to attend schools without adequate teaching and learning facilities and that schools without adequate teaching and learning do not perform well at national examinations. The study established that there is a strong positive correlation between teaching and learning resources with  $r(66) = 0.760$  and implementation of life skills curriculum.

The third research question of the study was; to what extent does instructional strategies influence life skills curriculum in primary schools in Kitui Central Sub – County? The study established that majority (55.6%) of teachers used non-participatory strategy in teaching life skills education. However 44.6% used participatory strategy where the pupils are involved in the learning process. 37.9% of the respondents strongly agreed that; Teachers who use participatory instructional strategies improve pupils' academic performance, pupils enjoy those classes where they are involved in the learning process, pupils are not motivated to attend schools

where they will not participate in the learning process and all teachers should be encouraged to use participatory instructional strategies. The study also established that there is a strong positive correlation  $r(66) = 0.845$  between instructional strategies and implementation of life skills curriculum.

The R squared = 0.71 implying that 71.0% of the variations in dependent variable is explained by the independent variables. Also the ANOVA results shows that,  $F(1, 35) = 18.08, p < 0.05$  between life skills variables (in-servicing of teachers, teaching and learning resources and instructional strategies) and implementation of life skills curriculum.

### **5.3 Conclusions of the Study**

Based on the findings of this study, the researcher made the following conclusions:-

Most of primary school teachers in Kitui central sub-county are not in-serviced on life skills curriculum implementation and that they were not teaching it in most of the schools. This has therefore affected the implementation of the curriculum in their schools. She also concluded that, many schools lacked adequate teaching and learning resources for life skills and that affected the implementation of life skills curriculum.

Many teachers used non-participatory methods in teaching life skills and that affected pupils interest in the subject hence affecting its curriculum implementation..

### **5.4 Recommendations from the Study**

Based on the findings from this study, the researcher made the following recommendations:

- i. The Ministry of Education Science and Technology should frequently in-service teachers on the importance and implementation of life skills so that the teachers can understand its importance.
- ii. Primary school head teachers should be encouraged to buy enough teaching and learning materials of life skills and other subjects so as to motivate teachers and learners in implementing life skills curriculum.
- iii. The teachers should be encouraged to use participatory strategy in teaching life skills so as to motivate pupils towards learning the subject.

### **5.5 Suggestions for Further Research**

The purpose of the study was to evaluate the implementation on implementation of life skills curriculum in primary schools in Kitui central Sub-county, Kitui County, Kenya. Further research can be done on the following:

- i. The influence of in-servicing teachers on the performance of primary schools in KCPE.
- ii. Factors influencing the provision of adequate teaching and learning resources in primary schools.
- iii. Factors influencing teachers' choice of instructional strategies in primary schools.

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## **APPENDICES**

### **APPENDIX 1: TRANSMITTAL LETTER**

#### **RE: REQUEST TO FILL QUESTIONNAIRES**

Dear Respondent,

I am a post graduate student in South Eastern Kenya University a Masters of Education Degree in Early childhood Education. As part of the requirement for the degree, I am carrying out a research work on, to evaluate the implementation of life skills curriculum in primary schools in Kitui central Sub-county, Kitui County, Kenya. I kindly request that you fill in the provided questionnaire. All the information you provide will be treated with confidentiality and will only be used by the researcher for the purpose of the study.

Yours faithfully,

**JOYCE K. KITIVUI**

## APPENDIX 2:QUESTIONNAIRE FOR THE HEADTEACHERS

Kindly respond to each question by ticking [√] the appropriate answer.

### SECTION A: Demographic Information

1. Indicate your gender. Female [  ]. Female [  ] Male [  ]
2. Indicate your age bracket. Below 30 years and above [  ], 31-35 [  ], 36-40 years [  ]  
41-45 years [  ], 46-50 years [  ] 51 years and above [  ].
3. How many years have you been a Head teacher. Below 5 years [  ],  
6-10 years [  ], 11-15years [  ], 16-20 years [  ], over 21 years [  ]
4. What is your professional qualification?  
Certificate [  ] Diploma [  ], PGDE [  ], BED [  ], MED [  ], others-----
5. How many students are there in your school Boys [  ], Girls [  ]
6. How many teachers are in your school?-----

### SECTION B: In-Servicing of Teachers and Influence Life Skills Curriculum

7. Do you have life skills programmes in your school? Yes [  ] No [  ]
8. Have you ever been in-service on life skills implementation? Yes [  ] No [  ]
9. To what extent do you agree with the following statements on a scale of 1 -5.  
Strong disagree **2**. Disagree **3**. Neutral **4**. Agree **5**. Strongly Agree.

Statements	1	2	3	4	5
i. Teachers should be in-serviced frequently on life skills curriculum implementation.					
ii. Teachers in-servicing on life skills improves the school performance .					
iii. Teachers who are in serviced pose better results on life skills curriculum implementation.					

iv. Teachers who are not in-serviced on life skills should not teach life skills.					
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**SECTION C: Availability of Human and Material Resources and Life Skills**

**Education**

10. Do you have adequate teaching and learning materials for implementing life skills in your school? Yes [ ] No [ ]

11. Do you have adequate teachers to implement life skills curriculum in your school? Yes [ ] No [ ]

12. To what extent do you agree with the following statements on a scale of 1 -5.  
Strongly disagree **2**. Disagree **3**. Neutral **4**. Agree **5**. Strongly Agree.

<b>Statements</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
i. Schools with adequate human and material resources implement life skills curriculum better.					
ii. Teacher's without adequate material resources are not motivated to teach life skills.					
iii. Pupils are not motivated to attend schools without adequate human and material facilities.					
iv. Schools without adequate human and material do not perform well.					

**SECTION D: Instructional Strategies and Life Skills Curriculum**

13. What are the instructional strategies used by teachers in your school?

Participatory [ ] Non-participatory [ ]

14. If participatory, what activities are the pupils involved in?.....

.....

15. To what extent do you agree with the following statements on a scale of 1 -5.

Strong disagree 2. Disagree 3. Neutral 4. Agree 5. Strongly Agree.

Statement	1	2	3	4	5
i. Teachers who use participatory instructional strategies improve performance.					
ii. Pupils enjoy those classes where they are involved in the learning process.					
iii. Pupils are not motivated to attend schools without where they will not participate.					
iv. All teachers should be encouraged to use participatory instructional strategies.					

### APPENDIX 3: QUESTIONNAIRE FOR THE CLASS TEACHERS

Kindly respond to each question by ticking [  ] the appropriate answer.

#### SECTION A: Demographic Information

1. Indicate your gender. Female [  ]. Female [  ] Male [  ]
2. Indicate your age bracket. Below 30 years and above [  ], 31-35 [  ], 36-40 years [  ], 41-45 years [  ], 46-50 years [  ] 51 years and above [  ].
3. How many years have you been a class teacher. Below 5 years [  ], 6-10 years [  ], 11-15years [  ], 16-20 years [  ], over 21 years [  ].
4. What is your professional qualification?  
Certificate [  ] Diploma [  ], PGDE [  ], BED [  ], MED [  ], others-----
5. How many students are there in your school Boys [  ], Girls [  ]
6. How many teachers are in your school?-----

#### SECTION B: In-servicing of Teachers and Influence Life Skills Curriculum

7. Do you have life skills programmes in your school? Yes [  ] No [  ]
8. Have you ever been in-service on life skills implementation? Yes [  ] No [  ]
9. To what extent do you agree with the following statements on a scale of 1 -5.  
Strong disagree **2**. Disagree **3**. Neutral **4**. Agree **5**. Strongly Agree.

Statements	1	2	3	4	5
i. Teachers should be in-serviced frequently on life skills curriculum implementation.					
ii. Teachers in-servicing on life skills improves the school performance					
iii. Teachers who are not in-serviced on life skills do should not teach life skills.					



**SECTION C: Availability of Human and Material Resources and Life Skills**

10. Do you have adequate teaching and learning materials for implementing life skills in your school? Yes [ ] No [ ]

11. Do you have adequate teachers to implement life skills curriculum in your school? Yes [ ] No [ ]

12. To what extent do you agree with the following statements on a scale of 1 -5.  
Strong disagree **2**. Disagree **3**. Neutral **4**. Agree **5**. Strongly Agree.

Statements	1	2	3	4	5
i. Schools with adequate human and material resources implements life skills curriculum better.					
ii. Teacher's without adequate material resources are not motivated to teach life skills.					
iii. Pupils are not motivated to attend schools without adequate human and material facilities.					
iv. Schools without adequate human and material do not perform well.					

**SECTION D: Instructional Strategies and Life Skills Curriculum in Primary**

**Schools.**

13. What are the instructional strategies used by teachers in your school?

Participatory [ ] Non-participatory [ ]

14. If participatory, what activities are the pupils involved in?.....

.....

15. To what extent do you agree with the following statements on a scale of 1 -5.

Strong disagree **2.** Disagree **3.** Neutral **4.** Agree **5.** Strongly Agree.

<b>Statements</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
i. Teachers who use participatory instructional strategies improve performance.					
ii. Pupils enjoy those classes where they are involved in the learning process.					
iii. Pupils are not motivated to attend schools where they will not participate.					
iv. All teachers should be encouraged to use participatory instructional strategies.					

**APPENDIX 4: INTERVIEW GUIDE FOR THE SUB-COUNTY  
CURRICULUM IMPLEMENTATION SUPPORT OFFICER IN KITUI  
CENTRAL SUB- COUNTY.**

1. How long have you served as SCISO in Kitui central sub- County?
2. Do you think life skills curriculum has been well implemented in primary schools in Kitui central sub- County?
3. If yes, what are the indicators?
4. Do the teachers have necessary skills to teach life skills in their schools?
5. What challenges do the school face in implementing the life skills curriculum?
6. Do you think the schools have adequate teaching and learning materials to implement life skills curriculum?
7. What recommendations would you give to the Ministry of Education Science and Technology in order to enhance the Implementation of life skills?

Thank you for cooperation.